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SELF APPRAISAL REPORT

For

Assessment and Accreditation

Chaudhary Dilip Singh Girls College

KILA ROAD BAZARIA RATNUPURA, BHIND (M.P.)



Recognized by NCTE (WRC)

&

Affiliated to

JIWAJI UNIVERSITY, GWALIOR (M.P.)

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

P.O. BOX NO. 1075, NAGARBHAVI BANGALORE - 560072

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A. Profile of the Institution

1. Name and address of the institution:

**CHAUDHARY DILIP SINGH GIRLS COLLEGE,
KILA ROAD BAZARIA RATNUPURA, BHIND (M.P.)**

2. Website URL **www.cdsgcbhind.org.**

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Suresh Chandra Mishra (Head/Principal)	07534-230615	07534-230615	sureshchandramishra567@gmail.com
Mr. Satish Shrivastava (Vice-Principal)	07534-230615		satishshrivastava862@rediffmail.com
Mr. Vishnukant Upadhyay (Self - appraisal Co-ordinator)	07534-230615		upadhyayvishnukant@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Suresh Chandra Mishra (Head/Principal)	07534-230615	9826318744
Mr. Satish Shrivastava (Vice-Principal)	07534-230615	7771006934
Mr. Vishnukant Upadhyay (Self - appraisal Co-ordinator)	07534-230615	9826833707

4. Location of the Institution:

Urban ☐ Semi-urban ☒ Rural ☐ Tribal ☐

Any other (specify and indicate)

5. Campus area in acres:

2.943

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
07	2004

8. University/Board to which the institution is affiliated:

JIWAJI UNIVERSITY
GWALIOR

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

2f

MM	YYYY
---	---

Month & Year

12B

MM	YYYY
---	---

10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☐

	iii. Constituent	<input type="checkbox"/>
	iv. Self-financed	<input checked="" type="checkbox"/>
	v. Any other (specify and indicate)	<input type="checkbox"/>
b. By Gender	i. Only for Men	<input type="checkbox"/>
	ii. Only for Women	<input type="checkbox"/>
	iii. Co-education (B.Ed. – Girls) (M.Ed.- Co-Education)	<input checked="" type="checkbox"/>
c. By Nature	i. University Dept.	<input type="checkbox"/>
	ii. IASE	<input type="checkbox"/>
	iii. Autonomous College	<input type="checkbox"/>
	iv. Affiliated College	<input checked="" type="checkbox"/>
	v. Constituent College	<input type="checkbox"/>
	vi. Dept. of Education of Composite College	<input checked="" type="checkbox"/>
	vii. CTE	<input type="checkbox"/>
	Viii. Any other (specify and indicate)	<input type="checkbox"/>

11. Does the University / State Education Act have provision for autonomy?

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
			10+2+3	Diploma		
		B.Ed.	Graduation with 50%	Degree	One Year	HINDI, ENGLISH
iv.	Post Graduate			Diploma		
		M.Ed	B.Ed with 55%	Degree	One Year	HINDI, ENGLISH
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	WRC/2-32/61/2004 14387 July 7, -2004	Forever	100
Post Graduate	M.Ed.	WRC/WRCAPW08217/ 225166/141ST/M.ED/ 2010/72029 DATED 29/11 /2010	Forever	35
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs**Criterion I: Curricular Aspects**

1. Does the Institution have a stated
Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

2. a) Does the institution offer self-financed programme(s)?

If yes,

Yes	✓	No	
-----	---	----	--

a) How many programmes?

Two

b) Fee charged per programme

B.Ed. - 25,000/P.A
M.Ed. - 40,000/P.A

c)

3. Are there programmes with semester system

NO

4. Is the institution representing/participating in the curriculum development/
revision processes of the regulatory bodies?

Yes		No	✓
-----	--	----	---

If yes, how many faculty are on the various curriculum development/vision
committees/boards of universities/regulating authority.

--

5. Number of methods/elective options (programme wise)

D.Ed.

--

B.Ed.

17

M.Ed. (Full Time)

08

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	--
--------	----

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
-----	---	----	--

Number	01
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

Number	05
--------	----

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--

- Academic peers

Yes	✓	No	
-----	---	----	--

- Alumni

Yes	✓	No	
-----	---	----	--

- Students

Yes	✓	No	
-----	---	----	--

- Employers

Yes	✓	No	
-----	---	----	--

10. How long does it take for the institution to introduce a new programme within the existing system?

ONE YEAR

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	✓
-----	--	----	---

Number	
--------	--

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	01
--------	----

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

a) Through an entrance test developed by the institution ☐b) Common entrance test conducted by the ☒University/Government ☐c) Through an interview ☐d) Entrance test and interview ☐e) Merit at the qualifying examination ☒f) Any other (specify and indicate) ☐*(If more than one method is followed, kindly specify the weightages)* ☐

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year

18/03/2013

b) Date of last admission

25/03/2013

c) Date of closing of the academic year

10/12/2013

d) Total teaching days

208

e) Total working days

241

3. Total number of students admitted (2014-15)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	-	100	100		38	38	-	62	62
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

If yes, how many?

Yes		No	✓
-----	--	----	---

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

6618.5

a) Unit cost excluding salary component

26555.0

b) Unit cost including salary component

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed. (2012-13)	81.63	54.42	79.34	53.04
M.Ed. (Full Time (2011-12)	81.70	57.70	79.60	68.60
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	65%	20%	15%
M.Ed. (Full Time)	70%	20%	10%
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	1	0
b) Minimum number of pre-practice teaching lessons given by each student	0	2

11. Practice Teaching at School

a) Number of schools identified for practice teaching	0	5
b) Total number of practice teaching days	4	0
c) Minimum number of practice teaching lessons given by each student	4	0

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 02	No. of Lessons Pre-practice teaching	No. 21
------------------------------	--------	--------------------------------------	--------

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal %	External %
D.Ed.		
B.Ed.	35%	65%
M.Ed. (Full Time)	18.5%	81.5%
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	1
---	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	Lab set of Language Lab	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

19. Does the institution offer computer science as a subject?

Yes	✓	No	
-----	---	----	--

If yes, is it offered as a compulsory or optional paper?

Compulsory

☐

Optional

☒

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	3	30	%
--------	---	----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
--			

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

NIL

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

○ Teachers are given study leave

☒

○ Teachers are provided with seed money

☐

○ Adjustment in teaching schedule

☒

○ Providing secretarial support and other facilities

☒

○ Any other specify and indicate

☐

5. Does the institution provide financial support to research scholars?

Yes

☐

No

☒

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes ☒

No ☐

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	N/A	--	--
National journals – referred papers	✓		12
Non referred papers			
Academic articles in reputed magazines/news papers	✓		02
Books	✓		02
Any other (specify and indicate)	--	--	--

9. Are there awards, recognition, patents etc received by the faculty?

Yes ☒ No ☐

Number

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	<input type="text" value="15"/>	<input type="text" value="5"/>
International seminars	<input type="text"/>	<input type="text"/>
Any other academic forum	<input type="text"/>	<input type="text"/>

11. What types of instructional materials have been developed by the institution?
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

12. Does the institution have a designated person for extension activities?

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☐ Additional charge ☒

13. Are there NSS and NCC programmes in the institution?

Yes ☐ No ☒

14. Are there any other outreach programmes provided by the institution?

Yes ☒ No ☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

01

16. Does the institution provide consultancy services?

Yes ☒ No ☐

In case of paid consultancy what is the net amount generated during last three years.

NIL

17. Does the institution have networking/linkage with other institutions/organizations?

Local level	✓
State level	✓
National level	✓
International level	--

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

2905

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. How many Computer terminals are available with the institution?

30

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

80000

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

21020

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

68230

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

--

8. Has the institution developed computer-aided learning packages?

Yes

☒

No

☐

9. Total number of posts sanctioned

	M	F	M	F
Teaching	8	3	2	
Non-teaching				

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	--	--	--	--
Non-teaching	--	--	--	--

11. a. Number of regular and permanent teachers
(Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	7	1	2	--
	M	F	M	F
Readers	01	2	--	--
	M	F	M	F
Professors	01	1	--	--

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	2	1	--	--
	M	F	M	F
Readers	--	--	--	--
	M	F	M	F
Professors	--	--	--	--

c. Number of teachers from Same state
 Other states

10
03

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:15
M.Ed. (Full Time)	1:07
M.Ed. (Part Time)	

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
	Permanent	05	1		--
		M	F	M	F
	Temporary	04	02	--	--
		M	F	M	F
b. Technical Assistants	Permanent	03	01	--	--
		M	F	M	F
	Temporary	--	--	--	--
		M	F	M	F

14. Ratio of Teaching – non-teaching staff

1:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

51.08%

16. Is there an advisory committee for the library?

Yes ☒ No ☐

17. Working hours of the Library

On working days	8 hours
On holidays	2 hours
During examinations	8 hours

18. Does the library have an Open access facility

Yes	✓	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books	6385
- Textbooks	5685
- Reference books	700
b. Magazines	15
e. Journals subscribed	15
- Indian journals	15
- Foreign journals	--
f. Peer reviewed journals	--
g. Back volumes of journals	132
h. E-information resources	
- Online journals/e-journals	
- CDs/ DVDs	2
- Databases	YES
- Video Cassettes	02
- Audio Cassettes	08

20. Mention the

Total carpet area of the Library (in sq. mts.)	2174.7 Sqft.
Seating capacity of the Reading room	70 Student

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

22. Which of the following services/facilities are provided in the library?

Circulation	<input checked="" type="checkbox"/>
Clipping	<input type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day	21
Maximum number of days books are permitted to be retained by students	15 Days
by faculty	As per requirement
Maximum number of books permitted for issue for students	02
for faculty	As per requirement

Average number of users who visited/consulted per month

360

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

1:50

25. What is the percentage of library budget in relation to total budget of the institution

1.84%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I (2011-12)		II (12-13)		III (13-14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	767	151948	659	152136	642	129692
Other books	94	50624	72	36804	71	35781
Journals/ Periodicals	15	30563	16	18541	14	18140
News paper & Magzines		18917		16482		16027
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	01	02	01
M.Ed. (Full Time)	0	0	0
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
-----	---	----	--

If yes, how many students are under the care of a mentor/tutor?

20

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

5. Examination Results during past three years (provide year wise data)

	UG (B.Ed.)			PG			M. Phil		
	I 10-11	II 11-12	III 12-13	I	II	III	I	II	III
Pass percentage	95	96	99	57.14	74.28				
Number of first classes	80	82	99	20	26				
Number of distinctions			--	--					

Exemplary performances (Gold Medal and university ranks)									
---	--	--	--	--	--	--	--	--	--

6. Number of students who have passed competitive examinations during the last three years (provide year wise data) **N/A**

NET
SLET/SET
Any other (specify and indicate)

I	II	III
--	--	--
--	--	--
--	--	--

7. Mention the number of students who have received financial aid during the past three years. **N/A**

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✓
-----	--	----	---

Non-teaching staff

Yes		No	✓
-----	--	----	---

10. Does the institution provide Hostel facility for its students?

Yes		No	✓
-----	--	----	---

If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black;">Yes</td> <td style="width: 25%; border: 1px solid black;">✓</td> <td style="width: 25%; border: 1px solid black;">No</td> <td style="width: 25%; border: 1px solid black;"></td> </tr> </table>	Yes	✓	No	
Yes	✓	No			
Indoor sports facilities	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black;">Yes</td> <td style="width: 25%; border: 1px solid black;">✓</td> <td style="width: 25%; border: 1px solid black;">No</td> <td style="width: 25%; border: 1px solid black;"></td> </tr> </table>	Yes	✓	No	
Yes	✓	No			
Gymnasium	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black;">Yes</td> <td style="width: 25%; border: 1px solid black;"></td> <td style="width: 25%; border: 1px solid black;">No</td> <td style="width: 25%; border: 1px solid black;">✓</td> </tr> </table>	Yes		No	✓
Yes		No	✓		

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		01	✓		01
Inter-university	--		--		--	
National	--	--	--	--	--	----

Any other (specify and indicate)						
----------------------------------	--	--	--	--	--	--

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	05	--
Regional	--	--
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2013

19. Does the institution have a Student Association/Council?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	26	29	
Employment (Total)	74	71	

Teaching			
Non teaching			

23. Is there a placement cell in the institution?

24. Yes ☒ No ☐

If yes, how many students were employed through placement cell during the past three years.

1	2	3
24	29	

25. Does the institution provide the following guidance and counselling services to students?

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes

☒

No

☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	03
Staff council	06
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	06
❖ IQAC	
❖ NAAC Committee	
❖ Academic Committee	

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Medical assistance

Insurance

Other (specify and indicate)

4. Number of career development programmes made available for non-teaching staff during the last three years

0	0	3
---	---	---

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

N/A

- b. Number of teachers who were sponsored for professional development programmes by the institution

National

-	-	-
---	---	---

International

--		
----	--	--

- c. Number of faculty development programmes organized by the Institution:

0	0	2
---	---	---

- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

	0	2
--	---	---

- e. Research development programmes attended by the faculty

Y	0	2
---	---	---

- f. Invited/endowment lectures at the institution

	0	6
--	---	---

Any other area (specify the programme and indicate)

N	I	L
---	---	---

6. How does the institution monitor the performance of the teaching and non-teaching staff?

- a. Self-appraisal

Yes	✓	No	
-----	---	----	--

- b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

- c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

- d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

- e. Any other (specify and indicate)

Yes	--	No	
-----	----	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

4 Hours per Week

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	NIL
Fees	3585000
Donation	NIL
Self-funded courses	NIL
Any other (specify and indicate)	

9. Expenditure statement (for last two years)

	Year 1	Year2
	2012	2013
Total sanctioned Budget		
% spent on the salary of faculty	52.06	51.08
% spent on the salary of non-teaching employees	25.47	21.66
% spent on books and journals	2.16	1.84
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water	2.21	1.88
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.	0.66	0.56
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.34	1.35
% spent on travel	0.08	0.63
Any other (specify and indicate)	0.33	0.28
Total expenditure incurred		

10. Specify the institutions surplus/deficit budget during the last three years?
(specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
486850/-	
476040/-	
495645/-	

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counselling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation/ Assessment	Yes	✓	No	
Any other (specify and indicate)	Yes	--	No	✓

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes

☒

No

☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes

☒

No

☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes

☒

No

☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes

☒

No

☐

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers

☒

b) for students

☒

c) for non - teaching staff

☒

19. Are there any ongoing legal disputes pertaining to the institution?

Yes

☐

No

☒

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

☐

No

☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

☐

No

☐

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes

☒

No

☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes

☒

No

☐

3. What is the percentage of the following student categories in the institution ?

	CATEGORY	B.ED. (2014-15)				M.ED. (2014-15)			
		MEN	%	WOM EN	%	MEN	%	WOM EN	%
a	SC	-	-	23	23	-	-	-	-
b	ST	-	-	02	02	-	-	-	-
c	OBC	-	-	18	18	-	-	-	-
d	PHYSICALLY CHALLENGED	-	-	01	01	-	-	-	-
e	GENERAL CATEGORY	-	-	56	56	-	-	-	-
f	RURAL	-	-	27	27	-	-	-	-
g	URBAN	-	-	73	73	-	-	-	-
h	ANY OTHER (SPECIFY)	-	-	-	-	-	-	-	-

4. What is the percentage of the staff in the following category ?

	CATEGORY	TEACHING STAFF	%	NON – TEACHING STAFF	%
a	SC	--	--	--	--
b	ST	--	--	--	--
c	OBC	--	--	02	16.6%
d	WOMEN	10	83.33%	05	41.66%
e	PHYCALLY CHALLENGED	--	--	--	--
f	GENERAL CATEGORY	12	100%	10	83.33%
G	ANY OTHER (SPECIFY)	--	--	--	--

5. What is the percentage incremental academic growth of the students for the last two batches ?

Category	At Admission		On completion of the course	
	Batch-I	Batch-II	Batch-I	Batch-II
SC	24	04	23	04
ST	--	--	--	--
OBC	21	31	28	31
PHYSICALLY CHALLENGED	--	--	--	--
GENERAL CATEGORY	51	54	49	52
RURAL	--	--	--	--
URBAN	--	--	--	--
ANY OTHER (Specify)	---	--	--	--

Executive Summary

Chaudhary Dilip Singh Girls college, Bhind is a co-educational teacher training institution, established in 2005. College is recognized by NCTE (WRC), Bhopal and affiliated to Jiwaji University, Gwalior (M.P.). It has currently 100 seats in B.Ed. & 35 seats in M.Ed. programme.

1. Curricular Aspects

The college follows the curricular activities prescribed by the Jiwaji University, Gwalior. The theory and practical portion of the B.Ed. & M.Ed. programmes are run as per prescribed syllabus of University and rules and regulator of NCTE (WRC). The college has adequate feedback mechanism through which feedback is collected and analyzed for proper functioning of the activities.

2. Teaching-Learning and Evaluation

College admits the B.Ed. candidates who come across in the counseling process on the basis of their marks in the qualifying examination. Admission policies, general conditions, eligibility, fees and reservations are mentioned in the notification released by the Department of higher education, M.P. from the session 2014-15 an entrance test will be held for B.Ed. aspirants. For M.Ed programme, the counseling process is being undertaken by Jiwaji University.

College is making continuous efforts for ensuring retention of the diverse student population belongs to varied economic, cultural, religious, gender, linguistic, backgrounds and physically challenged.

ICT is effectively used for teaching-learning and evaluation process. Staff, faculty members and pupil teachers are properly trained to use technology in administrative as well as teaching aspects. The progress of pupil teacher are assessed through assignment, tests, projects, workshops and seminars.

3. Research, Consultancy and Extension

The faculty members are encouraged to pursue research work. They are motivated to publish their findings research papers & articles and take part in refresher courses, seminars & workshops. Most of the faculty members have undertaken research activities i.e. M.Phil. & Ph.D. programmes by making adjustment in teaching schedule.

College has linkage with schools, other teacher training institutions and Jiwaji University, Gwalior under good practices, Chaudhary Dilip Singh college organized various extension activities i.e.

- Women empowerment, Plantation, Save fuel, Eye check up, Blood check up and donation and Rallies on various contemporary issues.

Several guest faculty invited and they share their experiences with faculty members and pupil teachers.

4. Infrastructure and Learning Resources

The college has enough campus area i.e. approximates 2.943 Acres & built up area 2905 s.q. mts. for execution of various curricular, co-curricular and extra-curricular activities.

The college has mobilized its resources that have resulted into the establishment of well built state of art physical infrastructure and conducive teaching learning atmosphere. The college have adequate no. of classrooms, well equipped laboratories, multipurpose hall, well stocked library, Staff room, common room for girls & boys, health & physical education room, health centre, music room, Art & craft room and spacious store rooms to run teacher education programmes efficiently.

5. Student Support and Progression

After admission, an introduction cum orientation session is organized for providing details about syllabus, teaching methodology, additional specialization, pre & practice teaching schedule co-curricular, extracurricular activities and evaluation process of B.Ed. programme.

The college maintains placement cell which specifically work for enabling the pupil teachers to compete the upcoming opportunities in the field of teaching. Pupil teachers are provided additional guidance services which helps them to apply and compete for state & central level competitive examination. The college has its alumni association with the objectives to provide opportunities for personal and professional growth of its members. Concept of inclusive education kept in mind while preparing plan of academic activities. Pupil teachers are taking active part of various working committees & cells.

6. Governance and Leadership

College have clear and achievable vision, mission and objectives. The management committee have deep understanding of it. Vision, mission and objectives are made known to pupil teachers, peers, parents, teacher of practice teaching schools and other stakeholders. Various committees and cells are formed for smooth functioning of the college. Academic calendar is prepared in advance before commencement of academic session.

Recruitment of the faculty and Staff is done by the management committee with the help of panel of experts nominated by Jiwaji University, Gwalior. Several welfare schemes are introduced by the management to the faculty and staff members. There is an inbuilt mechanism to check the work efficiency of the faculty & staff members.

7. Innovative Practices

The college has an internal quality assurance cell (IQAC) for enhancing and sustaining quality of curricular, co-curricular and extracurricular activities. Feedback from pupil teachers, peers, alumni, teachers of practice teaching schools, society members & all stake holders are collected, analyzed and used for improving the activities to be implemented.

CRITERION –I

Curricular Aspect

- ❖ *Curriculum Design and Development*
- ❖ *Academic Flexibility*
- ❖ *Feedback on Curriculum*
- ❖ *Curriculum Update*
- ❖ *Best Practices in Curricular Aspects*

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The college sets the following objectives that envisage all the key aspects:-

- 1) To impart quality and value based education.
- 2) To keep pace with the Information and Communication Technology.
- 3) To develop the knowledge, skills and competencies among the pupil teachers needed for playing multifaceted role (of the teacher) in the new era.
- 4) To strengthen inter-personal and social skills along with right attitude and self-innovation for continuous learning among prospective teachers.
- 5) To cultivate human and spiritual values for self-development of the prospective teachers.
- 6) To provide equal opportunities to all the pupil teachers irrespective of their caste, creed, religion, language and gender.
- 7) To ensure the welfare of differentlyabled, SC/ST and other socially, economically and educationally backward students.
- 8) To sensitize the pupil teachers towards inclusive social concerns, human rights, gender-issues, etc.
- 9) To initiate and experiment innovations in Teacher Education.
- 10) To foster creative and critical thinking among the pupil-teachers.
- 11) To instill scientific zeal and develop skilled human resource to contemporary challenges.
- 12) To collaborate with other stakeholders of Teacher Education for quality assurance, promotion and sustenance.

Major Considerations of the Institution

With the help of the above cited objectives, we endeavour to plan the curricular and co-curricular activities in alignment with the major considerations of our institution in the following domains:-

- ❖ **Training:-** The pupil teachers are trained to keep pace with information and communication technology and are also trained to develop skills for information processing and lifelong learning.

- ❖ **Access to Disadvantaged:-** The college provides reservation to all the disadvantaged groups as per the Government rules and ensure an equitable learning environment.
- ❖ **Equity:-** It provides equal opportunities to all the pupil teachers in curricular and co-curricular activities irrespective of their caste, creed, religion and language & place.
- ❖ **Self Development:-** It helps in developing the harmonious personality of the pupil teachers so that they can become and produce good human resource. It also helps in making the pupil teachers up to date according to global trends of ICT.
- ❖ **Intellectual -** Intellectual Objective addresses the major areas like meaning and nature of learning, teaching, development of learner and its importance in learning process with special reference to childhood to adolescence period, the process of learning & higher mental process involved in learning, system approach & its application in teaching learning etc.
- ❖ **Academic –** academic objective reflects on development of academic aspects of pupil teachers . It addresses the concerns like role of teachers in teaching, research & extension work. Generally it is assumed the teachers are meant for teaching. These objectives take up the task of improving the thinking of teachers about the different dimensions of teaching.
- ❖ **Community & National development –** Teacher is basically the manager in the process of education. Teacher needs to develop the task of resources management. This objective addresses the task of resources management for the development of community and Nation.
- ❖ **Issue of ecology and environment:-** The young mind are to be trained properly to sustain the ecology and the environment by bringing out authentic issues of ecology and environment. Hence pupil teacher is to be trained properly in environmental education and one of the important functions of education is to develop all round personality of the learner.
- ❖ **Value orientation:-** Value are not taught but they are caught. To make the pupil catch the values, it is the duty of the teacher to develop proper environment containing multifarious value system. As the values are grading the Indian society, it is the preliminary task of the teacher to develop the proper values among the students by creating proper environment. This objective intends to take up this task.
- ❖ **Employment:-** The school education is going away from employability focus and to empower the pupil teacher in the era of privatization and globalization, this objective is formulated. This forward looking objective enables the pupil teachers to empower themselves, to counter the challenges and issues arising out of global trends.

- ❖ **Global Trends and Demands:-** The explosion of knowledge, usage of ICT in the curriculum transaction, value-crisis, economy and environment are some of the important global issues in education. By following the recent trends, the institution works very hard to meet the various global trends and demands in Education.

1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

College follows the curriculum for B.Ed. & M.Ed. prescribed by Jiwaji University. There is no role of the college in curriculum development process. However, the college meticulously develops action plan for effective implementation of the curriculum. At the onset of every new session, the Principal of the college conducts meeting with the faculty & staff members to develop various strategies for effective implementation of the curriculum. All the staff members are encouraged to impart the curriculum through innovative teaching methods such as power point presentations, assignments, group discussions, seminars, workshops, conferences along with traditional teaching methods and gadgets.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The recent global trends are always incorporated in the teacher education programme and the course has been modified to meet the emerging global needs. The ICT has boon the whole process of the education, so the teacher educators train the pupil teachers by blending traditional with modern viz. Computers, LCD Projectors, Interactive-Board, etc. All the teacher educators demonstrate the values skills by making use of numerous methods, approaches, techniques strategies and model etc. to pupil teachers to train them the best in the modern era so that they would be able enough to meet the various challenges that will come across throughout their teaching career ahead in their lives.

To help the student-teachers to develop a flexible understanding of the subject matter, the teacher educator mentors use the following Enrichment clusters:

- ❖ Creative Pedagogies.
- ❖ Imagination in Teaching and Learning.
- ❖ Multi-disciplinary learning, reading and writing across the Curriculum.
- ❖ Blending of ICT.

1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The **B.Ed.** curriculum is developed by the Jiwaji University, Gwalior through its Board of Studies for the University and its affiliated Colleges. The college gives sufficient weightage to the components of environment, value education and ICT. Apart from it, the college also observes these components as enshrined in the NCF (2005) and National Teacher Education Frame-work (2009). University curriculum consists of a provision of an optional paper “Environmental Education” which deals with the issues like preservation and protection of environment, Afforestation, water harvesting and protection of natural resources. The paper puts sufficient emphasis to make the students aware about environmental challenges.

Teacher Education Curriculum of the Jiwaji University, Gwalior focuses on curricular and co-curricular activities through which emphasis is laid on inculcation of social, moral, and spiritual values and college plans its calendar of activities at the beginning of the academic session. Efforts are being made to use ICT in teaching – learning through development of ICT Resource Centre as recommended by the NCTE.

1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.

Our institution has arranged ICT facilities like ICT lab, hardware, software, internet connectivity, free access to audio visual and other media and various study materials are available to our student and these facilities find optimum use.

Our students make power point presentation/seminar, presentations demonstrating their computer skills. The college gets trained all the staff members in 30 days programme in ICT skills and they organize workshops for the student batch wise. Our staff member makes use of LCD, DVD, CD's slides and OHP for curricular transactional processes. E-learning is also the part of the same. Our college makes use of technology for practice teaching like developing lesson plans i.e. computer assisted learning in class room transactional process and while preparation of teaching aids as well as for the evaluation also.

1.2 Academic Flexibility

1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

To make the teaching effective and reflective, pupil teachers are given valuable training in the form of micro teaching and demonstration of various teaching skills by the concerned faculty. During this, the faculty members provide the fundamental knowledge of teaching by demonstrating lessons based on various teaching skills with the help of necessary teaching aids. During micro teaching practice the observe/supervisor provides valuable suggestions to the pupil teachers regarding their weaknesses and strengths in teaching to prepare them for further challenges of teaching profession. The students are also encouraged to make maximum use of maximally the technological equipments like LCD Projector, OHP, Computers, internet, Teaching Aids, Charts and Models etc. in their teaching.

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

Flexibility is indispensable in operating curriculum. The B.Ed. Programme extends well beyond the prescribed curriculum. A series of special activities are conducted with both innovative and traditional methods these provide a cosmopolitan environment, interdisciplinary, inter institutional approaches (activities like disaster management/life skills/communicative skills/teaching challenged differently abled student/waste management etc.).

Curricular flexibility involves student centered learning as a pivot to the programme, Innovative design, Remedial teaching, out of class activities going beyond the prescribed syllabus, constructive leadership and professional training, competency based teacher education, guidance and counseling.

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc..

Communication Skills :- Our college conducts Communicative English classes and we provide opportunity to our students to participate in the programme and learn

the skills alongwith that we organize group discussions, essay writing and speeches are held at a regular intervals both in Hindi and English in the college.

We also organize various workshops with the help of experts in the field for the development of communicative competence among the students.

ICT Skills:- College provides regular computer training for the students (batch wise) to develop their basic computer operating skills, M.S. Office, and internet operation etc.

Life Skills and Social Responsibility:- With the students' union-our students have been allotted the different responsibilities in organizing various events and activities such as cultural programme, community/social/literary competitions, seminars/workshops etc. Self government is also one of the ventures to promote democratic skills.

Personality Development:- Our college organized personality development workshops by inviting experts as well as many other personality development sessions like Debates competition/Group discussions, street plays and other co-curricular activities.

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. Interdisciplinary/Multidisciplinary**
- ii. Multi-skill development**
- iii. Inclusive education**
- iv. Practice teaching**
- v. School experience / internship**
- vi. Work experience /SUPW**
- vii. Any other (specify and give details)**

(Also list out the programmes/courses where the above aspects have been incorporated).

❖ Interdisciplinary/Multidisciplinary

The curriculum of B.Ed. has interdisciplinary / multidisciplinary approach. There are various fields of specialization in the B.Ed. course such as Education Psychology, Philosophy, Technology, Science, Social studies, Language (Hindi, English, Sanskrit and Urdu) Development of certain skills, writing, preparing & handling teaching aids using computers & other ICT and work experience.

❖ Multi Skill Development

The curriculum of B.Ed. provides an opportunity to the Pupil teachers for developing various skills. It helps in developing communication skills, teaching skills, social skills, writing skills, work experience and technical skill with the help of various subjects.

❖ **Inclusive Education**

At present much emphasis is given on Inclusive Education; college admits differently able students in B.Ed. Programme. They are provided all requisite facilities. i.e. ICT laboratory, library facilities and language lab etc.

❖ **Practice Teaching**

There is proper provision of practice teaching in simulation as well as in actual classroom situation. Every pupil teacher completes 21 days of pre practice teaching and 40 days of practice teaching. During this period pupil teachers are properly oriented about teaching skills, lesson planning & effective teaching. Pupil teachers prepare and present various lessons plans according to skill assigned.

During practice teaching at school level, every pupil teacher delivers 40 practice lessons and one criticism lesson in each teaching subject. During this period all the pupil teachers are monitored and supervised by their concerned supervisors who provide feedback to the pupil teachers for their effective teaching learning.

❖ **School Experience**

There is a provision of both theoretical and practical aspects of school experience. In theory papers pupil teachers are given conceptual knowledge about the management of school facilities, human resource, time table and library etc. At the time of practice teaching at school pupil teachers apply all this knowledge in the actual situations. They organize morning assembly, make arrangements for teaching learning schedule, Human & material resources, organize co and extracurricular activities. At the end of the practice teaching at school every pupil teacher writes a detailed school report, prepares time table complete observation lessons and provide their suggestions to the school for provide in better learning experience to the students.

Pupil teachers also conduct an action research project during practice teaching and provide solution/remedies to a particular problem.

1.3 Feedback on Curriculum

1.3.1 How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The college encourages feedback taken from the various stake holders such as students, alumni, teachers and head masters of the practice teaching schools, faculty

and communities through appraisal of the teacher performance and evaluation of the course and facilities available.

College collects all the feedback and communication in the form of questionnaires and forms, which we analyze and develop areas of improvement from it. The feedback are discussed in the college meeting the opinion of the co-ordination committee is also taken into account. The college takes part in the curriculum development process through appropriate analysis of feedback, given by the various stake holders from time to time and incorporates the suggestions in the functional style of the institution.

1.3.2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The outcome of feedback is discussed by relevant committees and the principal and suitable measures are adopted.

1.3.3 What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

The feedback so collected is deeply analyzed by the Principal with the faculty members. The worth full suggestions are discussed with concerned faculty members and then submitted to the University in the meeting of Board of Studies.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

All curriculum updation has been done only by the Jiwaji University Gwalior. As per the board of study of the Jiwaji University, the major curriculum changes are implemented only after 5 years while minor changes are incorporated annually. The following changes are incorporated in B.Ed. and M.Ed. 2011-12 syllabus-

Minutes of meeting of Board of Studies for Education, Jiwaji University, dated 19-17-2011

In the one year B.Ed. course syllabus 2011-12 the following points have been finalized for the inclusion.

1. In paper IV & V the teaching subject should be read as "Teaching of Social Science" in place of "Social Studies".
2. In the practical of "Basic computer" knowledge of M.S Office & maintaining of "Record Book" will be taken into consideration for the purpose of awarding the marks. The divisions of marks will be-20 marks of record file & 10 marks of Viva voce.
3. In psychology practical 5 tests & 5 experiments are to be done & record file of the same is to be maintained. The division of marks will be 30 marks for sessional record book; 10 marks of viva voce & 10 marks for the experiment & test (5 marks each) at the time of practical examination.
4. A student is required to offer one work experience (In place to two) from the table given below which are of 50 marks. The division of marks will be-30 marks of record book; 10 marks of viva voce & 10 marks for the practical of work experience at the time of practical examination.
5. Work Experience Table is

1. Agriculture	6. Drawing and Painting
2. Gardening and Horticulture	7. Music
3. Tailoring and Embroidery	8. Dance
4. Book Binding	9. Toy Making

6. The examiners are to be appointed as per the following subject groups: For teaching of Hindi/English/Social science /Other arts subjects: One examiner. For teaching of Science / Maths /Life Science/Other Science subjects: One Examiner. For Psychology and for Craft examination: One Examiner.
7. Grading of "working with community" be done on 7 point scale (1 to 7).
8. Syllabus of M.Ed (2011-12) will be the same as it was for 2010-11.

1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

The college adopts several strategies to assess the need and areas for curriculum revision and updating through meetings, class room interactions, discussions, staff meetings and feedbacks from various stake holders.

1.5 Best Practices in curricular Aspects

1.5.1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

Pedagogical analysis and simulated teaching were included in the revised curriculum. Emphasis is laid on self enhancement, continuous guidance, remedial teaching and enrichment programmes.

1.5.2 What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the institution?

To make the curriculum aspects more reflective and communicative the institution adopted the following innovative practice:-

1. Emphasis on enhancing computer and internet availability.
2. Training the faculty in the ICT techniques in their fields and the willingness of the management to provide academic/financial assistance.
3. Organization of various programmes that helps students to learn the latest trends in their subject.
4. Comprehensive, continuous evaluation of the students and extra guidance.
5. Promoting the talent of the students in the various curricular and co-curricular.
6. Provision of Library with Reading room with easy access to internet facility.
7. Special programmes for developing communication and computer skills.
8. To provide workshops in each methodological subject which help students horn their social and management skills.
9. Organization of remedial teaching in all the areas.
10. Feedback from various stake holders and its detailed analysis.

CRITERION –II

Teaching-Learning Evaluation

- ❖ *Admission Process and Students Profile*
- ❖ *Catering to Divers Needs*
- ❖ *Teaching-Learning Process*
- ❖ *Teacher Quality*
- ❖ *Evaluation Process and reforms*
- ❖ *Best Practices in Teaching-Learning and Evaluation Process*

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

2.1.1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Our college runs B.Ed. and M.Ed. courses. The admission process and admission policy of institution is centralized depending upon Government of M.P. (higher Education) and Jiwaji University Gwalior. The admission for course of B.Ed. are centralized all over the state. From the session 2014-15, the entire admission process is controlled by Madhya Pradesh vyavsayik pareeksha mandel, (Vyapam), Bhopal. Website is www.vyapam.nic.ac.in. Common entrance tests are administered from these courses and candidates are admitted on basis of merit score.

Advertisement for common entrance test for B.Ed. is advertised in month of Jan-Feb, 2014 Students approach to concerning website through various centers. In the vyapam website detailed information about various universities, colleges, seats availability, reservation policy, time schedule, procedure are mentioned. Students willing of admission apply on-line and receive admit card of Entrance Examination. Vyapam declares the cut off merit for admission for all categories. Students fill option form to get admission at particular colleges. Students are enlisted and colleges are allotted as per options, availability of subject method and norms of admission procedure. List of admitted students in particular college is used for finalization of admissions in college.

Our college has printed form which is used for consolidated information to be filled in by particular student and required documents are attached. Thus admission is finalized.

Faculty and staff members are involved in admission committee and they contribute significantly in completing admission procedure.

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

Vyapam advertises schedule/ procedure for common entrance test probably in month of Jan/Feb. every year in the news papers-regional and national level.

In the prospectus, rules and regulation regarding eligibility of candidate, documents required, format of common entrance test, time-table, dates, name of various universities and affiliated teacher education colleges, seats for admission, medium, language, fees, address of college with phone no. how to fill the form information is given.

It has been our endeavour to give the entire information about faculty, infrastructure, facilities, research publications and all other relevant aspects that a student needs to take into account before taking admission.

The college website www.cdsgcbhind.org covers the of entire information i.e. the information regarding management faculty, syllabus, library, fee structure, admission procedure, results, placement cell, various labs etc.

2.1.3 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The students to be admitted in College for B.Ed and M.Ed. course are given admission for respective courses. All admission decisions to ensure the determined admission criteria governed by Director Higher Education M.P. state and Jiwaji University, Gwalior. The admission committee of college is fully vigilant and alert to the need as pupil teachers. Details regarding courses are displayed on notice board so it becomes easy for student to write optional paper, how to fill in form, documents to be attached etc.

2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

Admission of B.Ed. , M.Ed. students are finalized by the Vyapam and Department of Higher Education Bhopal. As per their strategy the institution accepts students population. There are special norms prescribed by the Vyapam Govt. of M.P. and Jiwaji University, Gwalior for the students from disadvantaged communities and minorities which is diligently implemented.

There are scholarships available for students from economically weaker sections. Apart from these the faculty members of the college try to arrange fee concession for needy students.

For differently-abled student college relaxes the admission norms as per Govt. and University rules and we deal with these students with sympathy, sensitivity and cater to their different needs. Admission norms are relaxed to some degree for

cultural, sports, NSS students who demonstrate high – level proficiency in particular field.

All students are given equal status and are not discriminated.

2.1.5 Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

Admitted students are graduate, post graduate of respective faculties . They are not aware about contents of Teacher Education. In orientation programme students are given idea about course, different papers, syllabus, various curricular, co-curricular, extracurricular activities and evaluation system.

In pre-preparation orientation workshops various concepts are explained so as to acquaint them with new situation / atmosphere. Teaching aptitude test is also administered on students so as to assess their aptitude/ interest and help them to develop it by various activities, workshops and seminars .

2.2 Catering to Diverse Needs

2.2.1 Describe how the institution works towards creating an over all environment conducive to learning and development of the students?

The college provides good infrastructure facilities, well equipped laboratories and well stocked library with internet access facility.

The library is well stocked in all respects i.e. with books, reference books, encyclopedia, journals, periodicals, C.Ds , self learning material developed by the college with reading room facility.

The teaching staff is well qualified and experienced.

The guest lectures are also invited from other teacher training colleges and Jiwaji University to share their experiences and expertise with the teachers and students of college.

2.2.2 How does the institution cater to the diverse learning needs of the students?

The students with diverse learning needs admitted in the institution are given special attention for their special needs and are taken care by the college in right earnest. These Students are given special treatment as per requirements. The college is very sensitive to the differently abled students.

The faculty members take care of the student's knowledge to bridge the gap which the students have before entering a specific course.

The slow learners are given special attention while the advanced learners are encouraged to learn more.

2.2.3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

During the course the pupil teachers mainly focus on the methodology of teaching and principles of psychology and the recent trends in the educational development. The students are given an opportunity for teaching practice before that various skills are developed in them in microteaching workshop.

The co-curricular and extra curricular activities related to teaching profession are also provided, so all round development of personality takes place. This helps them for academic, social and emotional learning.

Thus the activities envisioned in the curriculum are for pupil teachers to understand their role in teaching-learning process different from regular learning process till graduation, post graduation education but there are some similarities in subject content to be taught as teaching methods.

The pupil teachers are given knowledge, skills and values, at the same time they are prepared to understand the variation, processes and develop aptitudes.

2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

The teacher educators of our college are well qualified and always play a vital role in preparing knowledgeable pupil teachers and help them to cater their diverse needs. They prepare students to explore new horizons, achieve high levels of teaching competency.

Pupil teachers are also given knowledge and understanding through various extension activities. Like, plantation, pollution, AIDS awareness, Human rights Awareness, various jayanties and punyatithies of eminent leaders, social workers and saints etc. It helps to create a sensitive, informed social setup.

Thus our teacher educators prepare pupil teachers to cater to the diverse student needs by organizing variety of programs, seminars, workshops etc. so as to mould them as better citizens with vision of future where people will live together in harmony, and mutual respect in society to work efficiently.

2.2.5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The teacher educator is an important tool in building teaching learning process. They are able to impart right knowledge on the basis of their hard work and experience and skills to create a good individual so he can contribute to development of society. For professional and academic growth, successful learners are developed with good and disciplined study habits, skills to acquire knowledge. The pupil teachers would be teachers so they are well equipped with latest knowledge, information, recent changes or shift in various dimensions of knowledge. This helps would be teachers to compete and survive, in the world of ever changing knowledge develop good study habits, setting of goals, time management, use of meditation for increasing concentration.

Thus pupil teachers are helped and prepared to deal effectively in classroom situation.

2.3 Teaching-Learning Process

2.3.1 How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The pupil teachers of our college have to attend all the theory and practical classes. As per the university rule, 75% attendance is compulsory to be eligible to appear in the annual university examination. In the daily working of the college, the class periods of the compulsory theory papers are taken in the first session of the day and in the second session, the class periods of optional theory Papers & practical periods are taken. During the afternoon session teacher educations are engaged in learning for better teaching in the sessions of special methods of teaching. Computer in Education is one of the optional as well as additional knowledge subjects in the curriculum. The students under this subject generally do their work in the ICT laboratory under the guidance of ICT instructor who is capable of using computers in training perspectives and for the better class room teaching. The whole year is divided in to two different specific programmes for better training of teachers. The calendar is prepared for the timely organization of activities and preparation for the teacher educators as well as pupil teachers. The pupil teacher are assigned with the work of action research, conduct of psychological test, Book Review, Preparation of PPT (Power Point Presentation) and submission of the

course. Hence, they are ever engaged in active learning. Simulation, peer teaching, role playing, teaching practices are the activities of active learning. Throughout the year, teacher educators and pupil teachers do their work which makes active learning possible to the full extent. Internet connectivity is also available in the ICT laboratory. The skills relating to internet address, internet mailing retrieving information through internet are the routine activity of the pupil teachers. Just to formalize the programme the periods are scheduled. This way the institute engages the pupil teachers for an active learning.

2.3.2 How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

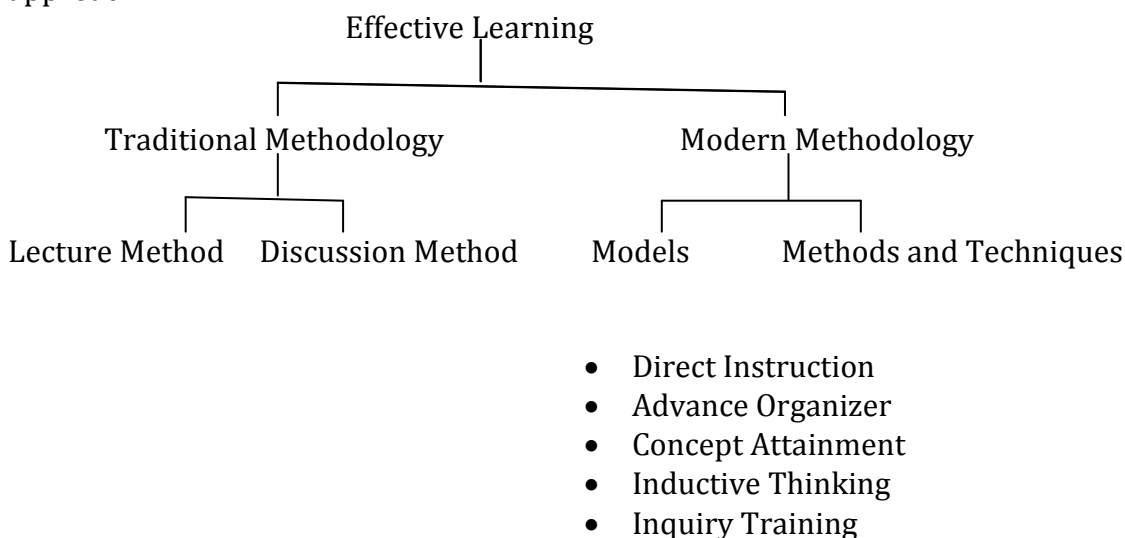
The college lays emphasis on pupil teachers' independent activities to bring confidence among them. Some of the activities that are undertaken at the college for the overall development of the teacher educands are listed below:

- ❖ College working starts with a prayer session which is managed and conducted by the students by rotation. Student groups are formed and responsibilities are given for successful organization of this activity. It is followed by the a theme based talk as thought of the day. By this activity students cultivate their will and self confidence. Students are given personal counseling for better organization of prayer assembly.
- ❖ While undergoing teaching practice, pupil teachers come across the real working of the school and get field based experience.
- ❖ Besides, the college celebrates festivals in the college itself to inculcate respect for each other's religion and beliefs and to value our great heritage.
- ❖ For the physical development of the pupil teacher, sports activities and competitions are the integral part of the curriculum and have been given equal importance. The college is well equipped with sports facilities in the campus.
- ❖ The college has the science laboratory where the students conduct experiments and develop laboratory skills.
- ❖ Information and communication technology (ICT) laboratory of the college is equipped with all required equipments. The students generally get an access to the internet facility.
- ❖ College organizes workshops on Teaching Aids for the students on a regulars interval for promotion of desired skill to develop different types of Teaching Learning Materials (TLM) to use as teaching aids.
- ❖ Identification of learning group is a routine practice of the college. These groups are based on different skills and abilities of the students and generally these skills and abilities are chanlized to be an effective teacher.

- ❖ College patronizes cultural programmes to be conducted by pupil teachers under the guidance of teacher educators.

2.3.3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

For effective learning of pupil teacher we use both modern as well as traditional approach.



2.3.4 Does the institution have a provision for additional training in models of teaching? yes, provide details on the models of teaching and number of lessons given by each student.

No, there is no such programme provided in the B.Ed. curriculum to provide training in models of teaching. But our college uses several methodologies and approach to provide effective teaching learning experiences to the pupil teachers.

Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of ICT and audio visual aids, how to present the content matter, dealing with the students, controlling classroom activities, using chalkboard etc.

2.3.5 Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Before the commencement of Micro teaching lessons, pupil teachers are well made known about the micro teaching, its concept, requirement of various teaching skills. Demonstration lesson in each skill and in each teaching subject is presented before the pupil teachers by the teacher educators. During this micro teaching session, every pupil teacher prepares and delivers 3 micro lessons in each skill and two discussion lessons in simulation. Micro Teaching lesson has the duration of 5-7 minutes, where as discussion lesson have time duration 30-40 minutes.

The pupil teachers do use micro teaching techniques for enhancing their teaching skills:

1. Skill of reinforcement
2. Skill of probing questions
3. Skill of explaining
4. Skill of illustrating with examples.
5. Skill of stimulus variations
6. Skill of writing on the black board
7. Skill of writing objective in behavioural terms.

2.3.6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Lesson planning is considered an Integral input in the preparation for teaching practice. Faculty members take good care of training. Before the pupil teachers are sent to schools, for practice teaching, the college organizes confidence building programmes such as pedagogical content analysis, developing core teaching skills through micro teaching under simulated conditions, observation of model lesson etc. Demonstration lessons are given by each subject teacher in the presence of other faculty members and pupil teachers. Every pupil observes demonstration lessons. Each pupil teacher has to give 40 practice lessons in school by taking 20 lessons in each Method of Teaching. All the lessons are supervised and checked by Faculty members and feedback is given to the pupil teachers.

There are 05 schools engaged with us for practice teaching. Each pupil teacher gives one lesson per day. The school teachers also observe lessons sometime in the class and give informal feedback to the pupil teacher. During practice teaching, each lesson is checked before these are taught to students in the class and supervised by the faculty. The pupil teachers stay for the whole time in the school during practice teaching days and take part in all activities of the school.

2.3.7 Describe the process of Block Teaching / Internship of students in vogue.

There is no such provision of block teaching in curriculum & syllabi of B.Ed. prescribed by Jiwaji University, Gwalior. However a group of students is allotted to a particular

school which is selected for practice teaching. In this school, pupil teachers acquire knowledge about the system of school management. They acquire knowledge about admission procedure, accounts, preparation of time table, debates, and competitions. They participate in co-curricular and extracurricular activities also.

2.3.8 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

The pupil teachers prepare their lesson plans with the suggestion and co-operation of school teachers and mentors keeping in view the requirements of the students of the schools, the school syllabus left, and time allotted.

2.3.9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?

The Teacher Educators keep pace with recent developmental trends in education and the increasing range of student's behavioural, tendencies and needs by attending workshops, seminars, journals, internet and transfer this information to pupil teachers through orientation and workshops. Concept of Remedial and Diagnostic Teaching is given by the Teacher Educators and it is made sure that pupil teachers modify their teaching by following the suggestion given by the Teacher Educators.

2.3.10 What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

College provides the facility of ICT enabled Classroom to the Pupil teacher to train them in the era of latest technologies. Faculty members and the pupil teachers are actively engaged in the ICT enabled Classrooms.

Pupil teachers are well trained to use modern technological gadgets like computers, OHP, LCD projector etc. for making teaching – learning process more effective. In this training, they are taught about how to prepare various kinds of teaching aids slides and power point presentation, handle and proper use of ICT equipments. Pupil Teachers are encouraged to use various ICT devices in their pre practice teaching session and in annual examinations of skill in teaching.

2.4 Teacher Quality

2.4.1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Lesson planning is the integral part of teaching. It aims at improving the effectiveness of teaching. It helps to improve the possible learning situations. In our college the practice teaching plans are not developed in partnership, involving the school staff but their co-operation is definitely taken for allotment of syllabus to be taught in schools, teaching aids available and information about students.

The teacher educator help pupil teachers to develop minutely and organize sequentially the learning experiences which the pupil teacher intends to transmit to the pupil during practice teaching. In order to develop lesson plan the supervisor/teacher educators motivates pupil teacher about learning situation and to organize the learning materials in terms of timing allotted, material aids, synchronize and systematic presentation, educational objectives, and other important aspects of lesson planning.

2.4.2 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio of pupil teachers to identified practice teaching school depends on availability of classes of std. VI, VII, VIII, IX and XI periods allotted by school principal for practice teaching and number of days average ration may be 20:1.

On basis of the above criteria time table is prepared by in charge teacher Educator. Allotted time period and days to particular number of pupil teachers taking into account their special methods and medium of instructions.

Each teacher educator is supposed to supervise four to five practice teaching lessons in a period and also observe same no. of lessons in a period.

2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

There is a mechanism of giving feedback to the pupil teachers which is used for performance improvement of each and every pupil teacher. At the time of practice teaching, teacher educators supervise the pupil teachers. After giving lesson, teacher educators as well as school teacher give oral feedback to pupil teacher so that they can improve their performance. The teacher educator are given written feed back in their lesson diaries. Principals of the practice teaching schools may provide their valuable feedback during practice teaching to the Pupil teachers. The teacher educator/supervisor guides the pupil teachers about what to observe, how to observe and how to get feedback to their peers. The desired classroom interaction and teacher behaviour and teaching learning activities to be organized are enlisted and distributed to all the pupil teachers to help them in observation and give feedback.

2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The college keeps itself updated with latest policy direction by holding discussion session with schools staff and faculty from time to time and from other sources like workshops, journals and newspapers. The teacher educators ensure that the Pupil teachers consult the school staff and faculty members about requirements of the curriculum and educational needs of the schools.

2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The college subscribed various journals, magazines, e- papers of education fields. All these materials are provided to teacher educators and pupil teachers so they keep pace with recent development in the school subjects and teaching methodologies.

The teacher educators study the educational reports, journals and latest reference books in school subjects for the knowledge of updates in content and methodologies. The recent development in school education like formative and summative assessments preparation of grading system, concepts of smart class and various common entrance examinations etc. have been discussed with student in morning assembly and discussion session. The teacher educators are in direct contact with the teachers and principals of different practice teaching schools to get acquainted with the frequent changes in school education system through personal interaction and meetings.

The faculty members are given opportunities to attend and participate in national seminars, conferences, workshops, extension lecturers and orientations in college and Jiwaji University, Gwalior to keep pace with the recent developments in the school curriculum frame work and teaching methodology. They select and develop their own teaching methods for teaching and learning.

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The professional career development of teaching staff is motivated by institution. Teachers are sent for attending refresher and orientation courses. They are encouraged to attend conferences/seminars, and write papers for publication in national journals. The teachers whose papers are accepted/invited for

presentations are deputed to participate and present their research papers in the national conferences/seminars/workshops. Leave and other assistance, like use of ICT lab, psychology lab, library are encouraged. Resources i.e. computer, internet printer are provided to faculty members for research activity.

2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

The management and principal recognize and reward the staff members by following mechanism:

- a. Increments and incentives for better results in University examinations in concerned subjects are given to the staff Members.
- b. The institution has a provision for its good performing teachers that they can obtain academic leave for research & Studies.
- c. The faculty members are involved in decision making and they have liberty to share constructive and innovative ideas in teaching learning process and other co-curricular activities.
- d. The institution recognizes the catalytic role of Active and dedicated teachers and motivates them by conferring upon them the special roles to student advisor and convener/member of different college committees & cells.
- e. Recognition, incentives, personal care & concern of faculty members restore their faith and devotion to the Institution.

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

To overcome the barriers, the following are plan in action.

The pupil teachers' views are collected; for this a suggestion box is provided in the premises itself. The suggestions given by the pupil teachers are given due importance and teacher educators are communicated about these in faculty meetings. The tutorials also help to sort out these barriers and pupil teachers are also discussed with some other techniques which are adopted from time to time as :

Conducive Environment

1. The college provides easily approachable, noise and pollution free environment.
2. The students have direct access to the Principal. In case of any difficulty they can meet tutorial incharge or the principal at any time and their difficulty is properly sorted out.

3. Teaching is done by the blend of various methods with the help of ICT. Topics are discussed in class with active involvement of the pupil teachers. The errors committed by the pupil teachers are rectified in a gentle way. The teacher educators are advised not to pass sarcastic remarks. The mentors are always available to the pupil teachers during the free period for discussion and clarifying their doubts.

Infrastructure

1. The institution possess excellent infrastructure. It is not disturbed by the main road traffic and thus no external inhibition occurred on the way of learning.
2. Each and every room, class room, laboratory etc. are well furnished, well ventilated, has ample source of light and every student get comfortable seating arrangement.
3. All the classrooms are architecturally designed in such a way that the voice of the teacher and the writing board is clearly visible from all angles.
4. Multipurpose Hall, Library, ICT Resource Centre, Psychology Resource Centre, Work Experience Resource Centre, etc. are well equipped with modern amenities.

Access to technology

1. The ICT Resource centre is well equipped and is spacious enough to accommodate a good number of pupil teachers.
2. The Pupil teachers have an easy access to the vast world of knowledge and information.
3. Language Resource Centre is also equipped with various latest technological gadgets that enable the pupil teachers to get proficiency in verbal linguistic patterns.

Teacher Quality

1. Qualified and competent staff is the biggest asset of our college.
2. Every teacher is aware and conscious of about his/her duty and takes pains for preparing their lectures, completing the task assigned to them in the best possible way.
3. They help in solving the problems of the students and channelizing their energies towards perfection.
4. The teachers get opportunities for continuous academic progress and professional development.
5. Teacher quality is ensured through evaluation done by the self, Pupil teachers and peers.

2.5.2 Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

The college follows a consistent, continuous and comprehensive evaluation procedure to evaluate achievements of pupil teachers and their performance in different areas.

- ❖ Assignments related to each paper are given to students and these are timely evaluated.
- ❖ There is a provision of practical work in each theory paper. Assessment of practical paper is made on the basis of practical file, attendance and pupil teachers behaviour.
- ❖ Pupil teachers are also being assessed for teaching practice. They are continuously supervised by the teacher educators and then on the basis of discussion, lesson delivered in presence of subject incharge are assessed properly and given marks.
- ❖ Performance of pupil teachers is also evaluated for Micro teaching skills competency internally as well as externally.
- ❖ There is a provision of community work which is evaluated on the basis of the pupil teachers participation in community work organized by the college and involving themselves in Polio drives, rallies organized for awareness of people like to stop female foeticide, save environment, plantation drives, etc.
- ❖ Theory knowledge is also evaluated by conducting mid-term assessment and term-end evaluation. There is internal assessment component which is prescribed by the Jiwaji University. Evaluation for internal marks is done by the subject teacher concerned.

2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The major objective of internal evaluation is to facilitate the teacher educator and pupil teachers to improve teaching learning process by improving the performance of the pupil teachers. To achieve this assessment/evaluation outcomes are communicated by following ways:

- ❖ After evaluation the answer sheets are given back to the pupil teachers to give them an opportunity to look into their performance.
- ❖ The subject teacher discusses about each and every question attempted or un attempted by them.
- ❖ Pupil teachers also get an opportunity to discuss with the teacher at the individual basis.
- ❖ The pupil teachers are also given assignment/tests in each subject and the performance of each pupil teacher is monitored.
- ❖ Pupil teachers are also motivated for individual and joint presentations in the class room organized on various topics. They present their papers thus breaking

all inhibitions of speaking in the presence of their class fellows and teacher educators.

- ❖ The evaluation through annual examination is done by Jiwaji University after the declaration of result by the university on its website marks, card are collected by the college. The pupil teachers collect their marks card from the concerning college

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is used in assessment and evaluation processes in the college in the following manner:

- ❖ Practicals related to ICT skill developments, E-education and Resource Development are being conducted and students are evaluated for the same.
- ❖ The total internal assessment process outputs are entered in the computer. This database helps the processing easy and objective.
- ❖ The final result of the college is being recorded on the computer.
- ❖ Computerized question banks are developed.

2.6 Best Practices in Teaching -Learning and Evaluation Process

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

The college is providing conducive atmosphere for instruction and evaluation. The pupil teachers are focused about the teaching skills by conducting workshop. Each and every aspect of lesson plan is discussed like arranging subject matter, framing general and specific objectives, methodology to be used and preparation of teaching learning aids like charts, improvised models, working models evaluation of lesson plan, micro lesson plans.

- ❖ Special tests in which pupil teachers are divided into a group of 20 each are allotted with one or two questions and they prepare for the same. They are evaluated and remedial steps are also taken. This technique helps much to prepare for final exams and reducing stress and anxiety of final Exams.
- ❖ Question bank of each subject is prepared by subject teachers and students are advised to consult the same for the preparation of exam. If they have any doubt regarding this, they can consult the respective teachers either individually or in the group.
- ❖ Institution also covers various segments of curriculum and syllabi through field experience, seminars, extension lectures and workshops.

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

- ❖ The innovative best practice has good response from the pupil teachers /teacher educators. Every teacher educator put his/her maximum to practically implement this in instructions.
- ❖ During instruction, technology is well utilized in the form of power point presentations.
- ❖ Tests are also evaluated timely and marks are recorded in computer and in record books. The lagging being are given special attention and motivated to improve further.
- ❖ Fully freedom to teachers for experimentation in transaction strategies, techniques, models and methods.
- ❖ Receiving unbiased and unprejudiced feedback on the total curricular programme and infrastructure with open mind and are made thereof on the basis of objective evaluation.
- ❖ There is frank exchange of views between teacher educators and pupil teachers.

CRITERION –III

Research Consultancy and Extension

- ❖ *Promotion of Research*
- ❖ *Research and Publication Output*
- ❖ *Consultancy*
- ❖ *Extension Activities*
- ❖ *Collaboration*
- ❖ *Best Practices in Research,
Consultancy and Extension*

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 How does the institution motivate its teachers to take up research in education?

The college always motivates its teacher educators to take up research especially in the field of education as:

- ❖ Flexibility in timetable is given for attending research programme.
- ❖ Encouraging the faculty to pursue research at every level.
- ❖ Stimulating teachers educators to attend research related activities.
- ❖ Stirring teachers to attend and present papers in different seminars and workshops.
- ❖ College sponsors faculty members for paper presentations in seminars, reimburses the expenditure and provide them duty leaves.
- ❖ Fostering teachers to publish their papers in different research journals.
- ❖ Internet expediency for research purposes.
- ❖ Accessibility of research related books, encyclopedias and journals in the library.
- ❖ Prompting teachers to take up the research at college level in the form of action research.

3.1.2 What are the thrust areas of research prioritized by the institution?

The major thrust areas where the various research activities are conducted are enlisted below:

- ❖ Adolescent behaviour
- ❖ Teacher effectiveness
- ❖ Personality
- ❖ Job satisfaction
- ❖ Instructional methods
- ❖ Attitude and aptitude
- ❖ Achievement in various subjects
- ❖ Comparative education
- ❖ Anxiety level among students
- ❖ Educational management

- ❖ Creativity
- ❖ Measurement and evaluation
- ❖ Innovative practices
- ❖ Various Philosophical thoughts and its impact on education
- ❖ Various sociological aspects and its impact on education.

3.1.3 Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Action research is an essential part of B.Ed. curriculum. Every pupil teachers gets a theoretical and practical experience of conducting an action research and writing its report.

The areas covered in action research are academic, methods and strategies applied by the teacher and behavioural problems of the students. On the selected topics, the pupil teachers make a survey to find out the facts by interacting with the principal, pupil teacher of the school, etc. and analyzed the collected data. Brief report on the analysis is prepared and submitted to the respective teacher incharges. These findings of action research led to considerable improvement. The faculty members also on the basis of results of the Action research improve various practices like Curriculum modification, administrative reforms, introduction of new methodology, use of interactive boards, etc. Some topics taken by the students for action research are:

- ❖ Fear from English homework.
- ❖ Fear from Mathematics
- ❖ Poor handwriting
- ❖ Inferiority and superiority complex among students.
- ❖ Habit of cheating during examination.
- ❖ Class indiscipline
- ❖ Errors in Hindi language.

3.1.4 Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

1. Asst. Prof. SATISH SHRIVASTAV

S. N O.	SEMINAR DATE	SEMINAR/WORKS HOP	NAME OF SPONSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	28 th -29 th June 2011	National research seminar	M.J.S. govt. post graduate college Bhind (M.P.)	Environmental Disaster with special reference to global warming and green house effect	Presented
2	18 th -19 th	National seminar	Preston college gwalior	Morality Crises in	Presented

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	Jyly 2013		(M.P.)	society and transformation needed in present education system	
3	1 st Feb. 2014	Work shop	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Microteaching and teacher education programme	Attended
4	6 th -7 th Aprial 2014	National seminar	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Teacher education : its innovative aspects	Presented

2. Asst. Prof. SWETA SAXENA

S. N O.	SEMINAR DATE	SEMINAR/WORKSH OP	NAME OF SPOSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	28 th -29 th june 2011	National research seminar	M.J.S. govt. plost graduate college Bhind (M.P.)	Environmental Disaster with special reference to global warming and green house effect	Presented
2	18 th -19 th Jyly 2013	National seminar	Preston college gwalior (M.P.)	Morality Crises in society and transformation needed in present education system	Presented
3	1 st Feb. 2014	Work shop	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Microteaching and teacher education programme	Attended
4	6 th -7 th Aprial 2014	National seminar	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Teacher education : its innovative aspects	Presented

3. Dr. SURESH CHANDRA MISHRA

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPOSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	18 th -19 th Jyly 2013	National seminar	Preston college gwalior (M.P.)	Morality Crises in society and transformation needed in present education system	Presented
2	1 st Feb. 2014	Work shop	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Microteaching and teacher education programme	Attended
3	6 th -7 th Aprial 2014	National seminar	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Teacher education : its innovative aspects	Presented

4. Asst. Prof. VISHNUKANT UPADHYAY

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPOSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	18 th -19 th Jyly 2013	National seminar	Preston college gwalior (M.P.)	Morality Crises in society and	Presented

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				transformation needed in present education system	
2	1 st Feb. 2014	Work shop	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Microteaching and teacher education programme	Attended
3	6 th -7 th April 2014	National seminar	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Teacher education : its innovative aspects	Presented

5. Asst. Prof. NARAYAN DAS KAURAV

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	18 th -19 th July 2013	National seminar	Preston college gwalior (M.P.)	Morality Crises in society and transformation needed in present education system	Presented
2	1 st Feb. 2014	Work shop	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Microteaching and teacher education programme	Attended
3	6 th -7 th April 2014	National seminar	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Teacher education : its innovative aspects	Presented

6. Asst. Prof. HEMENDRA SHRIVASTAV

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	1 st Feb. 2014	Work shop	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Microteaching and teacher education programme	Attended
2	6 th -7 th April 2014	National seminar	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Teacher education : its innovative aspects	Presented

7. Asst. Prof. GYANENDRA DIWAKAR

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	1 st Feb. 2014	Work shop	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Microteaching and teacher education programme	Attended
2	6 th -7 th April 2014	National seminar	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Teacher education : its innovative aspects	Presented

8. Asst. Prof. AMIT TIWARI

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	1 st Feb. 2014	Work shop	M.P.S. Shiksha mahavidhyalaya Gwalior	Microteaching and teacher education	Attended

			(M.P.)	programme	
2	6 th -7 th April 2014	National seminar	M.P.S. Shiksha mahavidhyalaya Gwalior (M.P.)	Teacher education : its innovative aspects	Presented

9. Asst. Prof. RAKESH TRIPATHI

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	18 th -19 th Jyly 2013	National seminar	Preston college gwalior (M.P.)	Morality Crises in society and transformation needed in present education system	Presented

10. Dr. VIBHA AWASTHI

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	18 th -19 th Jyly 2013	National seminar	Preston college gwalior (M.P.)	Morality Crises in society and transformation needed in present education system	Presented

11. Dr. ROOPA GUPTA

S. N O.	SEMINAR DATE	SEMINAR/WORK SHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF SEMINAR	PAPER PRESENTED/ ATTENDED
1	18 th -19 th Jyly 2013	National seminar	Preston college gwalior (M.P.)	Morality Crises in society and transformation needed in present education system	Presented

National Workshop was organized in the college on various aspects of Environment & Environmental education on 30-31 August -2014

Details of the Seminar Organized by the College

A National seminar was organized by the college on theme Learning and motivation in the education Psychology on dated 20-21th Sep. 2014 focus area were:-

1. Learning behavior in adolescence.
2. Role of statistics in educational and psychology
3. Relation between education and psychology
4. Various tests of intelligence
5. Nature and source of motivation
6. Teaching skills and psychology in various subjects.

S.No	Name	Designation	Paper Presented on Seminar
1	Dr. S. C. Mishra	Principal	The goals of Education psychology
2	Satish Shrivastava	Asst. Pro.	Needs of adolescence psychology
3	Vishnukant Upadhyaya	Asst. Pro.	Source & Nature of Motivation
4	Shweta Saxena	Asst. Pro.	Psychology & Personaaality
5	Gyanendra Diwakar	Asst. Pro.	Learning behavior education in adolescence
6	Hemendra Shrivastava	Asst. Pro.	Relation between education & Psychology

3.2 Research and Publication Output

3.2.1 Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

The college with the help of pupil teachers has developed the following material for enhancing the quality of teaching:

❖ **Print Material**

- Lesson plans
- Charts
- Flash cards
- Transparencies.
- Slides
- Question banks

❖ **Non Print Material**

- Working models
- Power point presentations.
- Lesson plans
- Best assignments are kept for reference.
- Semi automated library is available.
- Preparation of teaching aids is a regular feature and each pupil teacher prepares items like charts, models and other materials during the session. Selected items are displayed in the college and remaining items are distributed to the needy during community work and to the practicing schools.

3.2.2 Give details on facilities available with the institution for developing instructional materials?

- ❖ ICT resource centre
- ❖ Educational psychology resource centre
- ❖ Science & Maths resource centre
- ❖ Language lab
- ❖ Art & craft resource centre
- ❖ Various supportive equipments
 - Printer
 - Scanner
 - Camera
 - Photocopiers etc.
- ❖ Well stocked semi automated library with following facilities:
 - Textbooks and reference books.
 - Journals, periodicals magazines.
 - Newspapers in two languages.
 - Dictionaries, encyclopedias and thesauruses.
 - Computer with internet and Wi-Fi.

Moreover pupil teachers prepare instructional material related to languages (viz. English, Hindi) science, and commerce etc. under the able guidance and supervision of faculty members.

3.2.3 Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

Yes, in every subject power point presentations/slides, transparencies, etc. are developed by the faculty and pupil teachers. Besides teaching various topics of curriculum are also used during teaching practice and seminars. Moreover, internet facilities are always available for faculty and pupil teachers. Pupil teachers are also encouraged to make /present their assignment, lesson plans by using ICT. Pupil teachers have developed a number of power point presentations. The list of PPTs prepared by pupil teachers and teacher educators are given below:

SUBJECT PPT		
SUBJECT NAME	EDUCATION IN EMERGING INDI	DEVELOPED BY :
S.NO.	TOPIC	Mr. SATISH

1	SOCIAL SYSTEM	SHRIVASTHAV
2	CASTE STRATIFICATION AND MOBILITY	Mrs. SWETA SAXENA
3	PROMOTING NATIONAL INDENTITY AND INTEGRATION	
4	AGENCIES OF EDUCATION	
5	EDUCATION CONTIBUTUION	
6	EDUCATION OF SOCIAL CHANGE	
7	EQUALISHING EDUCATIONAL OPPORTUNITY	

3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials)

- a. Organised by the institution
- b. Attended by the staff
- c. Training provided to the staff

Pedagogical Training for lesson Planning

- ❖ Every year a workshop on micro teaching and macro lesson planning is organized for pupil teachers in the college.
- ❖ Pupil teachers get training in preparing various teaching aids like charts, models, transparencies for OHP, Power point presentation for LCD and Interactive Board, globes, maps, etc.
- ❖ Moreover in every teaching subject teacher educators delivers a lesson on his/her respective subject.

3.2.5 List the journals in which the faculty members have published papers in the last five years.

1. Dr. VIBHA AWASTHI

S.NO.	RESEARCH PAPER/ARTICLE NAME	PUBLISHED JOURNAL NAME
1	Quality Concern In Elementary Teacher Education - A Portfolio perspective	Journal of NCERT, New Delhi.
2	Universilization of Primary Education - Problems and Suggestions	Journal of Nai-Shikha, Jaipur Rajsthan

3	Comparison of AOM and CAM for Teaching concept of science at secondary levels	Quest of BhartiyaShikshan, Kandivli Mumbai (MH.)
4	Primary Education Better Output-Low Input	Journal Of Shiksha Mitra, Agra U.P.
5	Infusion of Information and	Journal of Experiments in education, SITU

3.2.6 Give details of the awards, honors and patents received by the faculty members in last five years.

Nil

3.2.7 Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

Nil

3.3 Consultancy

3.3.1 Did the institution provide consultancy services in last five years? If yes, give details.

Nil

3.3.2 Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes, the faculty members of the institute are competent enough to undertake consultancy services. The areas of consultancy are psychological, educational career, and personal guidance & counseling. The faculty members are also competent to provide consultancy in administration, content analysis, instructional techniques Action research, Preparation of Art and Craft material, Micro teaching skills,

Preparation of Audio/Visual aids, Adult education, communication skills and use of technology/ICT in class rooms.

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

The college has been giving totally free consultancy service for the pupil teachers of this institution and nearby schools only. Hence no revenue has been generated.

3.3.4 How does the institution use the revenue generated through consultancy?

Nil.

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The main objective of our college is spreading awareness regarding some social problems in the region. Keeping this point in mind, we have organized some welfare programmes by B.Ed./ M.Ed. department. Following activities done for the benefit of the society:

- ❖ To extend social and moral support to poor and needy persons of the society.
- ❖ Students perform community surveys on issues like role of education in women empowerment.
- ❖ The college also bring awareness among the masses regarding environmental pollution.
- ❖ The charts, models etc. are prepared by the students are donated to the schools, where practice teaching was held in order to make their teaching environment better and effective.
- ❖ The college organized community camp for the awareness about the society. The students do various cultural programmes to get rid of evils of society like alcohol drinking, dowry system and illiteracy etc.

3.4.2 How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

- ❖ Our college benefits the community for the development of society and awares the society in the following areas i.e. hand washing programme, Pulse Polio programme, Environmental awareness Aids day, Literacy Programme.
- ❖ Our college has a very good rapport and linkage with the surrounding schools of region. Our faculty members time to time visit these schools and provide consultancy.

3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?

- ❖ Further the college is also under process with senior Doctors of Blind to organize a Dental and Eye checkup camp in the campus.
- ❖ Our college is also planning to start drive against illiteracy, consumer rights, awareness about pollution importance of clean and hygiene environment and vote is compulsory etc. by organizing the awareness rallies in the near by areas.
- ❖ To stop the use of polythine pupil teachers learn how to prepare paper bags which are eco friendly.

3.4.4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

No community programme was taken up by the college for the last three years.

3.4.5 How does the institution develop social and citizenship values and skills among its students?

To prepare the students for maintaining the rich Indian culture, morals, social and national values; the college organizes number of activities inside and outside of the campus such as:

1. Social values are also inculcated among the pupil teachers through daily morning assembly.
2. Providing different duties to the students in different activities/functions/programmes organized in the college to develop their social skills.
3. To develop the citizenship values, students are motivated to follow traffic rules, social limitation, to make their environment clean and hygiene and to follow their social & national duties.

4. Organize workshops on various topics and during social issues.
5. To develop the social values and skills pupil teachers are motivated to complete their projects.

3.5 Collaborations

3.5.1 Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The college has linkages with the national level organizations. Detail is given below:

- ❖ National council of teacher education (WRC)
- ❖ Jiwaji University, Gwalior
- ❖ Govt., Aided & reputed private schools
- ❖ SCERT (M.P.)

This linkage helps college in enhancing the quality & standard teacher education programmes.

3.5.2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

N/A

3.5.3 How did the linkages if any contribute to the following?

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

- ❖ The linkage with NGO helps in giving requisite exposure to the pupil teachers.
- ❖ The linkage, needs and aspirations of the society are made known. These can be recommended to university for inclusion in the curriculum development.
- ❖ The faculty members often go to various teacher training institutions as externals being sent by university. It helps them in getting abreast with latest development of other college.
- ❖ Faculty members attend seminars, workshops and conferences, which help them to acquire knowledge and skills in teaching learning process.
- ❖ Faculty members also write and publish various papers on different subjects. It gives them requisite exposure for professional growth.
- ❖ Outdoor experience of the community gives extra exposure to the students which help them in their teaching, learning and training.

3.5.4 What are the linkages of the institution with the school sector? (Institute-school-community networking)

Nearby schools give preference to our passed out students for placement. Almost all the faculty members are invited as Guest / chief guest judges in various school functions/competitions every year. The faculty members are also invited to deliver lectures on the topics of their expertise. Our college participates in various rallies organized by NGOs community awareness on issues of social reform.

3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Our faculty is very well engaged with the school's human resources for design, evaluate and deliver practice teaching programmes. The time table, the content to be taught and proper use of material aids is decided by the subject teacher and the subject supervisor.

3.5.6 How does the faculty collaborate with school and other college or university faculty?

Our faculty members collaborates with schools, colleges and the university in different ways.

We provided guidance, supervision and expertise to the nearby schools. We have good relationship with the other teacher training colleges and we invite their faculty members for seminars and workshops from time to time. We interact with them and exchange our views and ideas to solve the academic problems.

Associated with the university faculty to discuss various issues like teaching learning methodology and other innovative ideas, concerned with academic development and solution of academic problems. We invite senior faculty members of other departments of Jiwaji University to share their valueable experience and provide guidance for the subject concerned.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

Quality of Research Activity

- ❖ Assistance for progress of research activities is provided especially by providing books, refence books and journals on research methodology and statistical techniques to be used. The library is updated with recent publication and journals.
- ❖ The research activities are made a participatory activity. The research committee monitors the activity by securing co-operation of all the research guides available in the institution.
- ❖ The internet is made available to all the researchers. They can resort to the internet for procuring information about the related theoretical literature and the researches conducted earlier and research methodology.
- ❖ The researchers are advised about the priority areas, need and utility of research in education so that research of good quality and utility is carried out.
- ❖ It is ensured that M.Ed students get proper inputs in teaching of research methodology and theory courses learnt are properly applied and grounded through research activities.

Quality of Consultancy

For providing consultancy service, the senior faculty members remain active. This ensures the utilization of the specific knowledge base for the specific educational areas. Their experiences are useful and fruitful for the research scholars, teachers educators and teachers for their professional work and career.

The institution's faculty members provide consultancy to the professional teaching community such as school teachers, B.Ed. college faculty members.

Quality of Extension

- ❖ The college tries to provide need based extension service.

- ❖ The extension activities are organized as per the guidelines and norms of Jiwaji University, Gwalior.

3.6.2 What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

The College is not a research oriented education institution. However, it endeavours to promote research through various means and devices:-

- ❖ It encourages its faculty members to undertake research work at the best available institution. Some of its faculty members got registered with such institutions and succeeded in obtaining degrees. Others are making satisfactory progress. The college provides flexibility in teaching schedule to the faculty doing research work.
- ❖ The college faculty members are allowed and encouraged to undertake consultancy assignments on honorary basis. Likewise they are doing it.
- ❖ The college organizes AIDS Awareness Programmes, Plantation Day, Literacy promotion campaigns, etc. in association with NGOs, GOs and other sister organizations as well as under the banner of the University.

CRITERION –IV

Infrastructure and Resource Use

- ❖ *Physical Facilities*
- ❖ *Maintenance of Infrastructure*
- ❖ *Library as Learning Resources*
- ❖ *ICT as Learning Resources*
- ❖ *Other Facilities*
- ❖ *Best Practice in Infrastructure & Learning Resources*

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

The college has developed physical infrastructure as per the NCTE (WRC) norms (as well as the norms laid down by the Jiwaji University, Gwalior). The NCTE team inspected physical verification of the college building and campus along with other infrastructure. The NCTE team was full satisfied with the physical infrastructure. Details are as under:

CHAUDHARY DILIP SINGH GIRLS COLLEGE BHIND

SPECIFICATION OF ROOMS AND OTHER INFRASTRUCTURAL FACILITIES

S.N O.	Description	Floor	Room no.	Length in ft	Breadth in ft	Carpet Area in sq. ft
1	PRINCIPAL ROOM	G. FLOOR	1	22	14	308
2	GIRLS COMMON ROOM	FIRST FLOOR	2	22	14	308
3	STAFF ROOM B.ED	FIRST FLOOR	3	22	13.3	292.6
4	COMPUTER/ET/ICT LAB	FIRST FLOOR	4	22	19	418
5	CLASS ROOM B.ED	FIRST FLOOR	5	22	33	726
6	CLASS ROOM B.ED	FIRST FLOOR	6	22	33	726
7	TOILETS GIRLS	FIRST FLOOR	7	18	12	216
8	MULTIPURPOSE HALL	FIRST FLOOR	8	65.9	33	2174.7
9	ARTS AND CRAFT ROOM	FIRST FLOOR	9	18	20.3	365.4
10	SCIENCE AND MATHEMATICS ROOM	FIRST FLOOR	10	18	12	216
11	SCIENCE LAB I	FIRST FLOOR	11	22	33	726
12	SCIENCE LAB II	FIRST FLOOR	12	22	33	726
13	PSYCHOLOGY LAB	FIRST FLOOR	13	22	33	726
14	READER/PROF. ROOM	FIRST FLOOR	14	22	14	308
15	ADMINISTRATIVE OFFICE	FIRST FLOOR	15	22	14	308
16	VISITORS /NAAC TEAM ROOM	FIRST FLOOR	14	22	14	308
17	BOYS COMMON ROOM	FIRST FLOOR	16	22	14	308
18	STAFF ROOM M.ED	FIRST FLOOR	18	22	1303	292.6
19	SOCIAL STADY ROOM	FIRST FLOOR	19	22	19	418
20	CLASS ROOM M.ED	FIRST FLOOR	20	22	33	726

21	CLASS ROOM M.ED	FIRST FLOOR	21	22	33	726
22	TOILTS BOYS	FIRST FLOOR	22	18	12	216
23	LIABRARY HALL	FIRST FLOOR	23	65.9	33	2174.7
24	SPORT ROOM	FIRST FLOOR	24	18	20.3	365.4
25	STORE ROOM	FIRST FLOOR	25	18	12	216
26	SEMINAR ROOM	FIRST FLOOR	26	22	33	726
27	LANGUAGE LAB	FIRST FLOOR	27	22	33	726
28	YOGA/MEDITATION ROOM	FIRST FLOOR	28	22	33	726
29	MUSIC ROOM	FIRST FLOOR	29	22	14	308
30	CORDINATOR ROOM	FIRST FLOOR	30	22	14	308

4.1.2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The college is continuously augmenting the infrastructure facilities to keep pace with academic growth. The college has one unit each of intake of B.Ed. and M.Ed. programme. The college has the potential and a policy of expansion and augmentation of the infrastructure to keep in place a learner friendly and conducive classroom and campus environment and improve it further. Besides, every year, funds are earmarked in the budget to meet the existing needs and for augmentation in library, ICT lab, college building (for renovation and maintenance), science lab, art and craft lab and SUPW Lab. Sport and play ground is properly maintained and additional sports material and other materials are made available to the students. The budgetary provisions are made in advance to meet the requirements for augmentation.

4.1.3 List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.

The college is having following infrastructure facilities for co-curricular and extracurricular activities:-

1. **Art and Craft Room** has been established on the lines of 'Learning by Doing' philosophy in Teacher Education. The room is equipped with moulds candle making, essential material of interior decoration, Paper cutting, painting material, clay, pot making, bag making material and board preparation.
2. **Play Ground** : Provision of playground for organizing games like badminton, volleyball, cricket and football is available. The college has adequate quantum of material of games and sports.
3. **Games room** : Games room has provision of indoor games like Chess, Carrom, Ludo, Yoga and other games.

4. **Multipurpose Hall** : Provision of the multipurpose hall with a seating capacity of 150 persons is there in the institution , providing a common platform to students, faculty and renowned educationists for regular interactions, conferences, and seminars. The hall has been equipped with proper lighting and communication tools like public addressing system.

4.1.4 Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

College has its own separate building including Laboratories, multipurpose hall, library canteen and playground.

4.1.5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

The college has provision of separate common room and wash room for girl students. Rest room is neat and clean with comfortable furniture. Health centre is established in college premises and a local doctor visits in college once in a month for routine checkup. Every year atleast one health check camp is arranged . For drinking water facility, college installed water cooler machine with purification system.

Canteen facility is also available in the college. The teacher incharge ensures that the food articles made available are fresh and hygienic. He also maintains the hygienic environment in the canteen and its surroundings.

Health and hygiene facilities are properly made available within the campus. The college has maintenance committee which looks after the cleanliness of the college.

4.1.6 Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Not yet, In near future there is a provision of separate hostel for boys and girls students.

4.2 Maintenance of Infrastructure

4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle

The budget for the above is allocated as per the requirements and previous years spending on these items, the managing society looks after building expenses and rest other running expenses are:-

Budget allocation of last three Years

PARTICULARS	LABORATORIES	FURNITURE	LIBRARY	COMPUTER/ICT
2010-11				
Allocation	20000	20000	60000	50000
Utilization	17370	16500	56390	40200
2011-12				
Allocation	25000	150000	70000	60000
Utilization	19110	151890	62030	5850
2012-13				
Allocation	30000	200000	80000	200000
Utilization	21020	206488	68230	175634

4.2.2 How does the institution plan and ensure that the available infrastructure is optimally utilized?

Infrastructure is optimally used for curricular, co-curricular and extra curricular activities. In addition, use of infrastructure is extended to community welfare activities.

A part of budget is spent on the upkeep and maintenance of infrastructure facilities. Stock register of multi purpose hall, class rooms, library, laboratories, store and other rooms are checked regularly and ensure availability of requisite equipments and furniture.

The available infrastructure meets and exceeds the programme requirements and yet optimally utilized.

4.2.3 How does the institution consider the environmental issues associated with the infrastructure?

The college is situated in approx 3 acres of land, with playground, natural beauty and peaceful environment. The entrance has 15 feet road. The college is surrounded by trees and plants which provides a pleasant surrounding and also fights against polluted environment. The main building is away from the road so there is no noise pollution of vehicles.

The design and construction of our building is in a natural wind direction which provides environmental clean atmosphere. Classrooms and halls are fully cross ventilated with more windows which provides ample day light and airy which saves energy consumption.

The excellent environment ambiances in the well maintained and well equipped campus which provides an ideal setting for the overall development of the pupil teachers.

4.3 Library as a Learning Resource

4.3.1 Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes, the college has a qualified librarian, one support staff for material collection, maintenance and computer services. Besides this, the Library Committee advises the librarian and looks after the working of the library. The Library Committee is composed of the following members:

S.no.	PERSON	DESIGNATION	POSITION	QUALIFIATION
1	Mrs. GIRIJA KATARE	CONVENER	LIBRARIAN	M.A, M.LIB
2	Mrs. SANJANA YADAV	SECRETARY	ASSISTANT	B.A, M.LIB

			LIBRARIAN	
3	Dr. ROOPA GUPTA	MEMBER	FACULTY	M.ED,PHD
4	Mrs. SWETA SAXENA	MEMBER	FACULTY	M.SC, M.A. EDU.
5	MIS.KALPANA MISHRA	MEMBER	STUDENT	M.SC

4.3.2 What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

The college has a well stocked library with 6385 books. Sixteen Indian Journals are subscribed in the library and one International Journal is also subscribed. There is an adequate space for reading purpose . Four books are issued to each pupil teachers for 15 days. Each staff member can get 15 books for whole year. The library has a Five member advisory committee which meets three times during every session. The library stock and services are now being partially computerized. The library has a photocopier, internet facility and 124 learning CDs/DVDs as digital resources. The library functions from 10.00 AM to 5.00 PM hours on all working days. The reading room can accommodate 40 students at a time.

Library at a glance

S.N.	Particular	No. of Items
1	Books	6385
2	Text Books	5685
3	Refrence Books	700
4	Magazines	07
5	Indian Journal	15
6	International Journal	--
7	Peer Viewed Journal	10
8	Back volume of journal	05
9	Online / E- journals	02
10	CD/DVDs	30
11	Database	Yes
12	Video cassetts	10
13	Audio Cassetts	30

4.3.3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

The library has a five member Library committee which meets three times during every session. This committee is headed by the convener (Principal of the college) and other two faculty members, librarian and two student representatives. Faculty and students are provided with regular reader advisory service and also use orientation programmes are frequently organized to familiarize and encourage pupil teachers and faculty to optimal utilizes the library.

S.No.	Name	Post
1	Mr. Suresh Chandra Mishra	Principal (Convener)
2	Mr. Girija Katare	Librarian
3	Mr. Amit Twari	Faculty
4	Ms. Sweta Saxena	Faculty
5	Ms. Alpna Mishra	Student

4.3.4 Is your library computerized? If yes, give details.

Yes, the college library is semi computerized. All the records are not maintained digitally. Book Accession, issue and journal & periodicals record is kept (LMS) in the Library Management Software.

4.3.5 Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the college library has computer & internet facilities. There is Computer with printer and Photocopy machine. An internet connection is also available in library.

4.3.6 Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

The institution does not have the facility of Inflibnet/Delnet/IUC as it has not signed any agreement and not joined any consortium. But in future is has decided to join the Inflibnet/delnet.

4.3.7 Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The library is kept open throughout the year except Sunday and National Holidays. Daily working hours of the library are 7 hours i.e. 10.00 AM. To 5.00 PM.

4.3.8 How do the staff and students come to know of the new arrivals?

Staff members and students come to know about new arrivals in the library through regular notice display on the notice board as “new arrivals” at the Entrance of the library. Circular is released to the class rooms, staff room and office. The librarian personally informs the principal about new arrivals.

4.3.9 Does the institution’s library have a book bank? If yes, how is the book bank facility utilized by the students?

The COLLEGE library does not have any book bank facility. But the pupil teachers are allowed to retain the books during the examination period. 25 sets are reserved for the needy/ economically weaker students. The college is planning to establish a book bank in the near future.

4.3.10 What are the special facilities offered by the library to the visually and physically challenged persons?

For visually and physically challenged person, easy access of library facilities is ensured. There is no visually and physically challenged student get admitted yet.

4.4 ICT as learning Resource

4.4.1 Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The college is equipped with the following ICT facilities. ICT resource lab have following facilities:

- ❖ Digital Camera
- ❖ Video Camera

- ❖ OHP
- ❖ LCD Projector
- ❖ Television
- ❖ CD Player
- ❖ Film Projector
- ❖ Printer & Scanner
- ❖ Multi-media

The institution ensures the optimum of ICT facilities in the following ways.

1. The faculty members prepare slides, transparencies which are projected through OHP and also prepare slides on Power Point with the support of their colleagues.
2. The faculty members make use of internet for updating current information for preparing their lessons and term-papers to be presented in seminars, conferences and workshops
3. Pupil teachers download required information from internet & use it for preparing lesson plans to present it in the teaching sessions.
4. Students download information as required for preparing assignment tests and other competitions.
5. Gifted students use internet facility to enrich their content for high achievement in tests.
6. Through its website and E-mail I.D., the institution maintains its contacts with pupil teachers, staff and faculty.

4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

Yes, there is a provision of imparting computer skill in B.Ed. syllabus of Jiwaji University. This provision of 'computer education' comes under Additional specialization paper.

The Syllabus covered under this paper are:-

- ❖ Introduction
- ❖ Fundamentals of Computers
- ❖ Overview of modern operating system
- ❖ Modern word procession applications
- ❖ Modern data base management applications.
- ❖ Computers for joyful learning.

4.4.3 How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The institution makes use of new technologies/ICT in curriculum transactional process. The institution has a well equipped ICT laboratory & semi computerized library with internet facility. The teacher educators make use of internet to update their knowledge on different topics to be taught by them in the class. They make use of power point presentation too.

4.4.4 What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The major areas for which pupil teacher use/adopt ICT are developing lesson plans, classroom transactions, evaluation and preparing teaching aids relevant to their topics to be taught in the classes. They make use of multimedia presentations for classroom teaching. They access to various websites to collect relevant information as needed by them.

4.5 Other Facilities

4.5.1 How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

- ❖ Play ground and seminar halls are shared with our sister concern.
- ❖ Seminars and workshops, guest lectures are organized within the college

4.5.2 What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Audio Visual Facilities

S.N.	Name of the item	Quantities
1	OHP	1
2	LCD Projector	3
3	Tape Recorder	1
4	Audio Cassette	15
5	Video cassette	05
6	Digital Camera	1
8	Computers	25
8	TV	1
9	DVD	1
10	Display White Screen	1
11	Charts	130
12	CDs (Educational)	125
13	Transparency Sheet	150
14	Still camera	1
15	Handy camera	1
16	Printer	2
17	Speaker	6
18	Radio	118

The pupil teachers are taught how to use the above audio – visual facilities, practically in teaching learning process so that they are encouraged to optimally use them for teaching and learning including their teaching practice. Individual assessment of marks is maintained for handling the audio-visual aids in teaching learning.

4.5.3 What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The various laboratories are:-

- ❖ Science lab.
- ❖ Psychology lab.

- ❖ ICT lab
- ❖ Language lab
- ❖ Art and Craft lab.
- ❖ Dance and Music room
- ❖ SUPW room

Each laboratory has a lab assistants to look after the lab and to help the pupil teachers. The lab assistants and the faculty member will report the requirements needed for the laboratories.

4.5.4 Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

- ❖ **Multipurpose hall:** It consist of 150 people seating arrangements. LCD Projector and public address system is also installed in multipurpose hall.
- ❖ **Workshop:** Departmental and general workshops are conducted for the development of the students.
- ❖ **Music :** There is a separate music room with versatile musical instruments.
- ❖ **Sports:** The sports room is well equipped with all sports kits and equipments. For outdoor games a big playground is available to conduct the sports events.
- ❖ **Transport:** All faculty, staff and pupil teachers utilize free transport facility provided by the management.

4.5.5 Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, the classroom are equipped with latest technologies for teaching, these are:

1. OHP
2. LCD Projector
3. Multimedia projector
4. Slide Projector
5. Video's Camera.
6. Digital Camera
7. Handy camera
8. Laptop
9. Screen
10. Computer system.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

The teacher educators use different models, methods, strategies and techniques of teaching and learning.

- ❖ Heuristic
- ❖ Lecture
- ❖ Demonstration
- ❖ Discussion
- ❖ Inductive deductive
- ❖ Analysis synthesis
- ❖ Problem solving
- ❖ Project
- ❖ Team teaching
- ❖ Role playing
- ❖ Supervised study
- ❖ Brain storming etc.

The teacher educators decide to use the teaching aids based on the size of the group of learners or on individual learner for whom they are meant and utilized.

Projected aids, film strips, slides, OHP, LCD presentation can be shown to above 100 students at a place. Media like radio, T.V., newspapers are utilized by the pupil teachers.

4.6.2 List innovative practices related to the use of ICT, which contributed to quality enhancement.

The following ICT facilities are very effective for teaching and learning and quality enhancement.

- ❖ College having its own website.
- ❖ Preparation of slides for demonstration
- ❖ Use of transparencies
- ❖ Preparation of power point presentations.
- ❖ Educational TV programmes
- ❖ Video CDs and DVDs
- ❖ Use of technologies like e-mail and internet

4.6.3 What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

The following are the innovative learning resources and infrastructure adopted by the institution.

- ❖ ICT enabled classrooms.
- ❖ Well equipped ICT resource centre.
- ❖ Well stocked library with internet facility and reprographic facility.
- ❖ Net access during working hours.
- ❖ Multipurpose hall with latest ICT gadgets and public address system
- ❖ Updated magazines, journals, e-journals and reference books.
- ❖ Requisite tests and apparatus available in psychology lab.

CRITERION –V

Students' Support and Progression

- ❖ *Student Progression*
- ❖ *Students Support*
- ❖ *Students Activities*
- ❖ *Best Practice in Student Support and Progression*

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1 How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

In B.Ed. programme, the students preparedness for the programme is assessed by administering teaching aptitude test at the time of commencement of session. This is done to have an overview of their pre-requisite knowledge, skills and teaching provided to them. Besides this pupil teachers are assessed in terms of their computer knowledge. It is done with the objective that appropriate computer training can be provided to them which will be further helpful in teaching and learning. In addition to this pupil teachers profile is prepared in which information about pupil teachers academic background and their achievements in curricular, co-academic and extracurricular activities are maintained.

5.1.2 How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

The college is spacious, clean, and environment friendly. This creates a conducive environment for curricular transaction. The college is situated in green and pollution free surroundings. There is adequate space for playground and parking of vehicles. The classrooms are spacious. Furniture in the classroom are comfortable. LCD projectors are installed in classrooms which make teaching learning interesting. Use of power point is encouraged among pupil teachers. Experts and resource persons are invited to speak on current trends of education. Awards are given to meritorious pupil teachers for motivating them to achieve bigger goals. Discipline committee emphasizes on punctuality and proper dress code. All activities are properly planned and those that are of not much educational value are avoided and discouraged.

The faculty members follow the academic year plan and time table for curricular and co-curricular and extra curricular activities. The faculty gives extra attention

and guidance to low achievers. In the formative evaluation, their progress is regularly monitored and they are motivated for better performance through continuous encouragement.

5.1.3 Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

In the state of M.P., from the session 2014-15, B.Ed. admission procedure is centralized. Hence pupil teachers will be sent directly from Directorate of Higher Education for admission. Once they are admitted, very few pupil teachers leave the institution between the academic years.

Following table shows the drop-out rate of B.Ed. Pupil teachers.

SESSION	TOTAL STUDENT	DROP-OUT-RATE		
		FEMALE	TOTAL	PERCENTAGE
2010-11	100	02	02	02%
2011-12	100	01	01	01%
2012-13	100	00	00	00

Following table shows the dropout rate of M.Ed. students

SESSION	TOTAL STUDENT	DROP-OUT-RATE			
		MALE	FEMALE	TOTAL	PERCENTAGE
2010-11	35	00	00	00	00
2011-12	35	00	00	00	00
2012-13	35	-	-	-	-

Possible reasons for dropouts are:-

1. Employment: If pupil teacher get suitable govt. employment opportunities they drop out of the course before the completion of the academic year.

2. Unforeseen circumstance : such as accident, prolonged sickness, and family problems are also some other reasons for dropout.

3. Health problems : Poor health of some pupil teacher interferes with various activities that need to be completed during the training period.

4. Marriage: the female trainees drop out after they get married and/or the family members refuse to let them continue further education.

Mechanism for controlling drop out : The college tries to avoid drop outs as far as possible by adopting the following strategies:-

1. Investigating problems of teacher trainees and by providing counseling service.

2. In case of family problems, the parents, guardians and relatives are called and counseled so that teacher trainees complete the course successfully.
3. Consultation and cooperation with parents
4. The faculty guide pupil teachers from the micro teaching stage to create a positive attitude towards the submission and completion of all curricular activities.

5.1.4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

The faculty members identify the advanced learners and motivates them to improve themselves in various competitive examinations in order to get a better career with good salary. Each faculty maintain the list of advanced learners who were given guidance. Coaching were given for TET/CTET and NET/JRF examinations.

5.1.5 What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

(I) B.Ed. Programme

S.NO.	Year	Further Studies	Choose teaching as a career
1	2010-11	12	25
2	2011-12	15	37
3	2012-13	10	30

(II) M.Ed. Programme

S.NO.	Year	Further Studies	Choose teaching as a career
1	2010-11	05	10
2	2011-12	04	14
3	2012-13	03	12

5.1.6 Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes, the Alumni of the college are provided with every type of help that is needed by them. After passing out from the college any academic, competitive exams or

personal help are provided . However no formal training provided to these students by the college after completing their course.

5.1.7 Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The college has a placement cell, which provides the following services to its pupil teachers. They are provided information about vacancies to be filled in near future by state or central govt. institutions for primary teachers, TGT and PGT posts. Guidance is also provided for written examination as well as communication and interview techniques.

5.1.8 What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?

The placement cell faces following difficulties:

- ❖ Hindi medium pupil teachers do not get opportunities in private schools. Since most of the Hindi medium schools receive grant from state govt. and has to follow the policy of M.P. government for recruitment of faculty & staff.
- ❖ Pupil teachers from various district and neighboring states are admitted in the college. After they pass out, it would not be easy to come back from their native place to join as a teacher in private schools.
- ❖ Due to slow growth in the number of govt. schools, there is a little demand of trained teachers.
- ❖ Girls candidates have limitations to join the job due to family circumstances and transport facility.

5.1.9 Does the institution have arrangements with practice teaching schools for placement of the student teachers?

In Govt. schools recruitment process of teachers is done by department of primary/secondary education and SCERT, M.P. In self financing or private schools, the requirements of the faculty are collected at the time of teaching practice sessions and at the end of each session pupil teachers are informed and facilitate to get job in the near by schools. During the practice teaching at the schools, the heads of the concerned schools are allowed to observe the lessons delivered by the each pupil teacher so as to select one of them for their school.

5.1.10 What are the resources (financial, human and ICT) provided by the institution to the placement cell?

- ❖ Placement Cell is fully financed by the college
- ❖ All the required human facilities are provided.
- ❖ All the facilities of ICT, office, print material are provided time to time.

5.2 Student Support

5.2.1 How are the curricular (teaching- learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The curriculum is designed and developed by the IQAC Committee and implemented strictly in the college. However after consulting senior faculty members, the head of institution plans and develops a flexible annual calendar for whole academic session for the curricular, co-curricular and extra-curricular activities. The functioning of the college is communicated to the pupil teachers through prospectus, notice boards, orientation and College website etc. Curricular and co-curricular activities are planned by mutual discussion of different committees like academic committee, library advisory committee, cultural committee, sports committee etc and responsibilities related to these events are allotted to the different pupil teachers in the direct supervision and guidance of teacher educators. To discuss the limitations and to plan future programmes and policies for effective implementation, regular staff and faculty meetings are held under the principal of the college.

5.2.2 How is the curricular planning done differently for physically challenged students?

The College does not have a separate curricular planning for physically challenged students, though the physically challenged student (if any) is cooperated properly in the academic programmes. The teacher educators have taken special care and extra classes to those students.

5.2.3 Does the institution have mentoring arrangements? If yes, how is it organised?

The college has mentoring arrangement. The Principal and senior faculty members extend maximum assistance to the new faculty members for his/her adjustment. They are provided guidance to bring about effectiveness in their lecture and presentations. For students with slow learning capacity extra attention is provided to them to solve their problems. Subject teachers work hard to provide guidance in lesson planning. There is also a provision of tutorials in the time table, in which mentor helps in solving the difficulties faced by pupil teachers.

5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of students are as follows:-

- ❖ Organization of orientation programmes.
- ❖ Self appraisal by the teacher educators.
- ❖ Feedback taken from the pupil teachers/students regarding the teaching learning process
- ❖ Organization of seminar, workshops and conferences
- ❖ Facility of Internet and Library resources
- ❖ Extension lectures on various educational themes.

Mutual interaction and discussion by the faculty on the problem faced by the students during the class room teaching in or outside the campus also supports and enhance the effectiveness of teachers.

5.2.5 Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

The college has its own website entitled www.cdsgcbhind.org. The information regarding the institute has been posted on the college website and it is updated time to time.

- ❖ Introduction of the college and its background.
- ❖ Course details Bachelor and Masters of education and fee structure.
- ❖ Admission and administration.
- ❖ Academic calendar and Mapping.
- ❖ Assessment, Evaluation, Research and Extension.
- ❖ Faculty and Staff.
- ❖ Committees, cells and Association.
- ❖ Infrastructure details and Facilities.
- ❖ Learning Resources (Classrooms, Laboratories, Library, ICT and others Resource

- Rooms).
- ❖ Placement, collaboration, tie-ups and Linkages.
- ❖ Download mandatory disclosers.
- ❖ Enquiry and contact.
- ❖ Best Practices
- ❖ News and Events.
- ❖ Other Facilities.

5.2.6 Does the institution have a remedial programme for academically low achievers? If yes, give details.

The students with lower academic level are diagnosed through the class tests, house examinations, oral testing and through assignments. After diagnosing the weaknesses, appropriate remedial teaching is provided to the low achievers. Following strategies were adopted by the teacher educators:-

1. Organizing special class for these students.
2. Providing such cordial environment in which they feel free to consult their concerned teacher.
3. Providing necessary guidance for examinations & other works.
4. Providing extra time to such students.
5. Assigning them more practical and field work.
6. Using more sophisticated teaching aids.
7. Encouraging pupil teachers to visit library frequently.

**5.2.7 What specific teaching strategies are adopted for teaching
a) Advanced learners and (b) Slow Learners**

For advanced learners extra work load in the form of more assignment and additional responsibilities are given to encourage and motivate them. Such students are also involved in various committees during the organization of co-curricular and extra curricular activities.

The slow learners are given extra time and personal attention. The faculty provides maximum support and counseling to these students. These students are also encourage and asked to participate in all type of curricular, co-curricular and extra curricular activities.

5.2.8 What are the various guidance and counselling services available to the students? Give details.

There is a Guidance and counseling cell to provide guidance and support to the pupil teachers in their personal, academic and social matters. Women cell helps

female pupil teachers to solve their academic personal problems and provide proper guidance.

- ❖ Educational guidance for higher studies is given to the pupil teachers. They are informed about eligibility, duration, scope and importance of desired course.
- ❖ Vocational guidance is given to the pupil teachers to provide information regarding the choice of subject in which more job opportunities are available in future.
- ❖ Tutorial groups are maintained to solve the individual problems of Pupil teachers.

5.2.9 What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The college has its own grievance redressal cell. A suggestion/ complaint box is provided in college premises in which students can put their suggestions and complaints regarding the overall teaching learning environment of the college. It is opened once in a month and after proper discussion action is taken on the received suggestions and complaints.

The cell maintains a conducive and unprejudiced educational environment. All complaints are scrutinized by the cell to redress the grievances effectively. Since grievances have been of minor nature, all grievances have been intently redressed.

Major grievances redressed are:

- ❖ Pure drinking water facility provided
- ❖ Books and magazines were increased in library.
- ❖ Books bank facility provided to needy/poor students.
- ❖ Library timings was rescheduled.

5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?

The progress of the candidates at different stages of programmes is assessed by their performances in tests, assignments, co-curricular activities, Micro teaching sessions practical works and day to day task assigned. The regular guidance and counseling is provided to the pupil teachers.

5.2.11 How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The college has a very well organized system to make the pupil teachers competent enough for the teaching before going to the school for teaching practice. Initially the subject teacher/ supervisor provides theoretically knowledge in depth regarding the concept, process, phases and cycle of micro teaching. Side by side each skill is explained to the pupil teachers by taking relevant examples from their chosen teaching subjects. Pupil teachers query regarding the concept of teaching are also satisfied during the theoretical session. Before the beginning of micro teaching session the whole teaching faculty provides the demonstration to the pupil teachers by taking examples from their concerning teaching subjects.

The micro teaching process has been divided into two phases i.e. teach and re-teach session. During teach session each student is keenly observed by the mentor teacher/teacher educator and suggestions are given to the pupil teachers regarding their weakness and strengths. According to the suggestions given by the teacher educator, the pupil teacher performs again in the re-teach session. This practice mentally prepares and making the pupil teachers competent for the real teaching situation in the practice teaching school.

During the real school teaching practice, the teacher educator and the subject teacher of the school provides timely and regular suggestions to the pupil teachers both verbally and in written in their lesson plan criticism diary .

5.3 Student Activities

5.3.1 Does the institution have an Alumni Association? If yes,

- (i) List the current office bearers**
- (ii) Give the year of the last election**
- (iii) List Alumni Association activities of last two years.**
- (iv) Give details of the top ten alumni occupying prominent position.**
- (v) Give details on the contribution of alumni to the growth and development of the institution.**

List the current office bearers

- ❖ Mr. SANT SHARAN DWIVEDI
- ❖ Mrs. POOJA GUPRA
- ❖ Mrs. CHETNA SHRAMA
- ❖ Mr. SUNEEL KUMAR MAHESHWARI
- ❖ Mrs. BEBI YADAV
- ❖ Ms. UMA SAVITA
- ❖ Ms. LALI GOYAL

❖ Ms. POONAM LAKHERE

Give the year of the last election – **05/07/2011**

List Alumni Association activities of last two years.

Association has been founded in the year 2011 so not much activity has been done

❖ The activities since the formation association as follows: The alumni association is established during year in 2013 and a meeting held in which democratic way of election was adopted to elect the office bearers of the association. Alumni association usually meets once in a year and conducts co-curricular and extra curricular activities. Through the financial contributions, the alumni association organizes conference which provide a forum for exchange of ideas of the alumni, the faculty and the present pupil teachers.

❖ Top 10 alumni occupying prominent position:

S.No	Name of Alumni	Institution Working	Designation
1	Mrs. Kiran Kaurav	Govt.Middle School Vikrampurabhind	TGT
2	Mr. Amit tiwari	Swatratra Bharat Inter College Sahyal Auraiya UP	Lect.
3	Mr. Balendra Kumar Agrawal	Vidhya Mandir Bhind	Principal
4	Mr. Ramkishor Bajpai	SwamiVivekanand College bhind	Assit. Prof.
5	Mrs. Mithlesh kumar jain	Patiram shivhare college bhind	Assit. Prof.
6	Mrs. Garima Shrivastava	Govt.Girls College Murar	Guest teacher
7	Mrs. Soni mishra	Janta Inter College Etawah (U.P.)	Lect.
8	Mrs. Poonam Chandel	Ch.Yadunath College Bhind	Assit. Prof.
9	Mrs. Shubhi Mehrotra	Sent.michel School Bhind	Lect.
10	Mrs.Reena Vimal	Janta girls school bhind	Lect.

❖ Alumni association has been established to work for growth and development of the institution.

Details on the contribution of alumni to the growth and development of the institution.

The alumni are connected with each other through internet and they give knowledge of new articles related to the students, the job opportunities available They are ready to help college in the way they can.

5.3.2 How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

Our college regularly organizes co-curricular and extra activities like debates, solo song, group song, Alpana, Mehendi, Rangoli, speech competitions, quiz competitions art & craft competitions, sports meet etc. for overall development. Pupil teachers are also motivated to take part in inter college competitions. The college provides rewards for exemplary performance.

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

A Notice board has been installed in the college to motivate the pupil teachers to write down and display their creative thinking and writing. Pupil teachers display their drawing work like poster, slogans, thoughts, poems, facts etc. on this Notice Board. Apart from this rangolies, decoration of multipurpose hall on the eve the functions, prepare charts and models etc. activities are being conducted.

5.3.4 Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

The college does not have the provision of students council however class representative are elected by the pupil teachers which work like a bridge between the students and administration to solve their academic and personal day to day problems.

The major activities are:

- ❖ To maintain discipline in the class in absence of teacher educator.
- ❖ To motivate the students to participate in different curricular and co-curricular and extra curricular activities.
- ❖ To convey their problems to the concerned committee.

5.3.5 Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The various bodies and their activities (academic and administrative) which have student representation on it are:-

1. Women cell: One teacher in-charge, two teacher members (two female educators), two student members (One student members from M.Ed. and one student members from B.Ed. Class) are the members of Women cell. This Cell wards for the welfare of the women and gives the proper guidance to improve the status of women.

2. Library advisory committee: The composition of the library advisory committee includes, Principal as a convener, librarian, one teacher educator and two representatives from the students. The major role is to achieve the goals and objective of the library and to check its functionality. It also helps in enhancing library facilities and purchase of books, journal, magazines, news papers etc. Further head of the institution is the observer to look into the working culture of library advisory committee.

3. Sport committee: The sport committee has Physical instructor of college , two teacher members and two student members to organize extra curricular Events.

4. Cultural committee: In cultural committee there are one teacher in-charge, two teacher members and two student members. Coordinates in all the cultural functions of the college like celebration of the important days, National festivals, Annual function etc.

5. Alumni association: The college has an alumni association the detail of which has been given earlier.

6. Discipline Committee: In the discipline committee there are one Senior teacher, two teachers members (one male and female teacher educator) and two student members. Keep a watch on the punctuality, uniform, Discipline during any activities organized by the college etc.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

The college seeks and uses data and feedback from its alumni, employers and pupil teachers about the curricular aspects, environment and programmes of the institution. The college analyses the feedback and utilizes their valuable suggestion and implement them to perform better in the future. .

5.4 Best Practices in Student Support and Progression

5.4.1 Give details of institutional best practices in Student Support and Progression?

- ❖ After orientation of the students, entrepreneurial skill classes are organized in which students practice the skills like-computer skills, communication skill, Time Management skill, Leadership skill, Problem solving skill, how to handle smart classroom equipments i.e. over head projector. Camera, Slide Projector, LCD projector, light pen etc.
- ❖ Alumni association is formed. Student representative are elected in a democratic way. They organize various curricular, co-curricular activities, exhibitions, and various other promotional activities.
- ❖ ICT resource center and language resource center have multimedia computers with internet facility available for students to get ICT enabled environment.
- ❖ E-resource and self instructional modules, downloaded material (Text, videos, graphics)
- ❖ Special classes for M.Ed. Students of college to prepare for NET examination.
- ❖ Examination forum is formed for support for pupil teachers in appearing and qualifying in various competitive examinations TET/CTET etc.
- ❖ Remedial teaching for slow learners.
- ❖ Question bank is developed by its teacher educators.
- ❖ Grievance redressal mechanism is established.

CRITERION –VI

Governance and Leadership

- ❖ *Institutional Vision and Leadership*
- ❖ *Organization Arrangements*
- ❖ *Strategy Development and Deployment*
- ❖ *Human Resource Management*
- ❖ *Financial Management and Resource Mobilization*
- ❖ *Best Practices in Governance and Leadership*

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

VISION:- Chaudhary Dilip singh girls college moulds a group of excellent and devoted teachers, who can contribute towards national building process, by facilitating every pupil teacher to grow as integrated personality, having traits of 4 'C' courage, Character, Consciousness and Citizenship.

Mission:-

- ❖ To serve the society at large by providing disciplined, confident and dedicated teachers committed to their profession
- ❖ To instill in the pupil teachers specific skills needed for discharging duties as competent teacher.
- ❖ To create a group excellent dedicated teachers who are proficient in the complete skill of teaching.
- ❖ To provide opportunities for realization of the student's potential and cater to the individual differences and creativity.
- ❖ To develop a sense of commitment and accountability in the pupil teachers.
- ❖ To prepare the pupil teachers confident enough to face the challenges that crop up in their day to day activities.
- ❖ To prepare professional teachers who enrich, preserve and transmit the Indian values and traditions to the next generation.
- ❖ To Inspire pupil teacher for life long learning and attaining new heights in their career.

VALUE:-

- ❖ To inculcate among the pupil teachers the moral and ethical values.
- ❖ To ignite in them a spirit of creativity and novelty.
- ❖ To develop among the pupil teachers the dignity of labour.
- ❖ To develop among the pupil teachers the quality of self discipline.
- ❖ To inculcate a strong sense of team work, mutual trust and respect.
- ❖ To make the pupil teachers believe in cooperation rather than competition as a way of life.
- ❖ To develop a strong sense of respect towards environment and national property.

- ❖ To develop among the pupil teachers the feeling a national integration and international integrity at large.

Purpose, Vision, Mission and values of the institution are made known to the pupil teachers and stake holders by reminding them from time to time through different curricular and co-curricular activities inside and outside the college. A vision, mission statement are displayed on to the parents and Boards. Information about these things is also shared and passed on to the parents and stake holders through College Prospectus, website and meetings of stakeholders etc.

6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

The mission, motto and vision of this college and society is reflected in several activities conducted by our college. This college has produced a number of scholars and they are now serving the society. Our former students are doing exemplary service in education, social sector and various other professions. All this indicates a distinctive character and a rich tradition of the college which evolved with the passage of time.

Today this college is located in an town area and many students are coming from the rural areas. Our objective is to provided quality teacher education and make globally competent teachers.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The college Management is totally committed to the strengthening and efficient transaction of the teaching- learning process.

The College Management rightly keeps students at the centre of its concern. The students are given full freedom to approach the management if they have genuine problems. Any exemplary performance of students is properly acknowledged and recognized by the management. The management actively encourages upgradation of teacher –skills, research oriented projects and student friendly activities.

The management takes special care not to leave a stone unturned on the path of true and dynamic learning. It effectively acts as a mirror to reflect social trends, literary movements, political ideas, scientific advancements, etc. To sum up, it has a clear vision to create a better society, a strong and united nation.

6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The Management and Principal of College have a well defined policy for the smooth and efficient functioning of the college. The college holds a staff meeting at the beginning of each session to plan the activities for the upcoming session. Various committees are formed carrying out different tasks of the session. Similarly, an academic plan for the upcoming session is chalked out during the meeting. The Principal conveys to each faculty member about the composition of these committees and the duties assigned.

The periodic meeting between the faculty members and the principal, between the non-teaching staff and the principal and between the management and the heads of the various committees and staff members ensure the effective implementation of the various plans chalked out.

6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The meetings of the staff provide the common platform to the management and the faculty members. The valuable suggestions furthered by the management, are taken into consideration during the planning of agenda of the meetings and then the decisions are taken and review of various activities are made. The proceedings of the staff meetings and meetings of various committees are forwarded to the management. By this the valid information is available for the management to review the activities of the institution.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Various committees have been constituted for smooth functioning of the college. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees head of the Institution and in the staff meetings and remedial measures are identified by taking into consideration the suggestions provided by the faculty members. The concerned committees deliberately work for various qualities related issues pertaining to teacher education being imparted by the institution.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The institutional practices are formulated and governed with the support and involvement of teachers and staff of the college. The primary objective of the management is to evolve the right policies and methods for imparting quality teacher education to pupil teachers.

The management and the Principal encourage the faculty and staff to remain at their best and serve the college in the best possible manner. Innovative practices are properly recognized and appreciated. Faculty and staff are provided with sufficient opportunities to display their individual talents into consideration for the improvement of the institutional process. The management is aware of the fact that every staff member is a reservoir of talents which if properly harnessed can be used for institution building.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

Principal plays a role of active link between management and employers or students of the college. He participates in management meeting. He represents the faculty /staff and students and conveys their views. He plays a role of bridge between management and faculty and coordinates the things in order to obtain optimum satisfaction.

Principal continuously supervises the working of faculty and non-teaching staff and gives suggestion for their improvement. The head of the institution constituted various committees after discussing in the faculty/staff meetings and has allocated and assigned the institutional work to these committees. The work of each committee is coordinated by the convener. The recommendations of these committees are considered and approved in the IQAC meeting. Principal provides administrative and academic leadership in association with the various faculty members.

6.2 Organizational Arrangements

6.2.1 List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

For the effective operation of curricular, co-curricular and extra curricular activities the college has constituted following different committees with incharge faculty members.

- ❖ IQAC Committee
- ❖ NAAC committee
- ❖ Prayer Committee
- ❖ Academic committee
- ❖ Examination committee
- ❖ Cultural committee
- ❖ Sports committee
- ❖ Library committee
- ❖ Tour and excursion committee
- ❖ Research committee
- ❖ Discipline committee
- ❖ Alumni Association
- ❖ Guidance & counseling cell
- ❖ Women cell
- ❖ Placement cell

The above stated committees and cells constituted in joint consultation of Principal faculty members and pupil teachers. Committees are framed in a democratic and most amicable way. Meetings of various committees are held in order to plan and execute various programmes of the institution.

Meeting of the administrative staff is arranged by the Principal regularly. Administrative staff consists of Senior Clerk, Junior clerk and peons.

In order to execute the entire programme of an academic year a special meeting of staff members is organized by the Principal to chart out the complete academic calendar for successful smooth functioning of the institution.

After healthy discussion on all aspects of the programmes and of various academic activities are assigned to the faculty members. Following responsibilities and tasks are assigned to the faculties in turn by rotation.

- ❖ Orientation programme
- ❖ Microteaching (different skills)
- ❖ Practice teaching
- ❖ Student development programmes
- ❖ Guest lecture Programmes
- ❖ Prayer
- ❖ Celebration of special days and week
- ❖ Co-curricular and Extra curricular activities
- ❖ Submission work
- ❖ Paper wise teaching programme
- ❖ Workshops and seminars.

With regard to the financial aspects, the institution itself is self financed college and thus depends on the fees collected from the students. Regarding the infrastructure, the society provides financial support as and when required.

The college has sufficient well qualified faculty for teaching programme. The college is always ready to adopt innovative practices. In order to remain in constant touch with recent trends faculties from various specialized fields are invited as resources person and speaker. The faculty too attends workshops and seminars for upgrading their knowledge.

Research is an integral part of educational programmes. Student teachers are guided in various submissions like, case study, psychological test, environmental awareness tests etc.

6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.

ORGANIZATIONAL HIERARCHY OF
Chaudhary Dilip Singh Girls College

Khasra No.3043, 3047-3049,
Kila Road, Bazaria, Ratnupura,
Bhind, (M.P.)



COLLEGE MANAGEMENT COMMITTEE

CHAIRMAN



DIRECTOR



PRINCIPAL



CORE COMMITTEES

- IQAC Committees
- NAAC Committee
- Academic Committee
- Research Committee

OTHER COMMITTEES

1. Discipline Committee
2. Examination Committee
3. Library Committee
4. Cultural committee
5. Sport Committee
6. Tour & Excursion Committee
7. Alumni Association
8. Women Cell
9. Guidance & Counselling Cell
10. Placement Cell

6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

Administration of the college is fully decentralized. The college has maintained an administrative setup in which the principal is given full freedom mainly taking care of academic administration and financial responsibilities for the development of the college. The college has presently constituted 12 committees to execute different functions like admissions, academic, discipline, examination, sports, cultural, research and library etc. There is a constant interaction among the functional units of all the committees. The function of each committee is well defined to ensure their administrative decentralization. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Principal which arrives at final decisions. The decisions of the Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees.

6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The college collaborates with other sections/departments and school personnel to improve and to plan the quality of practice teaching and providing information on current issues to fulfill the diverse needs of students. Meeting of school personnel with college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school faculty and staff. School teachers are consulted while developing the teaching practice plan and their suggestions are considered for developing lesson plans. The charts and models are distributed to the nearby schools. Special assemblies are held by pupil teachers in schools and awareness about various social and environmental issues are discussed with students of that particular school. All these activities are planned and guided, monitored and reinforced by the teacher educator and school teachers in collaboration to improve the quality of educational provisions.

6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the college uses the various data and information obtained from the feedback in decision making and performance improvement. The institution welcomes all the relevant information for decision making and performance improvement. The

concerned data for feedback is obtained from the faculty members, pupil teachers, heads and staff of the practice teaching institutions. The decisions regarding innovative teaching learning practice, teaching aids, academic environment, and relationship between institution and social sphere/community are taken for performance improvement.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

For promoting co-operation among the faculty members various committees are constituted for executing the institutional work and teaching learning activities. The committees consist of faculty members. Respective committee members work with full cooperation as a team for the work they have been assigned. The Principal monitors the functioning of all the committees. Suggestions regarding various activities of the institution are placed before the Principal and decisions are taken after discussing the matter in staff meeting. Institution also works for the empowerment of the faculty. Extension lectures, seminars and workshops are organized in the college time to time. The teachers educators are also motivated and sponsored to participate in seminars and various other academic extension activities organized in other institution/universities. The faculty members are provided with the platform to upgrade their skills for using ICT in teaching.

6.3 Strategy Development and Deployment

6.3.1 Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

No the college doesn't have an organized MIS in place. Though the college does the work to select, collect, align and integrate data and information on academic and administrative aspects through the Principal of the college.

6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The management gives due consideration for all the financial and infrastructural needs of the college and provides the necessary resources to perform all the activities. The human resources are deputed as per the norms of the NCTE (WRC) and Jiwaji university of Gwalior. If there is some changes in the further plan of the

college the human and financial resources are provided as per need felt. Human resources are best used by sharing all the academic and administrative responsibilities among the faculty and staff.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The human resources are deputed as per the norms of the NCTE (WRC) and Jiwaji University Gwalior in the college and apart from their teaching and learning other duties are also assigned to them to accomplish the mission and objectives of the college. Financial resources are obtained only through the fees collection.

6.3.4 Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

The college develops its tentative academic calendar before the start of the session. It is prepared by consulting the IQAC its faculty members and conveners of the different committees. The principal of practicing schools are also consulted before planning the activities with respect to the teaching practice. The feedback obtained in the last academic session from faculty, pupil teachers, peers, staff/principal of practice teaching schools and stake holders are also taken into consideration to plan its activities.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

To objectives of the college are conveyed to the pupil teachers faculty, staff and all stake holders in the beginning of the academic session. They are also displayed on the bulletin, board, lobby and in the library. At each stage execution of work, individual contribution is reviewed. Meetings are held at regular intervals and objectives are conveyed to the faculty members and all stake holders frequently.

6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Assessment of plans and their implementation is done at the beginning middle and end of the academic session. The vision and mission of the institute are monitored at regular intervals. Meetings are held before and after, any planned activity to

implement, review and monitor curricular, co-curricular and extra curricular activities.

6.3.7 How does the institution plan and deploy the new technology?

The college being newly established is equipped with labs of new/latest technology. If need arises planning and deployment of new technology would be done in consultation with the management and experts in the following steps:

- ❖ Need analysis
- ❖ Survey of the market & visit to other teacher training
- ❖ Invite quotations from a no. of suppliers.
- ❖ Forwarding of proposal.
- ❖ Sanction of proposal.
- ❖ Purchase
- ❖ Installation of new technology.

6.4 Human Resource Management

6.4.1 How do you identify the faculty development needs and career progression of the staff?

All faculty members fulfill the minimum eligibility criteria. College identifies those who do not possess degrees in research programs or training in research methodology and encourage them to join research, refresher course. Secondly, college seeks if the faculty members have had required exposure to each content unit of what is prescribed in the syllabus, curriculum as a whole. Thirdly, it is also ascertained if the faculty are also well conversant with the emerging trends, use of ICT etc.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

College has mechanism in place for performance assessment using the evaluations to improve teaching, research and service of the faculty and other staff members.

1. Pupil teachers feedback is a regular practice and they are free to communicate to the Principal.

2. Pupil teachers are given opportunity to express their views on different academic and co-curricular programs.
3. Comprehensive evaluation by pupil teachers and peers are also incorporated for assessment. College procures written feedback from the pupil teachers at the end of the academic year.
4. College has suggestion box for soliciting suggestion/complaints on the performance of the faculty/non-teaching staff from any stakeholder.
5. All the suggestion and feedback are analyzed and a report is prepared and placed before the Principal.
6. Then, the committees, teacher incharge and principal present their overall assessment.
7. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college.

6.4.3 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The achievements and progress of any staff and faculty members in any field is appreciated at different functions of the college.

Ideas of faculty are always welcomed and implemented. The management, from time to time, arranges computer courses for the staff and faculty of the college. Every year essential household items are given to all the IV class employees of the college. There is loan facility available to the teaching and non-teaching staff on requirement mentioned as education and marriage of their ward.

6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The college sends the faculty and staff to attend various training programmes conducted by the university and other competent professional organizations. The college also facilitates the training in computer literacy of the teaching and non-teaching staff; and other training programmes are also organized for them. The staff is encouraged to improve their educational qualification and professional skills. They are also sanctioned leave on priority basis. The various facilities and resources in the college can be judiciously used by the faculty and staff to enhance their professional development.

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The college takes maximum care to recruit and retain faculty and other staff who are well qualified and competent. We follow the state government of M.P. and Jiwaji University Gwalior and NCTE (WRC) rules and regulations. The posts are advertised in regional and national newspapers, and interviews are held as per the norms. The retention of the staff is not a problem under the existing circumstances. The college, of course, provides sufficient opportunities to both teaching and non-teaching staff to bring out their best and develop a sense of belonging to the institution.

6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

The appointment of part time/adhoc faculty is done through interviews and teaching demonstrations adhering to the Jiwaji University Gwalior guidelines. The salary of these staff members is negotiable and decided according to their qualifications, capabilities experience and student strength. The workload of these faculty members is to be decided by Principal. They are given a good facilities and encouragement to pursue curricular and co-curricular activities.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The college plays a proactive role in supporting and ensuring the professional development of the faculty . Teachers who undertake research work always find the atmosphere in the college conducive and stimulating. Teachers regularly participate in seminars, workshops, etc. The college also encourages the active involvement of teachers in professional associations. The policies of the college in helping the faculty expand their horizons are exemplary.

6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

College is proud to mention that its large campus is well equipped with infrastructure facilities. The faculty members are provided with a well furnished staff room equipped with necessary furniture, computer access with internet, personal safe etc. Personal cabinet is also provided to keep their belongings. Staff room is well ventilated and lightened. Any faculty members can use the large space in the library of the college for carrying out their professional work. Other than this, ICT and all other laboratories and its equipments are at the disposal of the faculty during their spare time.

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Any stakeholder of college can make verbal or written complaint to the Principal. The complaint can also dropped in the Suggestion/Complaint Box. The Box is opened every month by the Grievance Redressal Cell. The faculties are free to contact principal for lodging complaints and/or for seeking information. Any stakeholder can seek information from the office by oral or written request. College possess its own website having detailed information about the infrastructure, functionaries and all other major aspects.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

College follows the workload policy of the Jiwaji University Gwalior, the Government of M.P. and NCTE (WRC) norms. College has 100 pupil teachers intake for B.Ed. and 35 Students in M.Ed. considered to be 1 unit each. In terms of details, College workload policy is rounded in the principles of equity and judiciousness. The workload is assigned by taking into considerations the capability, potentiality, and experience of individual faculty member with reference to needs of the college. In this, democratic approach is practiced. Choices are given preference. Each member bears and shares the workload.

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Any achievement or progress of the faculty and staff members is always appreciated. Efficient & hard working staff faculty and members are promoted after they have put in service for a specified period of time. The achievement is announced in the general assembly and put on the notice board of the college. Every year the IV class employees of the college are provided with essential household items on certain occasions.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

College is a self financed and has never received any grant from the government for its teacher education programmes. The only sources of revenue is the fee realized from the pupil teachers as per norms of the NCTE (WRC) Jiwaji University, Gwalior and Govt. of (M.P.). Besides Trust/Society fulfils all the requirements regarding finance. The details are reflected in the annual budget of the college.

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

The total amount of donation received by the college from outside resources in the last three years is nil.

6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the operating budget of college is adequate enough to cover the day to day expenses. If any deficit occurs at all, then the same is met by the management.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The required details are furnished on Enclosure (Budgetary resources)

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

There is the practice of ensuring the audit of the accounts internally. Internal audit is done by the management through its own resources. The accounts are also regularly audited annually by the Chartered Accountant duly approved by the Management. The account is audited at the end of every financial year. The outcome of the last two audits is enclosed.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

The administrative office has computerized many of its daily working. They use Tally and other software for the regular maintenance of the accounts.

6.6 Best practices in Governance and Leadership

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

- ❖ Decentralization of the Authority and responsibility.
- ❖ Leadership qualities in the pupil teachers are inculcated by providing them a platform to participate in various sports and cultural activities organized by the institution.
- ❖ Organizational and managerial skills are imparted to the pupil teacher by providing them opportunities to organize and management various activities like morning assembly, college functions etc.
- ❖ Cordial interaction among stakeholders and administrative members.
- ❖ Well defined duties and responsibilities to develop organizational and managerial skills in the staff & faculty members for smooth functioning.

- ❖ Work culture that emphasizes the creativity and co-operation.
- ❖ Governance provide encouragement, support and facilities to its faculty & staff.
- ❖ Feedback from stake holders plays a vital role not only in teaching learning but also in good governance.

CRITERION –VII

Innovative Practices

- ❖ *Internal Quality Assurance*
- ❖ *Inclusive Practice*
- ❖ *Stake holder Relationship*

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The IQAC makes assessment of entire aspects of the working of the college and monitors its functioning. It is the main decision making body for all academic matters which decides, designs and stimulates the curricular, co-curricular and extracurricular activities of the college. This cell also examines and addresses the suggestions received through suggestion box and other channels. Its major functions include:

1. Plans for curricular & co-curricular and extracurricular activities to ensure all round development
2. Decide time schedule for curricular & co-curricular and extra curricular activities.
3. Quality assurance with regard to teaching learning process
4. To encourage research activities.
5. To encourage use of ICT in daily teaching & pre practice teaching session.
6. To organize seminars & workshops.
7. To arrange outreach and extension activities.
8. Monitoring and assessing the pupil teachers and faculty throughout the session so that the goal of program can be achieved successfully.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The College is a teacher training institute conducting courses leading to B.Ed. & M.Ed. Therefore, it is felt that curricular objectives and goals of these programmes need to be achieved. For this, the college is required to direct its efforts in that direction. The evaluation mechanism of the College for evaluation of the goals and the object is as follows:

1. The summative evaluation outcomes are taken into consideration and the final results are scrutinized. The number of successful candidates and failures, division wise and course wise with the highest and the lowest scores are considered.
2. The performance of teacher trainees in subsequent examinations and the research dissertations of M. Ed. are evaluated.

3. The opinion and feedback regarding the teaching and Non teaching the college is collected from the pupil teachers at the end of the year. Based on these suggestions for improvements and enhancement of quality are given by the principal from time to time.

7.1.3 How does the institution ensure the quality of its academic programmes?

The College ensures the quality of its academic programs in the IQAC meetings and all committees/ cells meetings. In addition to this, positive suggestions given by the students are reflected upon by the faculty and necessary changes are made in the curricular transaction. In this way, college ensures the quality of its academic programs.

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

The college ensures the quality of its administration in the following manner:

- ❖ The IQAC supervises the entire administrative process
- ❖ The college administration has been decentralized.
- ❖ Various committees and cells have been constituted to do the needful in specific aspects.
- ❖ The function and the responsibilities of all the committees have been clearly specified.
- ❖ The pupil teachers are provided with proper information throughout the academic year.
- ❖ The pupil teachers are informed in general and if necessary, individually, about forms, fee and documents to be submitted well in advance by the administrative section.
- ❖ In the administrative section, each non teaching member has specific responsibilities and functions.
- ❖ The administrative set up; its functions, limitations and changes if any to be implemented are discussed in the IQAC and faculty meetings.

The quality of financial management processes is maintained as follows:

- ❖ The day to day financial dealings are checked and signed on daily basis.
- ❖ Proper internal and external audits are conducted from time to time.
- ❖ In all financial dealings, the norms, rules and regulations of the governing authorities are strictly adhered to.
- ❖ All the financial planning and budgets are prepared meticulously.
- ❖ All the dealings are kept in accordance with the budgetary allocations

- ❖ All the financial dealings such as deposits into the banks, with draws, payments, recoveries etc. are done promptly and recorded.

7.1.5 How does the institution identify and share good practices with various constituents of the institution.

The committees that have been constituted for the smooth functioning of the college submit the reports of the activities to the Principal. The reports submitted are scrutinized.

The teacher educators and the pupil teachers who witness the activities are consulted with a view to get their feedback and finally the IQAC also assesses the activities undertaken and provides suggestions if necessary. These are some of the informal ways for identifying the good practices.

The good practices are brought to the notice of the faculty members and are discussed in the faculty meetings. These are communicated to the non teaching staff as well.

The report of all the good practices is sent to the head of the institution. The IQAC also appreciates these by communicating them in the meetings.

7.2 Inclusive Practices

7.2.1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The college sensitizes teachers to various issues of inclusion and focuses on national policies and school curriculum by following methods:

- ❖ Any information on the internet regarding/regulatory bodies are shared with teacher educators and pupil teachers on regular basis.
- ❖ The faculty members/students are encouraged to visit schools meant for special children.
- ❖ As most of the faculty members & all the pupil teachers are females the institute endeavors to empower women by giving information regarding women's rights, citizen's rights and duties, right to information and any other related issue.
- ❖ Workshops/seminar are held from time to time on inclusive education.
- ❖ The articles published in the newspapers are displayed in the library bulletin board and also announced during morning assembly.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

According to the curriculum prescribed by the apex bodies “special Education” is taught to the pupil teachers. The curriculum includes the information to the pupil teachers about the psychology of the pupil teachers, with special needs. The pupil teachers and teacher educators know about the causes of exceptionality, identification of special students and their social, emotional needs. This curriculum helps the teacher educator to teach these special students with the normal students so that they can be taken in to the main stream of the society.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The activities envisioned in the curriculum to create environment that foster positive social interaction, active engagement in learning and self motivation are:

- ❖ Participation in morning assembly & prayer.
- ❖ Participation of students in sports and cultural activities
- ❖ Participation of students in seminars and group discussions
- ❖ Taking pupil teachers for educational tours/Excursion.
- ❖ Celebration of national/religious days and festivals
- ❖ Participation of students in awareness rallies and extension activities.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The college ensures that pupil teachers develop proficiency for working with children from diverse back grounds and exceptionalities by:

- ❖ Education of exceptional children and educational and vocational guidance are optional papers in B.Ed. course.
- ❖ Sending pupil teachers for practice teaching in schools which are located in rural as well as semi urban areas.

7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

There is a provision of enrolment for physically challenged student in the institute according to the norms of Govt. of M.P. During classroom teaching special attention

by teacher educator is also given to physically challenged students. Without taking any deposits physically challenged students are given books from the book bank. Physically challenged students are given priority in issuing and returning the books in the library.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

A women cell is established in the college to cater the needs of the girl students and the problems related to gender issues. Various activities like women day celebration, speech and debate competitions on the issues related to women, gender discrimination, girl child foeticide, women empowerment are held under the patron- ship of this cell.

7.3 Stakeholder Relationships

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

Regular faculty staff meetings are organized to provide information regarding the academic and other development of the institution. The achievements and activities of the institution are highlighted through press releases in news papers. An annual report of the overall activities and performance of the institution is also prepared from last academic session and uploaded in college website.

The modes through which the college ensures the access of information on organizational performances i.e. Academic and Administrative to the stakeholders are:

- ❖ College Website
- ❖ Telephonically
- ❖ Notice board
- ❖ Prospectus
- ❖ Media
- ❖ Different committee meetings.

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The college collects the information about the strengths and weaknesses of various programme of the institution through feedback from pupil teachers, in the meetings of alumni. The help of pupil teachers' representatives are also taken to know about the causes of pupil teachers dissatisfaction of various processes of the institution. This information is shared with the stakeholders to bring the qualitative improvements of the college. The staff evaluation is also done in the faculty meeting after every programme of the institution and the necessary actions are taken for improvements in the future.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The college has a provision of collecting information and suggestions from the pupil teachers through suggestion box and feedback performa. Alumni Association has been formed and meetings are organized in which college's achievements are discussed and suggestions for further improvement in the functioning of college are welcomed to bring overall improvement in the overall environment. During teaching practice the feedback is also taken from the staff of practicing school regarding some qualitative/practical modification in the process of teacher education.

Ch. Dilip Singh Girls College Bhind (M.P.)

B.Ed. Session - 2014-15

Mapping of Academic Activities of the Institution

Month	July		August					September					October					November					December					January					February					March					April	
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39					
Classes and Orientation																																												
Theory																																												
Seminars/ Workshop																																												
Sessional Work-Tests & Assignments																																												
Practical Work																																												
Preparation of Internship: Demonstration/MicroTeaching/ Simulations																																												
Demonstration Macro Teaching/ PracticeTeaching/ Criticism																																												
Co-Curricular Activities/ Sports																																												
Working With Community/ Project Work																																												
Internal Examination																																												
Tutorial & Remedial																																												

Note:- A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement.

1 CC Activities :- All Activities combined with other courses


प्रधान
श्री. दिलीप सिंह कन्या महाविद्यालय
भिन्द (म.प्र.)

कार्यालय

Phone-07534-230615

चौधरी दिलीपसिंह कन्या महाविद्यालय भिण्ड (म.प्र.)

पत्र क्रमांक..... 8996

दिनांक 30/9/2014

Declaration by the Head of the institution

I here by certify that the data included In this Self –Appraisal Report (SAR) are true to the best of my knowledge.

This SAR has been prepared by the institution after internal discussions, and No. part Thereof has been out sourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.


प्रमुख
चौ. दिलीप सिंह कन्या महाविद्यालय
भिण्ड (म.प्र.)

Place:-Bhind

Signature of the head of the institution

With sea;

Date – 30.09.2014