SELF STUDY REPORT

Submitted to

NAAC ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE

BY

Sardar Gian Singh Memorial College.Gwalior

TRACK ID MPCOTE 23634

INDEX

SARDAR GIAN SINGH MEMORIAL COLLEGE

GWALIOR

MR.AMIT PAL SINGH

CHAIRMAN/SECRETARY

SARDAR GIAN SINGH MEMORIAL COLLEGE

GWALIOR

MR.SURINDER PAL SINGH

DIRECTOR

SARDAR GIAN SINGH MEMORIAL COLLEGE

GWALIOR

DR.ARPANA SHARMA

PRINCIPAL

SELF APPRAISAL REPORT

Part I

Institutional Data

Sardar Gian Singh Memorial College, Gwalior

SELF APPRAISAL REPORT

Part I-A

Profile of Institute

Sardar Gian Singh Memorial College, Gwalior

Profile of the Institution

1. Name and address of the institution:

   Sardar Gian Singh Memorial College
   Bada Gaon,Morar,Gwalior M.P

2. Website URL:
   www.sgsmcollege.org

3. For communication:

   Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.Arpana sharma	**0751-3293353**		Sgsmcollege2005@gmail.com
Self - appraisal Co-ordinator Mr.Satyendra singh Bhadaria	do		Sgsmcollege2005@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal **Dr.Arpana sharma**	**0751-3293353**	**09425340666**
Self-appraisal Co-ordinator– Mr.Satyendra singh Bhadaria	do	09826561523

4. Location of the Institution:

Urban ☐ Semi-urban ■ Rural ☐ Tribal ☐

5. Campus area in acres:

1.80 acres

6. Is it a recognized minority institution?
Yes ■ No ☐

7. Date of establishment of the institution:
Month & Year

MM	YYYY
May	**2005**

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

Jiwaji University

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

Month & Year

MM	YYYY
-	--

2f

Month & Year

MM	YYYY
--	---

12B

10. Type of Institution

a. By funding
   i. Government ☐
   ii. Grant-in-aid ☐
   iii. Constituent ☐
   iv. Self-financed ■
   v. Any other ☐

b. By Gender
   i. Only for Men ☐
   ii. Only for Women ☐
   iii. Co-education ■

c. By Nature
   i. University Dept. ☐
   ii. IASE ☐
   iii. Autonomous College ☐
   iv. Affiliated College ■
   v. Constituent College ☐
   vi. Dept. of Education of Composite College ☐
   vii. CTE ☐

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		
iii)	**Secondary/ Sr. secondary**			Certificate		
				Diploma		
		B.Ed	**Any Graduate with 50 %**	**Degree**	**One Year**	**Hindi & English**
iv.	Post Graduate			Diploma		
				Degree		
				Diploma		
				Degree		

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/5-6/APW01262/223230/2009/60885 dtd 14-09-2009**	**Temporary**	**100**
Post Graduate				
Other (specify)				

SELF APPRAISAL REPORT

Part I-A

Criterion Wise Inputs

Sardar Gian Singh Memorial College, Gwalior

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 | |

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

    If yes, | Yes | • | No | |

      a) How many programmes? `01`

      b) Fee charged per programme **Rs.35000**

3.Are there programmes with semester system

`No`

2. 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.   `N.A`

3. Number of methods/elective options (programme wise)
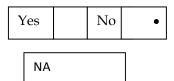
D.Ed. | |

`07`

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

4. Are there Programmes offered in modular form

| Yes | | No | • |

| Number | N.A |

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

| Yes | | No | • |

| Number | |

5. Are there Programmes with faculty exchange/visiting faculty

| Yes | • | No | |

| Number | **02** |

6. 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 | |

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

1 year

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

Yes		No	•

Number	N.A

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

Yes		No	•

Number	NA

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

Yes [•]   No [ ]

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

Yes [•]   No [ ]

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)   ☐

2. Furnish the following information
   (for the previous academic year): **2014-15**

   a) Date of start of the academic year | 01/07/14 |

   b) Date of last admission | 08/07/14 |

   c) Date of closing of the academic year | 09/05/15 |

   d) Total teaching days | 215 |

   e) Total working days | 236 |

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.	**24**	**72**	**96**	**18**	**30**	**48**	**08**	**40**	**48**
M.Ed. (Full Time)									

4. Are there any overseas students?

Yes		No	•

If yes, how many?

NA

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

    a) Unit cost excluding salary component

Rs.19040

    b) Unit cost including salary component

Rs.35000

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

	Open		Reserved	
Programmes	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	**65**	**30**	**55**	**35**

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 & part Time)			

14. 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　　| 2 | 1 |

10.　　Practice Teaching at School

a) Number of schools identified for practice

teaching　　| 0 | 7 |

b) Total number of practice teaching days　　| 4 | 0 |

c) Minimum number of practice teaching

| 4 | 0 |

lessons given by each student

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

| No. of Lessons In simulation | No. 7 | No. of Lessons Pre-practice teaching | No. 21 |

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

Yes | • | No | |

13. Does the institution provide for continuous evaluation?

Yes | • | No | |

14. Weightage (in percentage) given to internal and external

evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	**55%**	**45%**
M.Ed. (Full & part Time)		

15. Examinations

a) Number of sessional tests held for each paper

| 0 | 2 |

b) Number of assignments for each paper

| | - | - |

16. 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)		

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

| Yes | • | No | | | Number | **01** |

19. •

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

| Yes | • | No | |

Criterion III: Research, Consultancy and Extension

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

| Number | **01** | **12** | % |

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

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

N.A

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)

International journals	Yes	No	Numbers
National journals – referred papers Non referred papers	•		**05**
Academic articles in reputed magazines/news papers	•		**05**
Books	•		**05**

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

Yes		No	•

Number	NA

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

	Faculty	Students
National seminars	10	20
International seminars	-	-
Any other academic forum	-	-

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

Self-instructional materials   √

Print materials   √

Non-print materials (e.g. Teaching   √

Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)   √

Question bank   √

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?

15. Number of er Yes • icula No curricular s organized by other academic agencies/NGOs on Campus

    02

16. Does the institution provide consultancy services?

    Yes   •   No

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

    NA

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.) | 1832 sq.mtr |

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

   a) Methods lab — Yes [•] No [ ]
   b) Psychology lab — Yes No [•]
   c) Science Lab(s) — Yes No [•]
   d) Education Technology lab — Yes No [•]
   e) Computer lab — Yes [•] No [ ]
   f) Workshop for preparing teaching aids — Yes [•] No [ ]

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?

   | Rs.200000 |

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

Rs.50000

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

Rs.50000

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

Rs.500000

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

Yes   •   No   ☐

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	**1**	**5**	**2**	**-**
Non-teaching	4	1	3	-

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
1	5	2	-

Lecturers

Readers

M	F	M	F
-	-	-	-

Professor

M	F	M	F
-	-	-	-

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

Open   **Reserved**

Lecturers

M	F	M	F
3	3	-	-

Readers

M	F	M	F
-	-	-	-

Professors

M	F	M	F
-	-	-	-

c. Number of teachers from   Same state | 08 |

Other states | -- |

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	**8:100**
M.Ed. (Ful & partl Time)	

13. a. Non-teaching staff

Open   Reserved

Permanent

M	F	M	F
4	**1**	3	-

Temporary

M	F	M	F
-	-	--	-

b. Technical Assistants   Permanent

M	F	M	F
2	-	-	-

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)

45.6%

16. Is there an advisory committee for the library?

Yes   •   No

17. Working hours of the Library

On working days   **7 hrs**

On holidays   **7 hrs**

During examinations   **7 hrs**

18. Does the library have an Open access facility

Yes	•	No	

19. Total collection of the following in the library

a. Books | 7850

  - Textbooks | 6320

  - Reference books | 1530

b. Magazines | 10

e. Journals subscribed

  - Indian journals | 25

  - Foreign journals | 02

f. Peer reviewed journals | 05

g. Back volumes of journals | 10

h. E-information resources

  - Online journals/e-journals | 05

  - CDs/ DVDs | 50

  - Databases | 15

  - Video Cassettes | --

  - Audio Cassettes | --

20. Mention the

  Total carpet area of the Library (in sq. mts.) | 112 sq mtr

  Seating capacity of the Reading room | 50

21. Status of automation of Library

  Yet to intimate ☐

  Partially automated ☐

  ☐ •

Fully automated

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

Circulation	☐
Clipping	☐
Bibliographic compilation	☐
Reference	☑
Information display and notification	☑
Book Bank	☑
Photocopying	☑
Computer and Printer	☑
Internet	☑
Online access facility	☑
Inter-library borrowing	☐
Power back up	☑
User orientation /information literacy	☐

23. Are students allowed to retain books for examinations?

Yes	•	No	

24. Furnish information on the following

Average number of books issued/returned per day | 30 |

Maximum number of days books are permitted to be retained

by students | 07 |

by faculty | 10 |

Maximum number of books permitted for issue

| 02 |

for students

for faculty

Average number of users who visited/consulted per month

200

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

1500:100

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

budget of the institution

5.2%

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

	I 2014-15		II 2013-14		III 2012-13	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	300	45280	280	42750	350	44650
Other books	100	12585	75	7500	75	7500
Journals/ Periodicals	20	10250	15	9525	18	9020

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.	----	-----	-----

M.Ed. (Full & partTime)			

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?

10

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		
	I	II	III
	2014-15	2012-13	2011-12
Pass percentage	99% [95/96]	94% [92/98]	96 % [64/66]

Number of first classes	**95**	**92**	**64**
Number of distinctions			

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

	I	II	III
NET	-	-	-
SLET/SET	-	-	-

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

Financial Aid	I - 2014-15	II -2012-13	III - 2011-12
Merit Scholarship	--	--	--
Fee concession	--	--	--
Loan facilities	--	--	--
Any other specify and indicate **Govt.scholarship**	46	16	14

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	•

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

Indoor sports facilities

Gymnasium

Yes	•	No	
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	√		02	√		15
Inter-university		√			√	
National		√			√	

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	10	--
Regional	25	--
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes	•	No	

If yes, give the year of establishment

2013

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

Yes | • | No

20. Does the institution regularly publish a college magazine?

Yes | • | No

21. Does the institution publish its updated prospectus annually?

Yes   [•]   No   [   ]

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

	2014-15	2012-13	2011-12
Higher studies	45	40	35
Employment (Total)	50	49	29
Teaching	30	25	17
Non teaching	20	24	12

23. Is there a placement cell in the institution?

Yes   [•]   No   [   ]

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

14-15	12-13	11-12
20	15	15

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

	Yes	No
• Academic guidance and Counseling	•	☐
• Personal Counseling	•	☐
• Career Counseling	•	☐

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: (2014-15)

Governing Body/management	**06**
Staff council	**09**
IQAC/or any other similar body/committee	**02**
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	**--**

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

   Loan facility | Yes | • | No | |

   Medical assistance | Yes | • | No | |

   Insurance | Yes | • | No | |

   Other (specify and indicate) | Yes | | No | |

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

   | 0 | 1 | 0 |

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 | **06** |

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	**6**

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

0	0	**2**

e. Research development programmes attended by the faculty

0	0	**1**

f. Invited/endowment lectures at the institution

0	**1**	**0**

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	•

7. Are the faculty assigned additional administrative work?

Yes		No	•

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

NA

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

Grant-in-aid	--
Fees	√
Donation	--
Self-funded courses	--

9. Expenditure statement (for last two years)

	2014-15	2012-13
Total sanctioned Budget	Rs.3500000	Rs.2500000
% spent on the salary of faculty	45.6	44.3
% spent on the salary of non-teaching employees	16.8	15.5
% spent on books and journals	5.2	2.6
% spent on developmental activities (expansion of building)	7.5	10.5
% spent on telephone, electricity and water	2.6	3.5

% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	6.5	8.5
% spent on maintenance of equipment, teaching aids, contingency etc.	10.6	10.2
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.5	1.2
% spent on travel	3.7	4.7
Total expenditure incurred	100	100

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.
---	Rs.50000
---	Rs.45000
---	Rs.42000

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	

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? 2014-15

	Category	Men	%	Women	%
a	SC-09	03	33.3	06	66.6
b	ST-06	04	66.6	02	33.3
c	OBC-33	11	33.0	22	67.0
d	Physically challenged	--	--	--	--
e	General Category-48	08	16.0	40	84.0
f	Rural-45	25	55.5	20	44.5
g	Urban-51	31	60.7	20	39.3

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	--	--	2	25
b	ST	--	--	--	--
c	OBC	2	25	1	12.5
d	Women	5	62.5	1	12.5
e	Physically challenged	--	--	--	--
f	General Category	1	12.5	4	50

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 14-15	Batch 12-13	Batch 14-15	Batch 12-13
SC	09	06	09	06
ST	06	--	06	--
OBC	33	29	33	29
Physically challenged	--	--	--	--
General Category	48	63	48	63
Rural	45	55	45	55
Urban	51	53	51	53

SELF STUDY REPORT

Part-II

Executive Summary

SARDAR GIAN SINGH MEMORIAL COLLEGE

Gwalior

Part II The Evaluative Report:

Executive Summary:

This is the summary of the Self appraisal Report prepared and provided by

Sardar Gian Singh Memorial College which is going to be submitted before the NAAC committee for accreditation of our college.

This is exclusively prepared by our prosperous dedicated committee of our college which has been formed particularly for this conceptual duty by our principal with the concurrence of Management. It includes our Invaluable Faculty,Students and others.

Steering Committee members:

Mr.Surinder Pal Singh
Mr. Satyendra Singh Bhadaria
Dr.Arpana Sharma

Profile of the college:

We've been providing quality education and training since 2005. Each year we deliver several courses to the students from across India. It's also an exciting time to be part of service in BVMCMRE.

 With the development of our new state-of-the-art with Academic Block in over **1.80 acres of lush green campus**, we have ambitious plans to become one of the most innovative learning providers in the country. Helping to make us - a leader in education.

Our years of experience bring you a staggering choice of courses, with a huge variety of career focused subjects and qualifications to start you on the right career path. Our dedicated and highly qualified teaching staff are committed to ensuring every learner develops to their full potential! Good teaching, learning and good student support are just some of our strengths .

Our College is a friendly, welcoming place to study with a good reputation for offering outstanding support to our students in all areas of College.

About the Trust

The College is doing pioneering work in the field of education and is imparting professional expertise to young aspirants who are interested in establishing themselves in the field of education. The college is committed towards enriching the potential of the individuals willing to go for career. It is managed by professionals under **"Smt. Dhan Devi Rashtriya Siksha Prasar Samiti"**, a registered society working in the field of education from **last 45 years**. The College has been recognized by the department of School Education , Government of Madhya Pradesh and N.C.T.E. a statutory body of Govt. of India. College has a permanent affiliation to Jiwaji University, Gwalior.

Vision:

'**Sardar Gian Singh Memorial College'** is conceived to be an apex institute offering quality education of progress, fearless and truthfulness. Its broad vision is to serve as a catalyst and an agent of change to steer the global education in and around Gwalior region towards integration with networking society in the new millennium.

Mission:

1. To link the academics with the institutions so as to bridge the gap between theoretical aspects and their practical application (Theoretical lessons coupled with live practical example) and to use it for the development & growth of the nation.

2. There are many problems in life leaders are born as a resulted chaff. The mission is to defeat the challenges of all problems & succeed, by inculcating the

sprit of earative leadership and organizing personality development session.
3. To learn nature the nature and help in knowledgeable society by motivating student faculty team to sponsor rural development programme.
4. To familarise with the traints in Job Oriented programmes to enhance employment.
5. To acquire, Analyze, Research & integrate all aspect of knowledge as practice
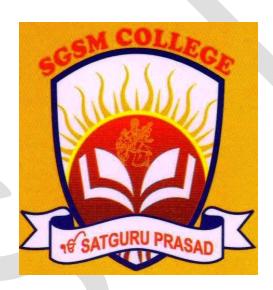   by rural instituions both in rural & urban India.

Objectives:

1.To develop appropriate environment for learning & training.

2.To organise Personality enhancement programmes.

3.To Undertake the faculty development programmes.

4.To encourage the spirit of adventure & confidence among the students locked by indomitable spirit.

5.To interest with the renowned educational institutions for practical training.

6.To Undertake respect & Consultancy Programmes

CRITERION WISE ANALYSIS

Criterion – I

Curricular Aspects

1. **Curricular Design and Development**

2. **Academic Flexibility**

3. **Feedback on Curriculum**

4. **Curriculum Update**

5. **Best Practices in curriculum 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.)

State of Madhya-Pradesh is educationally backward state; literacy rate in higher education is very low in compared to national level. Keeping these things in view I GWALIOR M.P. laid down the foundation of institituion. The main moto of institution is to -

'Promote Excellence in Education Through Quality Education.' The teachers play pivotal role in society.

In order to fulfill this need, B.Ed. course was introduced by the the institution which has following objectives.

- To provide qualitative & need based education.
- To help the student-teachers understand Philosophical and Sociological bases of education.
- To help the student-teachers understand Psychology of the learner and teach accordingly.
- To promote the use of Educational technology and Computer skills in their professional life.
- To assist student-teachers develop practical skills in organizing school programmes and activities.
- To assist the student-teachers understand and use the process and techniques of guidance and counselling.
- To introduce student-teachers with methodology of teaching (in their respective teaching subjects) and develop required teaching skills.

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).

The SGSM College is affiliated to Jiwaji University Gwalior for B.Ed. The college adopted the prescribed curriculum of the University for its B.Ed course. Three academic bodies at the university level develop the curriculum. These are:

- Board of Studies in Education
- Faculty of Education
- Academic Council

The above mentioned bodies are highest bodies of the university to take decision regarding curricular aspects, and its implementation, to decide academic calendar for the university and affiliated colleges.

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 main characteristics of curriculum, adopted by Jiwaji University Gwalior and SGSM College is the addition of global trends in teacher education.

- To inculcate values among students, values education is part of curriculum.
- Theoritical and practical approach of psychology judges the interest of students and student teachers.
- ICT becomes a part of curriculum due to worldwide popularity.
- Computer based education is a part of curriculum.
- Apart from these, several other global trends are also a part of curriculum such as–
    - Distance education
    - Environmental science
    - Value education
    - Moral education.

- *Recognition of the Students:*

    Achievements of the students in various activities like Soprts, Youth festival, in Teaching, Aid preparation competations, Inter-College competations, House Examinations, conducted before other students to motivate them as well as to inspire other students for their participation.

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

National issues i.e. environment, value education, ICT, Women education, Pollution, Population etc. are included in curriculum.
SGSM Effectively focused on these issues during academic session.

- To organize Guest lectures on Value education, Female foeticide, Human rights.
- Enviromental problem are also widely covered in Environmental Education as a optional subject.
- To sensitize student teacher regarding AIDS.
- Campaign and Awareness on
- Women Empowerment.
- Adult - Literacy
- Environment
- Democracy
- Awareness programme about Voting.

Activities on National Issues:

- To sensitize student teachers regarding AIDS prevention and cure and environmental problems, the college organized an 'Environment Awareness Campaign. All these issues made the students aware of their surroundings & imbibe in them a sense of belongingness and concerned for the society and environment.
- To organize Seminar on Value education, democracy, female foeticide and human rights awareness.
  Issues on environmental problems are also widely covered in an optional subject - 'Environmental Education' .

- Awareness campaign on the topics "Dengue Fever", "Women Empowerment" and "Swine Flu" in the areas adjoining of the college was organized.
- One day "Adult Literacy Campaign" was organized.
- Celebration of Women's Day.
- Cultural-Heritage Competition on the topic preservation and enrichment of Madhya Pradesh culture was organized.

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

Efforts to promote the use of technology:-

Special computer classes are organized for the student-teachers to make them aware about the use of computer in real classroom teaching.

Student- teachers are also encouraged by the faculty to make the use of computer and LCD projector during their skill-in-teaching programmes organized by the college.

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?

As the institution is affiliated to Jiwaji University, Gwalior. It strictly follows the curriculum prescribed by the university. Further to make learning more reflective and individualized, following practices are adopted.

- Seminars and extension lectures are regular features of curriculum transaction.
- Group discussions are organized by all the faculty members on some topics in their respective classes.
- Student-teachers are asked to prepare assignments on some topics given by their teacher in-charges. They are guided by their concerned teachers regarding the sources to get subject matter. Further these assignments are discussed in the classrooms.
- Teacher-educators encourage student-teachers to make the use of technology in the classrooms. Teachers assist them for preparing Powerpoint Presentations during their skill in teaching examinations.

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?

In Campus:

For providing varied learning experiences to the students, institution invites faculty from other institutions to share their views on some topics from the B.Ed syllabus with the student-teachers. In the same manner our faculty members go to other institutions for the same purpose.

In field :-

Field trips are organized by the institution. The Trips are always headed up by experienced experts i.e. Industry oriented plants,Manufacturing Units,& Packaging factories.

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.

For all around expertiziation of student teacher some value added capsule courses are introdused to the institution.

Communication skill:-

For development of communication skill english speaking course is introduced for three months period.
Language lab help to develop communication skill.
ICT skill :-
Well established ICT lab of institution expertise the student teachers in ICT.
Life skill :-
Developing life skill by teaching Health and hyzine with physical education.

Community orientation :-

Guest lectures on Pollution, Population, Polythene free community, use of paper bag Energy and soil conservation.
Importence of vote and voter in democracy and preparation of voter card.
Role of unique identification number Aadhar Cards.

Social responsibility:-

Human right, Female foeticide, AIDS, Literacy are the major topic to aware the surrrounding and inbide them with a sense of belongingness.

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

- Interdisciplinary/Multidisciplinary
- Multi-skill development
- Inclusive education
- Practice teaching
- School experience / internship
- Work experience /SUPW

Interdisciplinary/ Multidisciplinary Extension Lectures:

The experts from various disciplines were invited to deliver lectures:

Multi-skill development:

For developing teaching-skills, teacher-educators use various micro-teaching techniques in their teaching classes. All the teacher educators give orientation and demonstration on Micro lessons on the following seven skills:

- Skill of Writing objectivs in behavioural terms
- Skill of Questioning
- Skill of Explanation

- Skill of Stimulus Variation
- Skill of Reinforcement
- Skill of Illustration
- Skill of Black Board Writing

Inclusive Education:-

The teacher-educators also exhibit the selective skills of the micro teaching as team teaching. These sessions are followed by the group discussion among the student-teachers. The student teachers prepare pre-practice Micro & Macro lessons. Along with it, they also deliver two micro lessons on any two skills. In this way, the creative aspects of the students are explored.

Practice Teaching:-

Teaching practice programme is the most important component of B.Ed course. For every session minimum five schools of Gwalior were taken for teaching practice programme. Before first phase of teaching practice, the teacher educators gave proper orientation to the student-teachers. It included the following activities:
- Demonstration of Micro lessons by the concerned subject teacher.
- Practicing of Micro teaching skills by the student-teachers.
- Demonstration of Macro lessons by the concerned subject teacher.
- Guidance regarding preparation of teaching aids.

School experience / internship:

After Micro teaching skill, student teachers were sent for practice teaching to the teaching practice schools for 40 days in two terms. They conducted co-curricular activities under the able guidance of their concerned teacher incharges. It helps them to acquire the organizational skills.

Work Experience / SUPW:

It is an essential component of B.Ed course. It helps in development of creative skills as well as sense of appreciation towards nature and dignity of labour. In it, the following optional crafts were provided to the students, in which student-teachers are required to select any one of these crafts:

- Horticulture
- Music
- Art and craft
  It helps to develop right attitude towards dignity of labour and world of work.

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?

Feedback is essential for improvement of any system. The institution seeks feedback from the following stakeholders.

- Feedback from students
- Feedback from Alumni
- Feedback from parents
- Feedback from the Heads of teaching practice schools and social worker.
  For this, the students, alumni and parents were given prescribed performas for fill up which include suggestions regarding the essential aspects of development process. The views of heads of practice teaching schools are also taken where students spends 40 days in two phases of teaching practice regarding the B.Ed. curriculum.

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 analysis of feedback is important as it helps to enumerate our shortcomings & for the betterment of the curricular process. The feedback performas are further analyzed and discussed with members of college advisory committee in periodical meetings and tough topics in entertaining way in the form of quiz and debate competitions organized in the college.

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

Curriculum Development being brought out by Department of Faculty of Education, Jiwaji University Gwalior.

The Head of the Institution recommends the desirable changes to be brought in the syllabus based on the feedback received from students, alumni, employers and parents. It ensures the proper utilization of feedback received.

The subject-teachers also reflect the feedback given by the stakeholders during the curriculum revision workshops.

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.)

As per Jiwaji University traditions, major changes are implemented after every three years while minor changes are incorporated annually. The staff of affiliated colleges plays a significant role in suggesting changes.

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 curriculum is framed by NCTE, Bhopal and adopted by the Jiwaji University, Gwalior with minor changes . The points of curriculum are discussed among the Principal,Teacher educators, Head masters and teachers of practicing schools. In addition to this, there is a regular feedback taken from the heads and school teachers.

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?

- Programmed modules in the teaching subjects are prepared by the teachers.
- Quiz, Debates on difficult topics were organized in the college.
- Special tour/trips were organized for awareness the environment, health and meditation.
- Guest lectures are organized.
- Special workshops based on art and craft were organized.

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

1. Feedback mechanisum:-

Institution recives the Feedbacks and Suiggestions From students, alumini , parents and head of the teaching practice schools about curriculum.
 Institution organizes various activities to meet out the curriculum

2 Best Practices:-

To inculcate values among students, value education is given in syllabus. Apart from it college organizes various activities to inculcate values among the student-teachers.

- *Morning Assembly:-*
Morning assembly is conducted daily. Its activities are as under:
- *Devotional/Patriotic songs:-*
To develop spiritual, moral, patriotic and ethical values, morning assembly is conducted daily in the college, in it students recite devotional, spiritual and patriotic songs.
- *Thought of the Day:-*
Students present their Educational Thought of the day.
- *Teacher-Educator's talk:-*
To encourage the students participation, teacher-educators present their views on different topics in the morning assembly.
- *Motivational Talk:-*
Head of the institution and all the faculty encourage and motivate the students for participating in various curricular, co-curricular and extra-curricular activities organized in and outside college campus time to time.
- *National Anthem:-*
Every day morning assembly is ended with National Anthem.
- *Headlines of the news:-*
- *Celebration of Important Days:-*
Institute celebrates important days and festivals, to throw light on the significance of these festivals and days such as:
Environment day
International Women's Day
Teachers' Day
Gandhi Jayanti
Children Day
Republic Day
Independence Day

- *To develop Environmental value:-*

Environmental education is a important optional subject in B.Ed. course.

To import first hand experience to student teacher about environmental education various activites are in campus.

To develop Health and Mental value:-

Regular Medical Health Checkup camp is organized in college campus for students and community.

To develop Social value:-

For developing social value and social sesivity amoung the students teacher various community services wore organized by institution.

Awarness Programmes about Women empowerment, Women Literacy, Foeticide, Drawery, Alchohalisn.

- *Psychological value:-*

Psychology is a improment subject in B.Ed. course. College students visit to Govt, Higher Secondary School for Mental and Psysic behavior. The student-teachers observed the ways of measuring I.Q level of the mentally challenged children and the classification of the students according to their I.Q level. The student-teachers were acquainted with the teachnique of recognizing alphabets and development of computer skills.

. *Community Services:-*

Further, for developing Social values and Social sensitivity among the student-teachers, various community services were organized by the institution, such as:

- Awareness programmes, talk to villegers, , debate about Literacy, Polythane free villeges, use of paper bags, to avoid Alchohalism ect.
- Awareness Campaign on Dengue Fever, Swine-Flu and Drug Addiction.

Criterion – II

Teaching learning and Evaluation

1. Admission Process and Student Profile

2. Catering to Diverse needs

3. Teaching Learning Process

4. Teacher Quality

5. Evaluation Process and Reforms

6. Best Practices in Teaching, Learning and   Evaluation

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?

The institution is affiliated to Jiwaji University Gwalior. All admission related matters are totally under the sole discretion of University and department of Higher Education as per NCTE norms. The students are admitted in B.Ed. course on the basis of merit followed by central counseling conducted by MP Higher Education Department . The admission policies, eligibility, general conditions, fee & funds structure and reservation policy etc are laid down by the Govt. of   M.P. which are strictly followed by all the colleges of education. Every year counselling is conducted by MP Higher Education department .

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?

MP Higher Education department advertises in leading regional and national newspapers regarding the B.Ed. Central Counseling. The advertisement is also displayed on the website of MP Higher Education department .
Information regarding available seats, last date of admission, eligibility and reservation is published in advertisement.

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

Eligibility for Counselling :

Educational qualification for admission is the aggregate marks were not be less than 50% (45% for SC/ST) in the qualifying examination.
25% seats are reserved for other state/all India.

College Prospectus:

The institute has its prospectus that is updated as per the changing needs of the curriculum, institute and the students. Apart from the admission form, the prospectus includes information regarding the college managing body, faculty, infrastructure, fee structure, and college annual calendar etc.

Monitoring Admission Criteria:

The Process of the counselling was uploaded on website of Higher Education and MP online The schedules for counselling and admission were advertised by the Higher Education in the national newspapers and on the Higher Education's website. The students were allotted to our Institution are monitored by an admission committee constituted by college in chairman ship of Principal.

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)

Strategies to Retain Diverse Student-Population
To retain diverse student-population admitted to the institution, the college strictly follows the reservation criteria as prescribed by the state government.

Student-Profile:-

The student admitted in the institution belongs to different categories as mentioned in the reservation criteria. Detail of the students admitted under different categories is as follows for 2014-15:

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	24	72	96	18	30	48	08	40	48

Gender Wise –

 Our institution promotes girls education. Personal counseling is provided to help them "How they continue their education along with family responsibilities."

Socio-Economic factors - Students who have poor financial condition, institution gives the facilities to deposit fee in installments. According to government rule scholarship is also provided to deserving candidates.

Linguistic Problem – Our institution have fully equipped language laboratory to help students and their language problem.

Cultural Diversity – The institution adopts an eclectic culture approach and celebrates all cultural events/festivals/observation with the same zeal and zest. Various inter tutorial programmes held from time to time help in the promotion of *'unity in diversity'*.

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.

Before the commencement of teaching programme following some important activities are organized. These interactive programme are helpful to make the nomenclature of classification more effective, proactive, productive and efficient.

- *Orientation* :- lectures are given by faculty on different areas like
  - Discipline
  - Rules and Regulations
  - Syllabus
  - Examination criteria
  - Teaching practice schedule
  - Co-curricular activities
  - Internal Assessment Criteria

- *Pretest :-* To asses the skills and knowledge of the students a pretest is conducted for assessing student knowledge and skill. Pre test is developed on the basis of previous knowledge, teaching aptitude, writing skill, explanation skill, linguistic abiding etc. This test helps teacher educators to know the level of students and delivers his teaching to satisfy their diverse learning needs.

- *Alumni :-* Alumni are invited to share their views about B.Ed. Course. Necessary guidance is provided to the new students for their adjustment.

2.2   CATERING TO DIVERSE NEEDS

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

For the above said purpose:
- Organization of welcome party and message from Principal.
- Every Teaching day starts with morning assambely followed with thought of the day with many patriotic song.

- Organisation of Group discussion, student teacher's lecture, weekend seminar at regular interwel.
- Sports, Yoga, Meditation and other activities at time to time.
- Social surveys, rallies and local trips to aware to community against social community problems.
- Library facility to all the student
  - Books to needy
  - Book bank
- Clubs are organized in the college which helps the students in creating conductive environment.

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

- Extra classes for the gifted students.
- Special classes for weak students
- Tours organized
- Facility of book bank in library
- Extra knowledge of computers
- Different competitions conducted
- Community surveys
- Awareness programmes in medical fields
- Workshop on crafts
- Group discussions

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? Celebration of many important days and festivals –

- Environmental day
- Independence day
- Teachers Day
- Gandhi Jayanti
- Hindi Divas
- Human Rights Day

- Sports Day
- Holi celebration.
- Deepawali Celebration
- Organization of welcome and Farewell Party.
- Teaching Aid Preparation Competition
- Wall magazine (Poster) competation
- Art and craft workshop
- Inter house sport activities
- Inter house debate competation
- Inter house quize competation
- Medical Health check up and awareness camp

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

All the faculty members are well qualified having Master Degrees in the concerned subjects. Feedback from students is taken by the authorities and the teachers are advised to bring about necessary changes to make their teaching more effective.

Institution ensures that the teacher education is knowledgeable and sensitive to cater to the diverse needs of students by following behavior:

- Teacher educators always emphasize learning and not teaching.
- Support and co-operative learning.
- Encourage and accepts learner's autonomy, initiative and inquiry.

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 institution ensures development of knowledge and skills in students teachers by organizing various activities at class and college level. Practice in Teaching Skills is also ensured through Micro Teaching, Simulated Teaching and Teaching Practice.

The practices considered by the college are as under:

- Knowledge of Micro teaching which includes different Skills for efficient teaching as:
    - Skill of writing objectives in behavioural terms
    - Skill of Questioning
    - Skill of Explanation
    - Skill of Stimulus variations
    - Skill of Reinforcement
    - Skill of Illustration
    - Skill of Black board writing

    These are practiced in micro sessions arranged in college

- Skill of solving different educational problems through Action Research Method. Areas of problems are:
    - Spelling Error
    - Indiscipline
    - Grammer Inefficiency
    - Health, safety problem and social problem of school as Cast, Religion etc.

- Simulation Sessions Organised
- Communication Skills through Language Lab
- Skill of Innovative Teaching through Educational Technology

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.)

- For active learning Institution ensured the following:
    - Library Resources
    - Book Bank
        - Internet facility in library

Website comprising total achievements, upgradations, progresses of college is available and is updated every year.

Focus Group:- Students of teaching Practice schools, are provided to Pupil-Teachers to develop the skill of teaching.
Individual Projects in the form of assignment allotted in each subject.
Simulated Teaching is done
Peer teaching in the form of micro teaching.
Role Playing
Internship in the form of Teaching Practice of 40 days.
Practicum in the form of futher placements by Placement cell.

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?

- Seminars organized in the college.
- Organization of Quiz programmes based on topics of syllabus.
- Debate competitions are held in college
- House meetings are conducted which comprises of discussion on current topics.
- Information regarding preparation of Teaching Learning Material.
- Subject wise clubs are organized.
- Different co-curricular activities are organized.
- Workshops for clay work.
- Awareness rallies are conducted.
- Posters making competation on National issues are organized.
- Medical health check-up camps cum awareness on AIDS, Female Foeticide organized.
- Visit of guest lecturers.

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.

Integration of traditional as well as modernize methodology of instruction is used to impart. The Instruction and various learning experience provides to the pupil teachers.

The traditional methodology include lecture method, discussion where as modern methodology includes use of models, methods and techniques.

Important models are—

1. Direct Instruction
2. Advance Organizer
3. Concept attainment
 4. Inductive thinking
5. Inquiry training.

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

- Yes, there is a provision for additional training in models of teaching:
  - Workshop organized in model teaching.
  - Demonstration Lessons given by the teacher educators.
  - No. of lessons prepared by student teachers according to model of teaching are 2 in number.

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.

Yes, the students use the micro teaching technique to reduce the complexities of macro teaching and to develop the efficiency for effective teaching.

List of skills practiced:

- Skill of writing objectives in behavioural terms
- Skill of Introduction
- Skill of Black Board Writing
- Skill of Explanation
- Skill of Reinforcement
- Skill of Stimulus Variations
- Skill of Illustration

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.)

The students are sent to the teaching practice school for delivering the lesson under the supervision of faculty member besides engaging the principal of school for the job of supervision

Lessons given by student per day = 1
Total Lessons observed = 20 lesson each subject.
Feedback is in the form of remarks given by teacher educators.
Monitoring is done by school head, teachers and teacher educators.

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

During Block Teaching/ Internship Process head of the school and teacher educatior impart instructions to the students for the smooth functioning of Teaching Practice, which include the following:

- To maintain attendance register of allotted classes of school
- Preparation of lessons in accordance with class concerned
- Proper discussion with class teacher
- Correction of home work
- To conduct morning assembly and co-curricular activities in the school
- Proper maintenance of records of all activities.

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.

Yes, the entire Teaching Practice is managed and governed by school-staff and mentor teachers. Both fixes time table, allot the content to be taught, provides the remedy to the difficulties of student teachers and always provides guidance.

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

- Students are provided the knowledge of different types of exceptionalities.
- They get acquainted with different characteristics of exceptional children
- They are given the knowledge of framing their curriculum in schools.
- They get familiar with different methods of teaching these exceptional
- Demonstration Lessons are also given to student Teachers.

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

Knowledge regarding preparation and presentation of charts, working models, flash cards, transparencies, power point presentations in the classes. For such purposes demonstration lessons are given to the students in college.

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.

Yes, the practice teaching plans are developed with the discussion of Principal of B.Ed. college And Principal/ Headmasters of the school, teacher educators and school teachers.

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 is 20:1 group of students are made on basis of their nearby residence having all the needed requirements and the schools are identified keeping in view the condition of school, availability of infrastructure, and student's enrollment.

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

Mechanism is as under:

- Two teacher educators are deputed in each teaching practice school, who provides necessary guidance to the students and observes the lesson daily in actual classroom situations.
- Feedback is given at the bottom of every lesson plan.
- Two discussion lessons are observed and suggestions are given.

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

- Special meetings held at the start of teaching practice
- Curriculum of schools are discussed
- Curricular activities are discussed with all concerned
- Discussion on records to be maintained
- Rules and regulations discussed
- Overall instructions regarding maintenance of congenial environment In the schools are imparted.

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

For such purpose, there are school books in college library which are issued to the students. Teacher Educators do discussions with the teachers of practicing schools regarding recent development in the school curriculum.

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.)

Research is an integral part of teacher education. It helps in quality improvement. It also helps in keeping abreast with the latest innovations in the field of education. With a view to develop research attitude among the faculty members, the institution encourages teacher- educators to carry out research work.

- Research material such as research surveys, encyclopedias, research journals etc. are available in the library. Teachers are encouraged to consult library.
- Action research by faculty is encouraged.
- College organizes national level seminars and encourages the faculty to present papers on that. All the faculty members presented papers on the national level seminars organized by the college in the past.

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

Yes, the institution motivates the staff members by honoring them for good performance on its Annual Day Function.

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.)

The barriers are identified at various levels through class room discussion, Tutorial meeting and feed back. To remove these barriers conducive environment is provided in the form of cooperative staff and best infrastructure -well equipped laboratories, Library, well equipped Computer lab and facility of Broadband Internet, well qualified Staff.

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?

For internal assessment, overall behavior along with academic and practical performances are judged and it is sent in form of marks to the University at the end of session. Mid term assessment in form of first house test, second house test, special test conducted internally in the college. Term end evaluations are in form of internal examination at college level after this university annual theory examination conducted. External evaluations are in form of Practical of components and skill in teaching at last of the session.

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

We are opt continuous and comprehensive evaluation pattern, for this institution conducts various unit tests, assignments, mid term test, annual exams, internal and external practical test for assessing students performance. These types of various assessments help teachers to diagnose learning difficulties of students. Identification of students learning difficulties, remedial teaching is conducated to improve their performance.

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is used in assessment and evaluation processes such as in preparation of time table of exams, question papers, mark lists, calculate percentage, overall assessment, etc.

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?

- Students are given different assignments on important topics. Demonstrations on these topics are conducted in the classes.
- Different types of scrap files are prepared.
- To develop proficiency of speech Group discussions are organized.
- For evaluation apart from syllabus activities are organized to judge the abilities of the students.
- Extension lectures organized in the college
- Provision for extra computer classes in free period
- Skill in teaching competitions, debates.
- Skits and Dramas are organized.
- Tutorial and mentor System
- Remedial Classes

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?
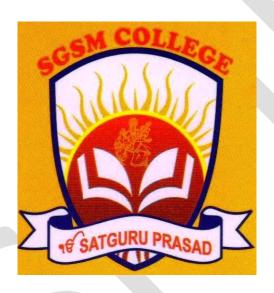
In teaching, different methods are adopted by teacher educators, like inductive, deductive, project, laboratory methods.
Model teaching adopted in classes.
Use of LCD and OHP in classrooms by using transparencies and power point presentations.

Criterion – III

Research,Consultancy and Extention

1.Promotion of Research

2.Research and Publication Output

3.Consultancy

4.Extension Activities

5.Collaborations

6.Best Practices in Research,Consultancy and Extention

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?

Research is an integral part of teacher education. It helps in quality improvement. It also helps in keeping abreast with the latest innovations in the field of education. With a view to develop research attitude among the faculty members, the institution encourages teacher- educators to carry out research work.

- Research material such as research surveys, encyclopedias, research journals etc are available in the library. Teachers are encouraged to consult library.
- Action research by faculty is encouraged.
- We motivate our teachers to take up research works by giving them special leave providing them good update books, Surveys encyclopedias, journal review periodicals etc.
- Institution organizes national level seminars/workshop and encourages the faculty to present papers on that. All the faculty members presented papers on the national level seminars organized by the college in the past.

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

Today's Life of modern world became complex with science and technology providing in almost every sphere of lives. Behind this, lies the natural tendency of growth, new scientific discoveries, industrialization, mushrooms population, impact of different foreign cultures and the structural changes in the family system etc. This climate of flux in society bringing in the trend change in individual's religious, social & ethical values.

For the security and progress of the nation, it is necessary that each individual be so placed that he can become a useful and an active constituent of society.

In order to adopt modern life, we depend on others advice and guidance to a large extent. Research on all aspects of education is encouraged. It depends on

the researcher's own interest like Psychology, Technology, Attitude, Aptitude, Achievements etc.

Keeping in view this situation guidance & counseling remained the prioritized area of the college.

As part of our curriculum, the student teachers conduct case studies and action research. The action research is directly related to the problem faced by the school students and in the administration of the schools. The teacher trainees take steps and give suggestions to solve the problem.

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

No, our Institution does not encourages Action Research at any level.

As the action research aims at developing an attitude of enquiry among teacher-educators, the entire faculty is encouraged by the head of the institution to conduct action research. The problem upon which action research was conducated by the teacher-educators are given below:-

As part of our curriculum the student teachers conduct-case studies and action research. The action research is directly related to the problem faced by the school students and in the administration of the school. The teacher trainees take steps and give suggestion-solve the problem. The students choose a class room problem while doing teaching practice in school conduct action research on it and prepare a report on the same.

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

Our Faculties are attending Seminars,conferences,workshiops which held at State level & National level.Those details are attached.

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.

Instructional Material:

Instrucational materials supplement the methods of teaching. To facilitate the learning process and break monotonous environment of the class, all the faculty members develop new instructional material to be used in the class. For developing instructional material, the institution provides all kinds of basic facilities According to curriculum institution develop various Charts working models, transparency, Power Point, audio-video, CD etc.

Computer Lab:

To make the use of technology in the classrooms, the faculty develops instructional material with the help of internet and other facilities available in the computer lab.

Library:

Library is enriched with the latest editions of text books, reference books. General books, encyclopedia, journals, magazines etc. All the faculty takes the help of available facilities in the library to update their knowledge.

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

The college has a well – equipped ET laboratory and computer lab, fine art, science lab and library having equipment such as.
- Computer
- OHP and LCD Projector
- Digital Camera

- ➢ Internet facility
- ➢ Printer, CD's, Pen Drives

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

The college and the faculty members have developed ICT and Technology based resource materials on core, elective and optional subjects for student-teachers. Details is given below:

Power -Point Presentations Prepared by the Teacher-Educators.

Paper – I (Education in emerging india)
1. Value Education
2. Sources of Values
3. Educational philosophy of Mahatma Gandhi
4. Educational philosophy of Tagore
5. Educational philosophy of Vivekanand
6.

Paper – II (Educational Psychology)
1. Intelligence and theories of Intelligence
2. Theory of Learning – Classical Conditioning of Pavlov
3. Personality – Concept
4. Types of Personality

Paper – III Secondary Education and its function
1. Models of Teaching
2. Micro teaching – Concept and Process of Micro Teaching
3. Skills of Teaching

Paper – IV Teaching of Science
1. Problem Solving Method
2. Project Method
3. Qualities of Science Teacher
4. Herbertian Steps of Lesson Planning

5. Bloom Taxonomy
6. Blue print of Paper

Paper – V Teaching of Social Science
1. Meaning of curriculum and Principles of curriculum construction
2. Qualities of Social Studies Teacher
3. Importance of Social Studies as school subject

Paper – V Teaching of Mathematics
1. Bloom Taxonomy
2. Project Method
3. Lesson Planning

Paper VI Environmental Education
1. Enviromental Education
2. Air Pollution
3. Water Pollution
4. Food Chain
5. Eco System

Transparencies prepared by the Teacher-Education:

Paper – I (Educationr in emerging india)
1. Concept of Education
2. New trends of Education

Paper - II Educational Psychology
1. Indivibual differences
2. Creativity
3. Learning

Paper-III Teaching of Science and Secondery Education
1. Instructional objectives
2. All purpose Science lab
3. Edger Dale's classification of Teaching Aids.

4. Skill of Stimulus Variation (components)
5. Skill of Introducing the Lesson
6. Skil of Questioning
7. Lecture-cum-Demonstration Method
8. Project Method

Teaching of Mathematics
1. Objective Type Test
2. Bloom Taxonomy
3. Text book of mathematics

Teaching of Social Studies
1. Aims of Teaching of Social Studies
2. Quality of a good teacher.
3. Blue Print.

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

- Organised by the institution
- Attended by the staff
- Training provided to the staff

Various training programmes and/or workshops on material development (both instructional and other materials) organized by the institution are as under:

- **Organised by the institution**
  Institute provide training to conduct demo -classes and training classes on the preparation of charts and other teaching aids.

Attended by the staff:

Staff members attended workshop, conference and seminars in other college and University.

Training provided to the staff:

Programmes provided to the staff members, workshops on Role of Teaching Learning Material to effect the Teaching Learning.

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

Our faculties are encouraged to publish their presentation & Papers in reputed journals.we are in process of publishing books authored by our faculties.

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

 No ,Our Faculties had not received any awards and honors from other institutions .

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

No we are not in field of Research projects,but we motivate them in future

3.3 CONSULTANCY

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

- The institution provides consultancy services to the faculty members of various teaching practice schools. As adolescence is a period of stress and strain, they face so many emotional and psychological problems because of which they create problems in the classroom.. The institute started providing consultancy services to various teaching practice schools. The heads and faculty of teaching practice schools also consult us for the proper setting of their different labs related to various teaching subjects. They discuss about their requirements with us.

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 publicize the available expertise.

Yes, the staff members of our college are competent to undertake consultancy. The areas of competency of staff members are:

- Training in communicative skills
- Stress management for students
- Computer skill development for school students
- Setting of various laboratories
- Management and Administration of school
- Coaching candidates for TET, SLET & NET examinations
- The available expertise is published in the college advertisements, Journal and Magazine.

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 consultancy service is fully free of cost and it does not charge any amount for the service. The college bears the entire expenditure on the consultancy services and its preparation. Hence no revenue is generated.

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

Not Applicable

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*)*

To inculcate social and moral values and develop social skills among the students-teachers, institute organizes various awareness campaigns to serve the society.

- *To develop Environmental value:-*
  Environmental education is a important optional subject in B.Ed. course.
  To imprt first hand experrinc to student teacher about environmental education various activites are in campus.

- *To develop Health and Mental value:-*
  Due to 'Healthy and Sound Brain is in the Healthy and Sound Body Men', health & physical education is a part of curriculum of B.Ed. course.
  Medical Health Checkup camp is organized in college campus for students and community.
  To release stress from modern stressfull life **'Yoga and Meditation'** are also taken.

- *To develop Social value:-*
  For developing social value and social sesivity amoung the students teacher various community services wore organized by institution.
  Awarness Programmes about Women empowerment, Women Literacy, Foeticide, Drawery, Alchohalism

- *Community Services:-*
  Further, for developing Social values and Social sensitivity among the student-teachers, various community services were organized by the institution.

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

The institution is benefited by celebrating Parents Meeting, by organizing meeting with the principals of the school.

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

In future the institute plans to provide community orientation to students by conducting survey on different topics of community, family planning, Social problems, women empowerment, women literacy, foeticides, health and hygen etc. are planned by the institution.

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

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

- For the development of citizenship and social values among student teachers,Camps & rallies are organized at state level.

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.

Yes The institution is linked with some organizations for placement activity only which is under free of cost

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.

NO

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 linkages contribute in the following areas:
- Good and effective curriculum for healthy development of personality of student-teachers.
- Effective instructional technologies to be adopted by the teacher educators in imparting instructions.
- Latest knowledge and information to conduct effective teacher training programmes
- Extension activities to be organized in the college
- Publications of the research papers.
- Consultancy services and placement of the students is ensured.

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

The institution has proper linkages with community as well as with teaching practice schools. Detail of activities organized in collaboration with other institutions is as follows:

- Our student teachers participated in "Environment Awareness Rally"
- Guidance & Counselling cell provides the educational and vocational guidance services to the IXth and Xth classes students of the teaching practice school.
- Heads of the teaching practicing schools also cooperate us, by filling the performs related to the relevance of B.Ed curriculum in present situation which in turn help the institution to evaluate the same.

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.

Yes. The detail is as under:

- The Incharge of practice teaching committee fixes the date of teaching practice with the school heads.
- Discussion on syllabus to be taught is ensured.
- Planning of activities to be performed is done.

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

For providing varied learning experiences to the students, institution invites faculty from other institution to share their views on some topics from the B.Ed syllabus with the student teachers. In the same manner our faculty members go to other institutions for the same purpose.

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?

Most of the major measures adopted to enhance the quality of consultancy and Extension activity are as under:
Most of the teachers are appointed and Duty leaves are given to the teachers to attend seminars and books related are purchased for the staff members.

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

Participation and presentation of papers by faculty in various seminars/ workshops/conferences

- Faculty Exchange Programme
- Extension Activities by the faculty
- Community activities in collaboration with other organizations
- Publication of Journal for Teacher Education.

Criterion – IV

Infrastructure and Learning Resources

1.Physical Infrastructure

2.Maintenance of Infrastructure

3.Library as Learning Resource

4.ICT as Learning Resource

5.Other Facilities

6.Best Practices in the Development of

    Infrastructure and learning Resource

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 institution has physical infrastructure as per NCTE norms. The campus having 1.80 acres of land. The following structure stand already erected in the campus.

- *Main Building:* is a Multi storey building having Classrooms, Library, Reading room, Principal office, Administrative office, ICT lab., Psychology lab., Computer lab., Science Lab, Sports Room, Staff room, Common Room and a big Multipurpose Hall etc.
- *Building*

Total Physical Infrastructure	Area (sqft)
Total land area	1.80 acre
Total built up area	19000sf
Nature of land holding	Ownership
Principal office	150.00
Chairman office and Director office	120.00
Administrative office	150.00
Seminar hall	1200.00
Multipurpose hall	2400.00
Staff room	150.00
Class room B.Ed.:- 3 nos	600.00
Library cum reading room:	1200.00
I.C.T. resource center	600.00
Psychology lab:	600.00
Science lab:	600.00
Computer lab	600.00
Store room	150.00
Multipurpose play field	80000.00
Health Center	As applicable
Visitors Room	As applicable

Wash room for girls	As applicable
Wash room for boys	As applicable
Canteen	As applicable
Parking space	As applicable

- *Transport facility:* Institution has not it's own bus facility for the students coming from various areas of the city.
- *Canteen:* Institution has a canteen with the seating capacity.
- Separate Toilet facility for both boys and girls with proper sanitation is available in the Institution.

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

- The Parental body i.e. Society has a well defined plan for augmenting the infrastructure to keep pace with academic growth. The infrastructure is developed in a systematic procedure and a part of financial resources is kept reserved for development of the infrastructure.
- The infrastructure is developed *step by step*, *time to time and year by year* on the basis of need and requirement of NCTE and other regulatory bodies.

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

- The College has developed a Multipurpose hall. This hall is used for executing debates, conferences, general demonstrations and cultural programmes.
- Besides this, having open air stage and a well maintained Park and Play grounds for horticulture, sports, and games.
- The institution has the facility of all the equipments required for sports, games and other co-curricular activities.
- Open air stage but covered ground for co-curricular and extra co-curricular activities.

- The college always tries to Achieve the Educational aim of *Harmonious Development'* of the students.

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.

- Institution shares our departmental infrastructure with sister institutions for Seminar, Workshop, Examination and other Social and Cultural activities.
- Canteen, Common room for male, common room for female, rest room, medical cum retiring rooms are also shares with sister institution.

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 institution is having all necessary facilities to ensure the health and hygiene of the inmates (both staff and students).
- Medical fitness certificate at the time of admission is compulsory.
- Medical facilities in supervision of qualified medical person.
- Doctors on call.
- For Yoga and meditation open air (but surrounded) ground of the institution.
- There is an arrangement of separate Medical cum Rest room with proper bed and medical facilities. .
- There are separate washrooms for boys, girls and staff with proper sanitation and covered dustibin.
- Purified drinking water is made available by installing water purifiers in the college building.
- The college has a maintained, airy, ventilated and sainted with purified water facility Canteen for staff and the students.

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.

No,We did not have a Hostel facility for the 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.

Sl.No	Criteria	2014-15	2012-13	2011-12
01	Buildings	500000	350000	200000
02	Labs	50000	50000	50000
03	Furniture	30000	30000	35000
04	Equipments	25000	25000	25000
05	Transports	500000	500000	400000

Total annual fee for whole B.Ed. course is Rs. 35,00,000/- only. This course fee is decided by fee regulating body of state government**.** There   is   no   provision   for specific budget but all requirements are met as and when required.
 From the time of construction of college,by Time to time and year by year expenses on building infrastructure made available by society according to norms laid down by NCTE and other regulatory bodies.

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

Building and other infrastructure is also used by local government authorities and other government universities. State and Central government agencies to conduct professional entrance examinations such as Public Service Commission (PSC), Staff

Service Commission (SSC), ADSIL (Examining Body of MHRD), VYPAM of M.P. Jiwaji University.

Infrastructure and resources are also used for Social Service like as-Election process and other religious programmes.

Building and other infrastructure is used during outreach programmes such as Exanimation center, Scoute-Guide Training Camps, Health Shivir, Educational Camp, Awareness programmes organized in the campus.

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

All building, infrastructure, and equipments are mainted properly to care about environmental issues.

- The institution has a proper sanitory system.
- Proper fuels are used in kitchens and others places.
- Plantation is done in the campus.
- Water harwasting system is developed in campus.
- Seperate container are used for various type of disposals.
- Try to maintain polythene free campus.
- Try to make ecofree campus.
- Solar system is also used.

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)?

The library is headed by a qualified librarian We also have other dedicated technical supporting staff to suppot the library.

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).

Resoursas available in Library

Resource Print Material	Number
Total No of books	5530
Text books	4000
Reference books	1530
Total No. of Journals	27
Journals	25
International Journals	02
Magazines	10
News papers	05
Resource A-V Teaching Material	**Number/Availabilty**
CD	Yes
DVD	Yes
Software	Yes
Internet	Yes
Lan Connection	Yes
Reference board	Yes
Display board	Yes

Library having multiple book sets of latest school teaching subjects and latest curriculum

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.

There is an Internal Quality Assurance Cell through which the demand for library resources is forwarded to the committee.
There is a library committee which works for the upliftment of library.

This Library committee supervises and advises the library in the policy of book selection and other administrative matters.

Providing sufficient library materials, Text books, References books, Periodicals, Surveys, Journals for the enhancement of the knowledge in the field of education.

Committee organizes time to time meeting for library processing, maintaing and supervision of the libaray.

Informing the user to the arrival of new editions in to the library and other facilities available.

Providing adequate furniture, equipment and other academic resource material.

Laying down sound library rules and general library policy.

Books seletion and purchase as per the requirement (based on the list of books summited by teaching facilities.

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

The library having availability of computers, internet and reprographic facilities.

The librarian, staff members and students use computer and internet to enhance the knowledge in the field of education.

The library has computer for maintaining the records of library books with internet facility.

Our departmental library is partially automated. Partially automation includes accessing, cataloging, circulation of documents. Registration of user is also a part of automation.

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.

At present there are 2 computer systems and a photocopier machine in the library for accessioning the present material. In addition to this internet facilities is available.

These facilities are also used by staff, students and others to enhance the knowledge in the field of education.

There is no limit for accessing the library by library users.

Staff and students can use and access the library facilities at any time as and when required.

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

No

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.)

Library remains open throughout the year for 6 days a week, thru out the academic year
It remains open for approx. 230 Days in an academic year.
The library remains open for 7 hours a day.

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

- We have a well prepared catalogue of the library which may acquaint the users with new arrivals.
- Book jackets are kept the new arrivals.
- Photocopies of the title pages of the new arrivals are kept at display on display boards.

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 institution has book bank facility for the poor and needy students. Maximum four Books issued to the poor and needy students for a whole academic session.

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

Special facilities are offered by the library to the physically challenged persons.

Since we don't have these type of Visually challenged students & physically challenged students,we didn't avail of those facilities till now,planning for future

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 institution has a well equipped computer lab with 30 computers.
- In order to keep staff and students a abrest with the latest trends of information technology, internet facilities are available to them thorugh out the year.
- All the system are networked to support LAN.

  For the development of operating ability among the pupil teachers other so many equipment are available with there accessories. Some of them are :- Printer, internet, e-books in CD form.

  These facilities are available to the staff and students and can use at any time as and when required.

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, computer education is included as a special subject.

  Though computer education is optional but there is a provison for imparting computer skill to all the students. A Separate provision has been made in the time table for students to access the computer lab.

  The students in small groups are given practical training in computer laboratory.

  The students who already possess computer skill are involved during this practical training to provide skill to other students for promoting peer grouping learning.

  The following major skill are the main part of training :-

- Meaning of computers, hardware and software
- Operating system
- Safe use of internet and Email
- Use of computer in educational planning and management
- Power Point Presentations, MS Word, and MS Excel are taught as skills to students.

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

In the development and designing of the curriculum, the procedures adopted by the institution are as under:

- OHP and other educational laboratory equipments are used in transaction of curriculum .
- PowerPoint, Transperencies, Slides are used in presentations of curriculum process.
- The record of evaluation is preserved in the computers.
- Facility of internet is made available to the staff and students for searching important topics of the curriculum.
- Smart class is available.

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)

Students teachers use technology in the following areas:

- Developing lesson plan and other related academic material.
- Classroom transaction of teaching learning process.
- Preparation of result of unit and term tests.
- Marking the attendance.
- Preparation of teaching aids.

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.

The institutional infrastructure is used regularly and for maximum duration per week throughout whole academic session for the purpose of curriculm transaction.
Practical training is provided for student teachers in different method laboratories in supervision of teacher in-charge.

- The time table prepared by the institution has a provision in which the students can make use of instruction infrastructure during the working hours.
- The information through electronic resources is offered to the teachers of all the practice teaching schools. In this regard the institution established a spacious computer lab with a good No. of computer terminals.

4.5.2 What are the various audio-visual facilities/materials (CDs, audio and vido 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?

The college is having a well established Audio-visual lab equipped with instruments like Overhead projector, Slide Projector, LCD Projector, T.V's, Tape recorder, CD player, Radio, Video Camera, Digital Camera, Projection Microscope, Monocular, Biocular, Microscope, Camera Lucida Speaker, Audio CD, video CD, Slide Projector, Audio Cassettes, Video Cassettes, OHP Transparencies microscopes etc and the other devises used by teacher educatior student teacher for preparing plans and as when required.

The other teaching aids prepared by the students under the guidance of the teachers. All the students- teachers are given practical exposure of handling these equipments and they are motivated to use these devices during practice of teaching. The Students teachers make use of OHP, Power point presentations during micro teaching session. However, during practice teaching, it is not possible for the Student teachers to use modern electronic gadget due to lack of basic infrastructure facilities in the schools**.**

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?

All the required lab equipped with all items are available at institute as per the NCTE norms.

The institution has a ICT Lab, Computer Lab. Language Lab, Psychology Lab, Science Lab, Maths Lab, Social Science Lab, Music room, Art and Craft room and Horticulture room etc.

A area is specified for storing the raw material.

Psychology Lab – Department has well established and equipped Psychology Lab. Many psychological Test, Research Tests, Tools, Apparatus, Psychological Charts and Batteries are available in the Laboratory.

Psychological Test and experimental Text are available according to Syllabus of Jiwaji University such as - Intelligent, Personality, Value, Motivation, Attitude, Aptitude, Adjustment, Environment, Interest, Socio Economic Status, Creativity, Environmental Awareness etc .

These test help in conduct for Research.

Educational Technology Lab - Department has well established and equipped Educational Technology Lab with OHP, Slide Projector, Transparencies, Audio Video. C.Ds' .. T.V., V.C.D., L.C.D. and Sound system.

These facilities are used by both student and staff members.

Language Lab – Department has well equipped Language Lab to assist student teachers to develop proficiency in language. Language Lab consists Lingua phone, Charts, Interactive CD'S, Cassettes, Reference Books and Language Proficiency Test to develop language skills.

Science Lab – Science Lab consists of all the requisite material, equipment, apparatus for conduct the experiments of primary and secondary science classes.

The Science Lab is equipt with charts models, which can be used teachers and student-teachers during their practice teaching and as per requirement.

Maintenance of all facilities is done by the maintenance committee and in-charge of different Laboratories.

Periodical up gradation of these labs is made on the basis of requisitions obtained from the lab in-charges.

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

College has a multipurpose hall for the purpose of curricular and co-curricular activities.

All musical instruments are available in the Music room. Photos of renowned musicions inspires the Pupil-Teachers. Models of music instrument also in Music Lab.

The goods and items for sports like Volleyball, Badminton, Carom board and Chess board are available in the institution. Jogger is also provided for the physical fitness of the students and teachers.

The college also provide a four wheeler facility for Principal and a van for staff on urgent basis.

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.

All the classroom are well ventilated, airy, well lighted and fitted with electric tubes/CFL, ceiling fans and electric extension connections.

The classrooms has a combination of traditional and modern equipments, equipped with modern techonologies.

Some Classrooms are equiped with traditional systems as Black-board, White board, Green board, with their accessories like – Chalks, Duster, Marker, Remover etc.

The LCD/OHP Projector and computer system is used in multipurpose/seminar hall.

A Class room is equipped with interactive devices and convert into Smart class.

The intension of institution to expertise and familiar the student teacher with old and modern teaching technology so they can serve in any condition.

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 faculty members make effort to provide interesting and different type of learning experience to the students by applying different methods and techniques of training.
- Seminar, group discussion, class quizzes, team teaching are conducted by the faculty members to developed reflective and critical thinking among students.
- Faculty members to collaborate and co-ordinate with each other in planning and organizing various aspects of teacher training are taken by mutual consensus among faculty members.

- Planning is done in advance through co-operative manner.
- The duties and responsibilities to faculty members and students are distributed on the basis of willingness
- These plans are then implemented through team efforts. In addition to this, the faculty member use modern communication teachnologies and strategies during curriculum transaction process.
- Remedial instructions are provided to weaker students and high achievers are provided additional academic guidance and help by the faculty members.
- Different co-curricular activities and extension activities are organized to give diverse learning experience to the Students.

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

Innovative practices are as under:
- Use of all types of electronics and electrical devices.
- Models prepared by the subject teachers are used through power point.
- Use of internet in preparation of lectures.
- Preparation of audio cassette and video cassettes, related with subject matter.

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

Best practices: -

- Provision of ICT Lab. equipped with LCD, OHP, TV, CD, DVD, Camera, Lingua phones, Dicta phones and other electronics devices.
- Provision of Language Lab with multi educational CDs.
- The teaching aids avilabie in the institution for their use during pre-practice and practice teaching sessons.
- Institution has different methods laboratories where students get practical traning in various aspects of teaching learning process under guidance and supervision of concerned teacher incharge.
- Smart class is make available.
- Facility and use of Black board teaching to smart class and e-teaching.

- Audio and Video recording of topic and replaying to notified the errors and deficiency and correction by proper demonstration is in ICT Lab.
- Identify the wrong and right pronounciation and then correction is in Language Lab.
- Advised proper body Languag during debate, Speech and correction is possibl in recoding room.
- The Students teachers make use of OHP, Power point presentations during micro teaching session. However, during practice teaching, it is not possible for the Student teachers to use modern electronic gadget due to lack of basic infrastructure facilities in the schools.
- These facilities are available to the staff and students and can use at any time as and when required.
- Staff and students can use and access the library facilities at any time as and when required.

- The intension of institution to expertise and familiar the student teacher with old and modern teaching technology so they can serve in any condition.

Criterion – V

Student Support and Progression

1. Student Progression

2. Student Support

3. Student Activities

4. Best Practices 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 advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

The Philosophy behind student support services is to help students to overcome from barriers and to learn which result to outcome from the loneliness and to work on his own. So the college has system to discrimination information relating to the college to the new student.

To develop students pre-requiesite knowledge and skill in advance, institution provide them cognitive, affective and psychomotor development through curricular and co-curricular activities.

For assessing the students preparedness for the programme, there is an orientation programme organized on the commencement of the session, which includes the following:

- Rules And Regulation
- Discipline
- Syllabus
- Examination Criteria
- Teaching Practice Schedule
- Co-Curricular Activities.
- Internal Assessment Criteria
- Administration of questionnaire on students based on the academic and general knowledge of the students.
- Organization of different types of activities based on Art and Craft.

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

The institution ensures that, the campus environment promotes motivation, satisfaction, development and performance improvement of the students in the following manner:

- Use of various instructional techniques in the classrooms.
- House meeting and tutorial groups are arranged in the time table.
- Organization of different co-curricular activities in the college campus for the students.
- Feedback mechanism being adopted which encompasses the students' feedback, relating to institution and faculty.

  The participation of students in various academic and non academic activities and the prizes won by them give the appraisal of their efforts which shows that the campus environment and performance improvement at the students.

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?

Year	2014-15	2012-13	2012-13
B.Ed	---	--	---

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 Parental Society provides Yoga, English speaking, and Computer as a extra course. Personality development, Meditation and Scout & Guide progarmme as extra progamme for the student .The institution provide so many additional

services for enable the students to **compete** for the job and progress to higher education. Some of them are :-

Extra course certificate is additionaly provided to willing students. These course is conducted by sister institutions .Students desirious to serve in School education Deptt. of M.P. Govt. give extra weightege to those who has Yoga as a extra qualfication.

Parental body i.e. Society is running a 6 months's capsule course for English Speaking and a 3 months of Computer course. Willing students may join these courses and get extra qualification.

Extra Progamme :-

Time to time so many additional programmes are organized by institution to enable the students for better competations such as Personality development.

Thus, the student is more competent to compete the services and more enable for higher education.

The students can get information regarding jobs and higher education through Guidence and placement cell of institution.

Confirmed information and final data of SLET, NET qualified, in job or in higher education students is not available at institution.

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?

The College is always trying to collect data regarding the number of students who get Govt. or private jobs or choosing teaching as a career. Now the institution develops a link with the students to collect a related data. Most of the students choose teaching as a career after completion of the course.

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.

The College provides all the facilities to our students-teachers after graduating from the instiution.

- Research guidance is given to the alumni for higher studies.
- Alumini often visits our college seeking academic guidance for higher studies and job information from our faculty members.
- Alumni can access the resoures from library, e-journals, computer and internet facilities after getting prior permission from principal.
- The students after graduating from the institution can use internet and photocopy facilities, computers audio-visual aids and library resources with in the campus.

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.

Yes, the institution provides placement services to the students. The placement cell collects the data from the different schools and after checking the eligibility of the various students inform the students about the vacancy and help the students in the placement.
Institution inspired the Students to join the Placements camp and visited placement festival organized by several other institutions.

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

The difficulties faced by the placement cell are as under:
- Appropriate Jobs are not available for the students.
- Sometimes the job stations are in accessible for the students.
- Salaries are not appropriate as per the qualification.

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

Yes, the institution has arrangements with practice teaching schools for placement of the student teachers. From time to time in-charge of the placement cell visits the teaching practice schools and knows about the vacant posts in a school and guide the students for appropriate placement. The following students were selected for teaching job during the practice teaching in unique Higher secondary school Gwalior-

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

The institution provides all the resources to the placement cell. Principal and all the staff members help the placement cell in the placement of the students. Principal allows the in-charge of the placement cell to visit in the practice teaching and other schools during free period.
 Administration also allow the placement cell to use all the information resources like internet services etc.
Availability of the ICT Facilities, financial funding (to them) by management, contacts and feedbacks from various practice teaching schools further helps the cell to realize its goal efficiently.

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?

For accelerating the process of curricular areas, staff meetings are conducted in the Principal office.

For planning of **Curricular activities**, following fields are discussed:

- Planning of Time table.
- Division of syllabus term wise.
- Topics of Assignment in the teaching subjects are decided.
- Discussion on different types of teaching methods.
- Planning of house tests and teaching practice
- Preparation of course file.

Co-curricular and extra co-curricular programmes are planned by following manner:

- Academic calendar is prepared by the institution.
- Faculty exchange programmes are organized.
- Feedback mechanism adopted
  Thus we plan out all the curricular and co-curricular programme according to need interest and requirement of the learner.

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

All the Curricular plan for the entire course even for Physical challenge students has done by the University only.

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

The institution has mentoring arrangements in the form of subject wise clubs, houses and tutorial groups as they supplement guidance for the students.

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?

For enhancing the effectiveness of faculty in teaching, the teachers are sent for paper presentation in different colleges. Discussion session with the staff members in the college on various educational themes. For mentoring of students there is a guidance and counselling cell which guides the students in

solving there problems. There is categorization of students like gifted, backward and they are given special coaching according to their category.

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?

Yes. The institution has launched its own website **www.sgsm.org**. However the information about the institution is currently available on the website. The site is updated yearly. All the Information such as admission, Schedule results, programmes, Updated regularly on the website.

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

Yes, there is a remedial programme for academically low achievers. The programme is operated as per the following schedule –

- Pretest, based upon the previous knowledge of the students in academic and general areas, is administered on the students. The students are categorized as gifted or backward based upon the pretest scores.
- Remedial teaching is provided according to categories.
- We also provide remedial teaching to week students with the help of extra classes and doubt clearing sessions.

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

Advanced learners are referred to the library resources and are advised to make use of the internet and other facility provided by the college to acquire the additional information they want.

To encourage advanced learner we provide them advanced learning materials inspire them to prepare write-ups on current educational issues.

Special classes are conducted for slow learners on the basis of needs. For slow learners we reduced distraction changes, seating to promote attentiveness encourage peer students relationship and give assignments which are shorter

and with more variaties repeat work in various forms and assess them by shorter test, oral testing and short feedback.

Special classes are conducted for slow learners on the basis of their need. All these activities are performed during the leisure time of the students. Teachers take initiative to develop a report with both the type of learners.

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

The institution has a guidance and counseling cell for students to guide them regarding various aspects of the curriculum like selection of work experiences Providing solution to different problem.

Developing interest in co-curricular activities etc.

We reinforce meritorious and economically week students guiding them to get scholarship and jobs. These works are done by guidance & counselling cell of the institution.

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 is having its own Grievance Redressal system through direct supervision of the Principal and staff. There is provision of suggestion boxes.

Composition

The Grievance Redressal Cell of the college generally is having the provision of two to three teaching staffs as its member and the Principal as the chairman. The cell is having the provision of being reconstituted every year if situation arises for so by the principal himself along with suggestions sought from the in-charge administrative body.

Functions

- The Grievance Redressal Cell functions with the aim of helping its beneficiaries. However, all the grievances are brought into the notice of the Principal.
- The institution has a grievance cell for the students.

- This cell comprises three members, one from administration and two from faculty. All the students are aware of the existence and functioning of the cell and they pose their problems and difficulties to this cell for Redressal.
- In addition to this, the institution has installed a suggestion box for the grievances which need some secrecy.
- The institution helped the depressed students to continue their study and not to drop the course.

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

For monitoring the progress of the candidates, following methods are adopted:

1st Stage: Academic aspects:

- Assignment are given to the students for assessing their knowledge about subject.
- 2 Unit tests are conducted for monitoring the progress of the students in the subjects.
-

2nd Stage: Practical stage:

- Teaching Practice is organized in two phases in different practicing schools to trained the teaching skills to students.
- Skill in teaching competitions are organized in the college.

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?

Pre practice preparation detail:
- Practicing the micro teaching skills.
- Organizing Simulated-teaching session.
- Organization Demonstration Lesson of the Teachers.

Follow up during Practice Teaching:

- Observation of 50% of lessons by the teachers educators.
- Feedback in the form of remarks, to the pupil teachers.
- Discussion of general problems faced during teaching practice, by the students and remedial treatment suggested by the teacher educator.

6.3   STUDENT ACTIVITIES

1.3.1   Does the institution have an Alumni Association? If yes,
1. **List the current office bearers**
2. **Give the year of the last election**
3. **List Alumni Association activities of last two years.**
4. **Give details of the top ten alumni occupying prominent position.**
5. **Give details on the contribution of alumni to the growth and development of the institution**.

Yes, the institution has an alumni association.

1. Current office bearers are:

S.No.	Name	Post
1	**Mr.Brijesh Singh tomar**	President
2	**Smt.Simi Rai**	Secretary
3	**Mr.Hakim Singh**	Co-ordinator

2. *Last election was held in session* 2013

3. *Alumni Activities*: meeting of alumni association is held once in a year.

- Get together of the alumni is organized.
- Feed back is taken from the alumni.
- Cultural activities organized during the meet.
- Refreshment for the alumni and students.

4. *List of top Alumni*

   All Students are enrolled in Alumini Association.

5. *Contribution of Alumni*:

   Alumni meets contribute to the maximum growth and development of the institution as the alumni interact with the pupil teachers to share their views regarding the B.Ed. course.

They give suggestions to get good marks in the exam.

They give suggestions to develop their personality. Discussion and suggestion for the promotion of the institution.

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.

Students are encouraged to participate in sports and games at college level in the annual sports organized every year.

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.

Wall magazine competitions and craft competation are organized in the college in which the students write different articles in English, Hindi and craft competation.

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

Yes the institution has a Student Council of who work as a mediater between faculty and students.

Funding: Committee and students, Apart form this during the commencement of session, welcome party is arranged by the committee.

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

There are various committees formed and funded by the college under which there is a provision of appointing a students representative. Following are the committees currently functioning by its student representatives:-

- *Literary*- It deals with the activities like debate, elocution, speech, quiz etc.
- *Cultural*- It deals with the preparation of festival and other occasions and other cultural events like, singing, dancing, plays etc.
- *Discipling*- It deals with maintaining discipline about punctuality, attendance following code of conducat to maintain the decourum of college.
- *Sports-* It deals with organizing various sports related activities motivating students to participate in various events.
- *Library-* It deals with the up gradation of reference books as demanded by the student's academic need.

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?

We provide our trainees a tool to give feedback by filling teacher's appraisal form annually.Their suggestions are also invited into the suggestion box which provides insight to the college to take necessary action for its growth.

5.4   BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The best practices adopted institution are –
- Student representation in/committees & cells.
- Alumni association.
- Grievance redressal system
- Suggestion/complaint box for students and teachers
- Feedback from various bodies.
- Updated and Informative website.
- College Prospects and Magazine.
- Outreach activities.
- Well equipped Library with book bank Facilities
- Various scholarship Provisions.
- Provision of Educational Excursion.
- Development of Language Lab for spoken English.
- Maintain ecofriendly campus.

Criterion – VI

Governance and Leadership

1.Institutional Vision and Leadership

2.Organizational Arrangements

3.Strategy Development and Deployment

4.Human Resource Management

5.Financial Management and Resource

   Mobilization

6.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?

The College is doing pioneering work in the field of education and is imparting professional expertise to young aspirants who are interested in establishing themselves in the field of education. The college is committed towards enriching the potential of the individuals willing to go for career. It is managed by professionals under **"Smt. Dhan Devi Rashtriya Siksha Prasar Samiti"**, a registered society working in the field of education from **last 45 years**. The College has been recognized by the department of School Education , Government of Madhya Pradesh and N.C.T.E. a statutory body of Govt. of India. College has a permanent affiliation to Jiwaji University, Gwalior.

- **Vision:**

'**Sardar Gian Singh Memorial College'** is conceived to be an apex institute offering quality education of progress, fearless and truthfulness. Its broad vision is to serve as a catalyst and an agent of change to steer the global education in and around Gwalior region towards integration with networking society in the new millennium.

- **Mission:**

1. To link the academics with the institutions so as to bridge the gap between theoretical aspects and their practical application (Theoretical lessons coupled with live practical example) and to use it for the development   &   growth   of   the   nation.

2. There are many problems in life leaders are born as a resulted chaff. The mission is to defeat the challenges of all problems & succeed, by inculcating the sprit of earative leadership and organizing personality development session.

3. To learn nature the nature and help in knowledgeable society by motivating student faculty team to sponsor rural development programme.

4. To familarise with the traints in Job Oriented programmes to enhance employment.

5. To acquire, Analyze, Research & integrate all aspect of knowledge as practice   by rural institiuions both in rural & urban India.

- **Objectives:**

- 1.To develop appropriate environment for learning & training.
- 2.To organise Personality enhancement programmes.
- 3.To Undertake the faculty development programmes.
- 4.To encourage the spirit of adventure & confidence among the students locked by indomitable spirit.
- 5.To interest with the renowned educational institutions for practical training.
- 6.To Undertake respect & Consultancy Programmes

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 includes the institution's goals and objectives. The main goal of the institution is to produce effective trained teachers, who are to serve the society and fulfill its burning needs. All the efforts are made to achieve these goals and objectives.

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.)

Top management is committed to provide quality education by making available the necessary human and material resources, the proper utilization of the resources is also monitored. Different committees have been composed for the proper utilization of the institutional resources. For making the higher level decisions and reviewing of the objectives, the institution has a management committee.

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 institution organizes monthly staff meetings to give the proper directions to the staff, and suggestions are invited from the staff. The meetings are generally headed by the Principal. In these meetings, stress is laid on the proper utilization of the human and material resources.

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 information collected by means of feedback and personal contacts is communicated to the management by the Principal to review the activities of the institution. The validity of the information is judged by the personal contact of the Management with the staff and students time to time.
- Provision of suggestion box
- Provision of Complaint box
- Beside the provision of suggestion and complain box, well publictized the phone No. and Email. Addresses to invite suggestion and complaints.
- Suggestion from Facebook.

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

The institution sometimes faced problem in achieving its vision/mission and goals. These barriers are identified with the help of feedback mechanism and complaint box. For removing these barriers, some healthy practices are performed keeping in view its vision and mission.

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 Management organizes meeting with the Principal and staff and motivate the staff for improving the effectiveness and efficiency of the institutional processes. The management give rewards to the staff on good results of the college.

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.

The head of institution manage the curriculum through time table by providing sufficient time to each subject, by properly dividing the subject wise content and supervising the teacher educators time to time through the course file prepared by them.

- The head of the institution manage the administration by framing rules and regulations of the administration block.
- The Principal allocate different types of duties and responsibilities to the staff members by constituting various committees.

The resourses are provided to the students through different in-charge of the resources and stock register are maintained by the in-charges.

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.

The committees are as follows:
- Admission Committee
- Grievance Committee
- Time-Table Committee
- Teaching Practice Committee
- Discipline Committee
- Library Committee
- Women Cell
- Guidance & Counseling and Placement Committee
- Examination Committee
- Morning-Assembly Committee
- Co-Curricular and extra curricular committee
- Sports Committee

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

For running the teacher education programme smoothly, it was essential to frame-up some other committees				
S. No.	**Committees**	**Co-ordinator**	**Members**	**Functions**
1.	IQAC	Dr. Arpana Sharma (Principal)	Mr.Satyendra singh bhadariya Smt.Ekta Kaur Smt.Satwinder Kaur	I.Q.A.C. ensures the maximum utilization of institutional resources and identifies the area of where there is dire need. The evaluation of feedback given by student is processed by this cell. The I.Q.A.C. cell identifies the area where the institution needs improvement to ensure quality education. Implication at various aeademic, administrative and financial activities to enhance the quality of institute. Organization of seminars on quality related themes i.e. Quality teacher education. Organization of workshop for the promotion of teacher's quality

2.	Admission Committee	Dr. Arpana Sharma	Mr.Surinder pal singh	To deal the admission criteria, scholarship, fee concession, ID, uniform code, Bus Pass, Library Card etc.
3.	Grievance Committee	All Faculty members	-----	To solve the problems of the students which are related to any aspect of teaching learning programme.
4.	Time-Table Committee	Dr. Arpana Sharma	Mr.Satyendra Singh bhadraiya Mr.Jitendra Uchchkotiya	To set annual calendar, theory and practice teaching time-table, arrangement of teachers, arrangement of remedial classes, timely resetting of time-table during extension leacture, rally and other activities.
5.	Teaching Practice Committee	Dr. Arpana sharma	Mr.Satyendra Singh bhadraiya	Selection of schools for teaching practice, seeking permission from head of institute and concerning D.E.O., setting date, preparing teaching practice time-table with the help of time table committee, allotting duties of respective schools to teacher educators, informing the staff and teachers about teaching practice time table, instructiong and guiding the students about teaching practice process, content, lesson planning and teaching aids.
6.	Discipline Committee	Dr. Arpana sharma	Smt.Ekta Kaur	To maintain discipline in the assembly as well as in the

				college campus, to prevent students un-necessary roaming in the college campus. Strict prohibition on mobile in college campus, issuing warning letters and charging fine.To find the students with mobile and without uniform. Timely checking of the bags of the students.
7.	Library Committee	Dr.Arpana sharma	Mr.Dikshsa Mishra Smt.Arti Chawhan	Recommendations about books of different authors related to syllabus as well as of general use, research journals, periodicals on the requirements of the staff members, to maintain the record of issuing library card and books to the students, to maintain the record of students attending library, issuing books to the needy students from book bank, assist students in searching and availing required books.
8.	Women Cell	Dr. Arpana sharma	Smt.Satwinder Kaur Smt.Rashmi Sharma	To deal specially with the problem of girl students, try to solve their problems if they are found in domestic pressure, to provide transport facility and to help them that they are in need, to allot nearby school to pregnant girls during teaching practice, to make them aware to their rights by organizing

				seminar, rally and other activities.
9.	Guidance & Counseling and Placement Committee	Dr. Arpana sharma	Smt satwinder kaur Smt.Arti Chawhan	To guide them about their further studies and research, to provide them remedial classes in respect of their problems, to counsel them in respect of their problems, studies, job and relative of streams.
10.	Examination Committee	Dr. Arpana sharma	Mr.Rafik Quereshi Smt.Ekta Kaur	Deciding the syllabus for both the term examination framing question-papers, setting date-sheet for conducting examination. Maintaining the record of the examination result . Maintaining the record of all assignment for assessment, various curricular and co-curricular activities, student behavior, student's leave and shortage of attendance.
12.	Co-Curricular and extra curricular committee	Dr Arpana sharma	Smt Rashmi Sharma Mr.Jitenrdra Uchchkotiya	Celebration of welcome, farewell party, important days and functions. Organizing Inter-house competitions, contests and various literary activities.

13.	Sports Committee	Dr. Arpana sharma	Mr.Rafik Quereshi	Organizing various sports activities, Athletic meet, Yoga classes, lectures related to health and yoga, rallies, seminars on various topics related to health such as drug-addiction. Maintaining the emergency First Aid system.

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

The college administration is decentralized in the following ways: The college management committee functions as the executive head of the college. On the next step there is principal as administrator who is accountable before the management committee. The principal in turn has framed various committees comprised of faculty members for different operations of the institution. Under this mechanism the administration of the college runs smoothly.

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 institution invites experts of teacher education field who provide necessary guidance to the faculty members for their growth and improvement. These experts deliver lectures to the students on some specific topics. The institution send its faculty to the other colleges to deliver lectures on some important topics and also invites Principals of practice teaching schools in order to seek suggestions towards quality enhancement.

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 institution uses the various data and information obtained from the feedback in decision-making and performance improvement through the feedback performas.

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).

Institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment are as under:

- Internal Quality Assurance Cell is developed in the college.
- Advance from CPF is granted to the staff members.
- Duty leaves are given to the staff.
- Staff meeting are conducted in the Principal office time to time for qualitative improvement.

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?

Yes, the institution has MIS in place. The college website www.sgsmcollege.org displays all requisite informations regarding the academic and administrative aspects of the institution. The institution's website also displays the infrastructural and instructional facilities available in the college. The vision/mission and objectives of college & department are also on website. The visitors to the webstie has an access to the land documents, recognition and affiliation letters and faculty details. The mail addresses of all faculty members, management and Principal are also available on website.

The important announcement such as examination dates, time-table, academic calander, notices, circulars are accessible online to all the stakeholders.

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

Allocation of Human resources in the institution is ensured by appointing well qualified Principal and well qualified staff.

Financial resources are managed by the management committee and these resources are made available according to the need of the students and staff time to time.

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

The institution financial resources are obtained by means of tuition fee from the students, which are inadequate for making availability of the human resources to support the implementation of missions and goals. As the fee for the B.Ed. course is decided by state government . No Change is permissiable.

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 academic plan is developed under the guidance of the principal and the cooperation of academic council. The academic calander is prepared annually at the beginning of the session and reviewed monthly as per the need. The calander is prepared by the academic cell in consultation with the Principal. This is given to the students during the orientation programme. Practice school teachers are involved in the planning of total teaching practice schedules. Faculty actively participates in the overall planning of total curriculum of the institution as guided by the administrator.

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

The top management communicates short term objectives to staff who constitutes various committees / cells for the implementation of these short term objectives. All the staff members are involved in these committees to ensure individual employees contribution for institutional development. However the long term objectives are well defined and all the employees are directly acquainted with these objectives through news papers.

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

The frequency to check the progress of these activities is based on two types of indicators viz, external indicators and internal indicators. The vision , mission and implementation plans are monitored and evaluated by means of progress in university results, public opinions, student opinions , etc. beside this the institution plans to collect data regarding the progress of outgoing students in terms of employment, higher studies etc. At internal level the college has different units like IQAC, Staff Council, and the advisory committee etc. to monitor the implementation of vision, mission and plans.

Due consideration is given to the feedback received from students, practice teaching schools, policies and guidelines of the NCTE, NCERT and Jiwaji Universtiy. The managing committee annually evaluates the implementation of the various plans, projects and reviews the functioning of department in staff and students meetings. The Principal of the Institution plays an active role in deciding the curricular and cocurricular transactions mobilities with the faculty from time to time. The review of functioning of the department and the feedback received are in cooperated as suggestions for the coming year

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

The institution plan and deploy new technology through the help of IQAC.

6.4 HUMAN RESOURCE MANAGEMENT

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

For professional growth of faculty workshops, seminars and orientation programmes are organized in the institution. The college encourages staff to attend and participate in seminars organized by other colleges and Barkatullah Universtiy. The Department has rich library, ICT Lab. Language and Science Laboratories. Management encourages teachers for further enrichment of department by giving financial support.

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?

The institution has an internal quality assurance cell , the members of this cell monitor the performance of teachers and forwarded to the Principal. Principal also keep his eyes on the performance of the teachers. Other source of assessing the performance is the feedback form the students for which the institution has developed a format which covers all the aspects of teaching. This source of

feedback is only for the teaching staff to assess the performance of teachers in teaching. Wherever the weaknesses are found in teaching, it is verbally communicated to the concerned teachers in a very well planned manner and psychologically sound procedure.

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 faculty members are provided with comfortable conveyance facilities for all outstation assignments. The working environment is pleasant. Management is organizing spiritual, recreational and festival celebration programmes for the staff members along-with their families on regular basis. The staff is provided with spacious and well furnished office, conference room, rest room and seating arrangement consisting of all modern amenities and facility

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.

Yes, the institution conducted staff development programme for skill up gradation and training of the teaching and non teaching staff. The details are as under:
- Organization of seminars
- Organization of workshops
- Sending the staff for paper presentation in Seminars and Workshops.

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 recruit procedure is followed as per the rules and regulation of the affiliating and regulatory body for recruitment of the faculty, The panel is constituted by the university comprises of VC nominee and subject experts. Panel select the

candidates as per desired qualification and subject knowledge. The college also seeks approval of the selected faculty from the university. The salary is provided as per the State govt. rules. The service conditions of the faculty is as per Jiwaji University.

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, specializations).

For employing part time adhoc facility, following procedure is adopted:
Advertisement is published in the leading newspapers and applications are invited. The panel comprises of Chairman, Secretary along with Principal and subject experts selects the candidate on the basis of their qualification, experience and subject knowledge. Adhoc staff is different in salary and workload wise.

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).

For the professional development of the faculty, study leave is sencationed with pay.
Staff members are sent to present the papers in different colleges, for seminar, conferences.
Leaves are provided for conducting research work.

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).

- Well developed staffroom with all the facility and comfortable sitting arrangement is provided to the staff.

- Well furnished computer lab with internet facility.
- Enriched library with reading room.
- Instructional facilities like OHP and LCD projector.

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

The institution has well developed computer lab with internet facilities and a rich library which can be used by the faculty members at any time. The library comprises a good no. of books reference books and subscribes good no. of journals which can be the important source for the professional development of the teachers. The faculty members have a separate room for making discussions, besides a teacher reading corner in the library. There is a provision for **complaint box and profomas** for this purpose.

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.

The principal is the link between the staff and the management. Whenever the staff has any kind of grievance/ suggestions or complaint, they discuss it with the principal who finally discuss with the committee members and suitable help is provided according to the need.

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

Teachers are honored and motivated for their hard work, dedication and sincerity. The Institution have mechanism to reward and motivate staff members on various occasions. Good workers are rewarded by the management on the Independence andRepublic day. Some of the teachers were also given additional increments as a financial reward.

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.

No, The institution get no financial support from the government. The extra fee collected form extra capsule course is also used as financial support.

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

Though donation and loans are received by society but there in no provision for donation in college.
In the last three years, alumni of the college have donated books and some articles to the institution.

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

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 budgetary resources to the missions and offer quality programs are fulfill in the form of fees of students prescribed by the State govt.

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).

Yes the accounts are audited regularly by our Chartered Accountants Anubhav Pradhan & Co,,Gwalior.

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

Yes. The accounts are computerized through account package software.

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?

- The management conducts regular meetings with students to know about the problems difficulties they are facing in academic, and transport facilities.
- The management and Principal directly interact with teachers to have a first-hand information of department.
- The department organized social camps like Health check up camp, environmental awareness camp.
- The grassroot level planning has reduced the resistance to the institutional plans for achieving its vision, mission and objectives. The responsibilities are not imposed rather voluntarily taken by the faculty and office staff for efficient working in any function or event.
- There is a feedback performas regarding the performance of the faculty which are evaluated and the best teachers are given rewards.
- Internal quality assurance cell is established in the college for qualitative and quantitative improvement in the college.
- CCTV cameras are placed in the college campus for checking and monitoring purpose.

Criterion – VII

Innovative Practices

1. Internal Quality Assurance System

2. Inclusive Practice

3. Stakeholder 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.

Yes, the institution has established I.Q.A.C. in 2013 to improve the academic and administrative performance of the institution.

The IQAC used to evaluate the achievement of goals and objectives by the four phase process.

Phase - I – *Planning* – Various plan to be implemented in the teaching learning process.

Phase – II – *Presentation* – Execution of Planning.

Phase – III – *Implementation* – Implementation as per planning.

Phase – IV – *Review* – Proper review by meeting and feedback.

Composition of the IQAC :

Head of the IQAC	Dr.Arpana Sharma (Principal)
Representative of the Managing Committee	Mr.Surinder Pal Singh
Staff Representative	Mr.Satyendra Singh Bhadaria
	Smt.Ekta Kaur

Major Activities of I.Q.A.C.

- I.Q.A.C. ensures the maximum utilization of institutional resources and identifies the area of where there is dire need. The evaluation of feedback given by student and others is processed by this cell.
- The I.Q.A.C. cell identifies the area, where the institution needs improvement to ensure quality education.
- Implication of various Acaeademic, Administrative and Financial activities to enhance the quality of institute.
- Organization of seminars and workshop on quality related themes i.e. Quality teacher education.
- Organization of workshop for the promotion of teacher's quality.

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

The mechanism used by the institution to evaluate the achievement of goals and objectives is as under-

- Organization of Seminar, Workshops, Debates, Quiz competitions.
- Questionnaire administered on the students.
- Encouraging the students for writing articles for college Magazines

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

The institution ensures the quality of its academic programme by adopting the following procedures .

- Departmental academic plan
- Annually updated prospectus
- Academic Calender
- Teacher's Diary
- Self Apprasial of teachers.

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

To ensure the Quality of administration and financial management in the institution there are different designations as follows:

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- By use of ICT in finance e.g. Staff profile, Salary, Leave and other Accounts.
- By using an efficient internal co-ordinating and monitoring mechanism.
- Welfare schemes for the teaching and non teaching staff.
- Staff performance appraisals and linking to incentives in form of additional increments has helped to improve the performance of teachers.

Administrative management:

- The administrative functions which include the smooth functioning of institution are looked after by Principal of the college.
- Participation of all members has led to improved confidence and development of innovative ideas amongest all the employees.

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

The grassroots level planning process has reduced the resistance to the institutional plans for achieving its vision, mission and objectives.
The institution identify and share good practices with various constituents of the institution.

- Duties and responsibilities are not given rather voluntarily taken by the faculty and office staff for efficient working of any function or event.
- Psychological approach is being adopted and special education is given to the teacher educators for dealing with exceptionalities.
- To deal the children with diverse backgrounds sufficient moral and value education is imparted to the trainees to ensure smooth and normal behaviour in class room set up.
- The institution ensures the total functioning of the total curriculum set up based on mission and objectives of the education.

7.2   INCLUSIVE PRACTICES

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

- The pupil teachers are given sufficient orientation and model lessons based on national policies of education and inclusion.
- The teacher educators abide by the internal policies of the teaching practice.
- The institute motivate and encourage teacher to participate in the seminar, workshop held time to time on burning topics i.e. Inclusive education, specific requirements of Physically challenged students, Policy matters, Innovative

teaching methods etc. which constitutes a great concern towards Inclusive education and their implementations.

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?

- Concept of exceptional children, teaching strategies for exceptional children, individual difference, means and measures taken for equality of educational opportunities in terms of Caste, Tribes, Disabled, Gender and Minorities have been incorporate in curriculum that provide opportunities for students to learn about inclusive education.
- Students get the opportunity to visit the institute of mentally challenged person. The curriculum of B.Ed also includes the subject.
- Educational Psychology subject is in the curriculum of B.Ed. course which includes the chapters on Gifted, Delinquent, Slow learners, Backward children.
- Extension lectures on special education are organized.
- Special discussions to deal with such pupils are organized.
  All these activities help the exceptional in their personality enhancements.

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.

- Morning assembly, Micro teaching, Practice teaching, Observation lessons, Weekly seminars for discussion about dissertation, Group discussion, Assignments, Projects and different co-curricular activities i.e. Quiz competition, Essay writing competition, Debate competition, Field trips, Games and Sports, Rallies, Literacy survey etc have been included in the curriculm for creating healthy learning environment, foster active learning and self motivation.
- Various activities envisioned in the curriculum to create, Inculcate social learning environments are as under:-
    - Population and literacy survey are organized in the nearby areas to inculcate values among the students.
    - Micro Lesson are prepared in the college.

- Action research programmers are conducted in Teaching Practice schools.
- Preparation and presentation of Assignments.
- Group discussions on topics of practical utilities.
- Quiz programme based on topics of syllabus.
- Debate competations are organized.
- Craft related competation organized.
- Teaching aids preparation competations are organized.

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

- Proficiency in dealing with children from diverse backgrounds is developed by giving them proper exposure about such children. Such children are identified on basis of school records and case studies from Teaching Practice schools.
- Some special education based extension lectures are conducted in the college.
- Group discussions are organized by the college headed by Principal to select the special curriculum for exceptional children.
- Some campus classes based on such type of curriculum are arranged in the college.
- Discussions with the headmaster of school concerned, are also emphasized.

7.2.5 How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution?

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- The institute has the different method to meet out the special needs of physically challenged persons as Class arrangement,Sitting arrangement, Wheel chair, Ramp and Slopes are available in building.
- Low height latrin, bathroom and wash area are available.
- Library facility was made accessible to these students on priority.
- In the examination (Both internal and external) comfortable seating arrangements were made available to these students.
- Instructional material was provided to these students.
- Extra classes are organized for such students.

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)?

The institution has a women cell dealing with gender sensitive issues. The functioning cell includes:-

- Guidance and counseling for the family issues.
- Counselling for stress problems of girls.
- Counselling to academically weak students.
- Women protection cell i.e. women gravience redressal cell to meet-out the needs related to different gender.

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?

The institution's information on organizational performance and its achievements are made available to the students, schools, parents, alumni, state bodies and other regulatory bodies through its :-

- URL website i.e www.sgsm.org

    - Vision and Mission
    - Activities and Achievements
    - Faculty Detail
    - Faculty Enrichment Programme
    - Management Detail

- Prospectus of the college
    - Infrastructure of the College
    - Rules and Regulations
    - Syllabus

- Feedback mechanism from students, parents and alumni.
- Face-book and other linkage.

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 institution has a mechanism to evaluate the performance of an activity on some well defined procedures. The success or failure of an activity is evaluated
- The annual function of the institution is an important segment where Principal reads out the annual report which is witnessed by guardians, school representatives, university representatives.
- The feedback collected from faculty members, students, employers and school teachers on various aspects of college.
- Teacher training is discussed and analyzed in staff meeting and necessary decision are taken for future improvements.
- Certain measures plans and decisions are discussed with employer for seeking their suggestions as well as approval.
- There is a complaint box in the college.
- There is a suggestion box in the college.
- The root cause of any failure or dissatisfaction is identified and then discussions are made for an alternative to the activity or modifications are made depending upon the extent and nature of the problem.
- The college and faculty members implements the same during the next academic year.

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 institution has the feedback mechanisms for collecting data from student and other community members. Following mechanism is used to collect data and feedback from the various stakeholder for quality improvement.

- Student's feedback regarding course at the end of academic session on performa developed by college.

- Students' feedback on teacher on a performa developed by college.
- Feedbak obtained through staff meeting and informal discussion among staff members.
- Feedback collected from head and teachers of school where practice teaching is conducted.
- Feedback from Alumni association on a performa developed by college.

  The collected feedbacks are analyzed and discussed in staff meeting to identify the strengths and weaknesses of various aspects of programmes.

  On the besis of this, the decisions are taken and new plans are formulated for enhancing the quality of various aspcets of the institute.