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# SELF STUDY REPORT (SSR)

## SUBMITTED TO NAAC FOR INSTITUTIONAL ACCREDITATION



### TEACHER TRAINING COLLEGE (B.Ed.)

INDUSTRIAL AREA, GAYA

NH-83, ON GAYA-DOBHI ROAD, GAYA, BIHAR – 823004

TEL:- 0631 – 2224779, MOB:- 09431224777

Email : [ttcgaya@gmail.com](mailto:ttcgaya@gmail.com)

## PREFACE

Accreditation is the most important element in achieving excellence. Without accreditation, there are no bench marks or basis by which one can judge quality. Assessment is also a very important and necessary tool for an educational institution to assess the extent to which it has realized its academic goals and to receive valuable feedback for further strengthening of its academic activities.

Teacher Training College, Industrial Area, Gaya subscribes to this view, having been greatly inspired by the NAAC's conviction that the quality enhancement of educational system has to come from within and no amount of external audit and assessment can help directly. Everyone in our campus is quality conscious, which helps to strengthen self – esteem. A variety of learning experiences help learners to achieve sequential optimum progress.

Teacher education plays a vital role in reforming and strengthening the education system of any country. A sense of introspection has helped our faculty, students, administration and the management by following the principles of vision for lifelong learning, strategies for learning skills, technology for easy learning, resources for maximizing facilities, organization for students support services, internal evaluation for remedial measures and enhancement. It makes everyone to realize that where they stand and what their merits and demerits are. The effort of our college is a collective one.

This self assessment exercise is to articulate and inculcate quality consciousness across the institution and not a cosmetic show to the outside world. Every faculty member remains with a strong belief that quality is the only way to succeed and sustain under the able and the far-sighted leadership of our Principal and under the benevolent supervision and advice of our correspondent and the collective cooperation of the steering committee, this strenuous task has been achieved. Our management has given their personal attention and cooperation at every stage of this important task.

Our Steering Committee includes

## **I. Chairperson**

Mr. Awadhesh Kumar – Chairman  
(Teacher Training College)

## **II. Members**

1. Dr. Ravindra Kumar - (Ex-Officio) Member
2. Dr. Anil Kumar Shukla - Associate Professor
3. Dr. Rakesh Kumar - Assistant Professor
4. Mrs. Priyanka Kumari - Assistant Professor
5. Mrs. Poonam Kumari - Assistant Professor
6. Mr. Satyesh Krishna Shandilya - Assistant Professor

This report consists of the following contents.

1. Part – I : Institutional Data
2. Part – II : Evaluative Report
3. Appendices :

It is fervently hoped that this report would bring out a precise and holistic account of the college and its different units. This report is presented with a sense of fulfillment and a fond hope for a bright and prosperous future for this institution.

CO – ORDINATOR  
(Dr. Anil Kumar Shukla)  
HOD

PRINCIPAL  
(Dr. Ravindra Kumar)

# **PART – I**

## **INSTITUTIONAL DATA**

# **A. PROFILE OF THE INSTITUTION**

## A. Profile of the Institution

1. **Name and address of the institution:**  
Teacher Training College,  
Industrial Area, Gaya,  
NH-83, On Gaya-Dobhi Road, Gaya, Bihar – 823004
2. **Website URL** <http://www.teachertrainingcollege.org>
3. **FOR COMMUNICATION :**

### Office

| Name  | Telephone Number with STD Code | Fax No.      | E-mail Address   |
|---|--------------------------------|--------------|--|
| Head/Principal<br>Dr. Ravindra Kumar                  | 0631-2224779                   | 0631-2224779 | <a href="mailto:principalttcgaya@gmail.com">principalttcgaya@gmail.com</a><br><a href="mailto:ttcgaya@gmail.com">ttcgaya@gmail.com</a>     |
| Self-Study<br>Co-ordinator<br>(Rashmi Agarwal)<br>HOD | 0631-2224779                   | 0631-2224779 | <a href="mailto:coordinatorttcgaya@gmail.com">coordinatorttcgaya@gmail.com</a><br><a href="mailto:ttcgaya@gmail.com">ttcgaya@gmail.com</a> |

### Residence

| Name   | Telephone Number with STD Code | Mobile Number | E-mail Address   |
|--|--------------------------------|---------------|--|
| Head/Principal<br>Dr. Ravindra Kumar                         | 0631-2224779                   | 09470086249   | <a href="mailto:principalttcgaya@gmail.com">principalttcgaya@gmail.com</a><br><a href="mailto:ttcgaya@gmail.com">ttcgaya@gmail.com</a>     |
| Self-Study<br>Co-ordinator<br>(Dr. Anil Kumar Shukla)<br>HOD | 0631-2224779                   | 07759813666   | <a href="mailto:coordinatorttcgaya@gmail.com">coordinatorttcgaya@gmail.com</a><br><a href="mailto:ttcgaya@gmail.com">ttcgaya@gmail.com</a> |

4. **Location of the Institution:**

Urban  Semi – Urban  Rural  Tribal



5. Campus area in acres:

6. Is it a recognized minority institution? Yes  No

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

|       |          |         |
|-------|----------|---------|
| B.Ed. | February | 2006-07 |
|-------|----------|---------|

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

|  |
|--|
| Magadh University, Bodhgaya,<br>Gaya, Bihar - 823234 |
|--|

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

2f

|    |      |
|----|------|
| MM | YYYY |
| -  | -    |

Month & Year –

12B

|    |      |
|----|------|
| MM | YYYY |
| -  | -    |

10. Type of Institution  
a. By funding

- i. Government
- ii. Grant-in-aid
- iii. Constituent
- iv. Self-financed

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

viii. Any other (Specify  
and indicate

|   |
|---|
|   |
|   |
|   |
| √ |
|   |
|   |
|   |

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 programme offered by the institution:

| Sl. No. | Level          | Programme / Course | Entry Qualification | Nature of Award | Duration | Medium of instruction |
|---------|----------------|--------------------|---------------------|-----------------|----------|-----------------------|
| i)      | Under Graduate | B.Ed.              | Degree              | B.Ed. Trained   | 2 Year   | Hindi/English         |

13. Give details of NCTE recognition:

| Level          | Programme | Order No. & Date  | Valid upto | Sanctioned Intake |
|----------------|-----------|---|------------|-------------------|
| Under Graduate | B.Ed.     | ERC/7-64.7.5/2006/222-227<br>Date –February 14/15, 2006 &<br>ERC/7-88.5.1/2008/12802 date-August<br>30, 2008 &<br>ER-189.6.14/APE00283/<br>B.Ed./2015/32637, Date- May 31, 2015 | As on date | 100               |

# SELF – STUDY REPORT

Submitted to  
National Assessment  
and  
Accreditation Committee  
Bangalore  
NAAC Track Id : BRCOTE27082

Submitted by  
The Secretary / Principal

---

**TEACHER TRAINING COLLEGE**  
**INDUSTRIAL AREA, GAYA,**  
**BIHAR-823004**

Run by : Um Samaj Vikash Parishad  
Affiliated to : Magadh University, Bodhgaya Bihar



INDUSTRIAL AREA, GAYA  
NH-83, ON GAYA-DOBHI ROAD, GAYA, BIHAR – 823004  
TEL : 0631-2224779, MOB:- 09431224777  
E-mail : [ttcgaya@gmail.com](mailto:ttcgaya@gmail.com)

This Self Study Report is the own property of Um Samaj Vikash Parishad and Teacher Training College and Nobody cannot be permitted to copy at any form without the prior permission of Secretary / Principal

## **B. CRITERION WISE INPUTS**

## Criterion I : Curricular Aspects

1. Does the Institution have a stated

|            |     |   |    |  |
|------------|-----|---|----|--|
| Vision     | Yes | √ | No |  |
| Mission    | Yes | √ | No |  |
| Values     | Yes | √ | No |  |
| Objectives | Yes | √ | No |  |

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

If yes,

a) How many programmes?

|    |
|----|
| 02 |
|----|

b) Fee charged per programme

|               |
|---------------|
| Rs.50000 P.A. |
|---------------|

3. Are there programmes with semester system?

|    |
|----|
| No |
|----|

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|    |
|----|
| 01 |
|----|

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

|       |    |
|-------|----|
| B.Ed. | 13 |
|-------|----|

|       |   |
|-------|---|
| M.Ed. | - |
|-------|---|

6. Are there Programmes offered in modular form

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

|        |   |
|--------|---|
| Number | - |
|--------|---|

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

|        |    |
|--------|----|
| Number | 02 |
|--------|----|

8. Are there Programmes with faculty exchange/visiting faculty.

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

|        |    |
|--------|----|
| Number | 01 |
|--------|----|

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
| Yes | √ | No |  |
| Yes | √ | No |  |
| Yes | √ | No |  |
| Yes | √ | No |  |

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

|                   |
|-------------------|
| One Academic Year |
|-------------------|

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

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

|        |      |
|--------|------|
| Number | N.A. |
|--------|------|

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

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

|        |      |
|--------|------|
| Number | N.A. |
|--------|------|

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

Yes  No

14. 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 institution University / Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)
- g) If more than one method is followed, kindly specify and weight ages

|   |
|---|
| √ |
|   |
| √ |
| √ |
|   |

2. Furnish the following information (for the previous academic year) : 2009 – 10.

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

|                 |
|-----------------|
| 1 July 2009     |
| 25 June<br>2009 |
| 31 May<br>2010  |
| 200 days        |
| 230 days        |

3. Total number of students admitted : 2009 –10

| Programme | Number of Students |    |       | Reserved |    |       | Open |    |       |
|-----------|--------------------|----|-------|----------|----|-------|------|----|-------|
|           | M                  | F  | Total | M        | F  | Total | M    | F  | Total |
| B.Ed.     | 112                | 88 | 200   | 51       | 34 | 85    | 61   | 54 | 115   |

4. Are there any overseas students?

Yes

No

√

If yes, how many?

N.A.

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. 37800.00

a) Unit cost including salary component

Rs. 75000.00

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2009-10).

| Programmes | Open        |            | Reserved    |            |
|------------|-------------|------------|-------------|------------|
|            | Highest (%) | Lowest (%) | Highest (%) | Lowest (%) |
| B.Ed.      | 80.70       | 60%        | 70%         | 50%        |

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

8. Does the institution develop its academic calendar?

Yes  No

9. Time allotted (in percentage)

| Programmes | Theory | Practice Teaching | Practicum |
|------------|--------|-------------------|-----------|
| B.Ed.      | 60     | 20                | 20        |

10. Pre-practice teaching at the institution.

|  |    |
|--|----|
| a) Number of pre-practice teaching days                                  | 10 |
| b) Minimum number of pre-practice teaching lessons given by each student | 10 |

11. Practice Teaching at School.

|  |    |
|--|----|
| a) Number of schools identified for practice teaching        | 10 |
| b) Total number of practice teaching days                    | 40 |
| c) Minimum number of practice teaching lessons given by each | 40 |

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

|  |    |
|--|----|
| a) Number of Lessons in Simulation         | 10 |
| b) Number of Lessons Pre-Practice teaching | 10 |



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

Yes  No

14. Does the institution provide for continuous evaluation?

Yes  No

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

| Programmes | Internal | External |
|------------|----------|----------|
| B.Ed.      | 14%      | 86%      |

16. Examinations

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

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

|   | Yes                                 | No |
|---|-------------------------------------|----|
| Computers                                 | <input checked="" type="checkbox"/> |    |
| Intranet                                  | <input checked="" type="checkbox"/> |    |
| Internet                                  | <input checked="" type="checkbox"/> |    |
| Software/courseware (CDs)                 | <input checked="" type="checkbox"/> |    |
| Audio resources                           | <input checked="" type="checkbox"/> |    |
| Teaching Aids and other related materials | <input checked="" type="checkbox"/> |    |

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

Yes  No

Number

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

Yes  No

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

Compulsory  Optional

### **Criterion III : Research, Consultancy and Extension**

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

|                             |    |                            |       |
|-----------------------------|----|----------------------------|-------|
| No. of Teacher's with Ph.D. | 02 | Percentage of Ph.D. Holder | 12.5% |
|-----------------------------|----|----------------------------|-------|

2. Does the Institution have ongoing research project?

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

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

| Funding agency | Amount (Rs) | Duration (years) | Collaboration, if any |
|----------------|-------------|------------------|-----------------------|
| N.A.           | N.A.        | N.A.             | N.A.                  |

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 × for negative response)

- Teachers are given study leave
- Teacher 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.

|     |
|-----|
| Nil |
|-----|

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

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

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

|  |  |  |     |
|--|--|--|-----|
| International journals                                     |  |  | Nil |
| National journals – referred papers<br>Non referred papers |  |  | Nil |
| Academic articles in reputed magazines/news<br>papers      |  |  | Nil |
| Books  |  |  | Nil |

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

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

|        |   |
|--------|---|
| Number | - |
|--------|---|

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

|                          | Faculty | Students |
|--------------------------|---------|----------|
| National seminars        | Nil     | Nil      |
| International seminars   | Nil     | Nil      |
| Any other academic forum | Nil     | Nil      |

11. What types of instructional materials have been developed the institution? (Mark √ for yes and × 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   | √ |
| • Any other (specify and indicate)  | X |

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

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

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

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

|   |
|---|
| 2 |
|---|

16. Does the institution provide consultancy services?

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

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

|      |
|------|
| N.A. |
|------|

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

|                     |     |
|---------------------|-----|
| Local level         | Yes |
| State level         | No  |
| National level      | No  |
| International level | No  |

## **Criterion IV : Infrastructure and Learning Resources**

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

4762.16 sq.mts.

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

E. What is the Budget allotted for computers (Purchase and maintenance during the previous academic year?

Rs. 2,10,500 /-

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

Rs. 16,500/-

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

Rs. 31,000/-

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

Rs.1500000/-

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

9. Total number of posts sanctioned

|              |  | Open |    | Reserved |    |
|--------------|--|------|----|----------|----|
|              |  | M    | F  | M        | F  |
| Teaching     |  | 04   | 04 | 06       | 02 |
| Non-teaching |  | 02   | 01 | 03       | 0  |

10. Total number of posts vacant

|              |  | Open |   | Reserved |   |
|--------------|--|------|---|----------|---|
|              |  | M    | F | M        | F |
| Teaching     |  | 0    | 0 | 0        | 0 |
| Non-teaching |  | 0    | 0 | 0        | 0 |

11. (a) Number of regular and permanent teachers

(Gender-wise)

|            |  | Open |    | Reserved |    |
|------------|--|------|----|----------|----|
|            |  | M    | F  | M        | F  |
| Lecturers  |  | 04   | 04 | 06       | 02 |
| Readers    |  | -    | -  | -        | -  |
| Professors |  | -    | -  | -        | -  |

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

|            |  | Open |   | Reserved |   |
|------------|--|------|---|----------|---|
|            |  | M    | F | M        | F |
| Lecturers  |  | 0    | 0 | 0        | 0 |
| Readers    |  | -    | - | -        | - |
| Professors |  | -    | - | -        | - |

(c) Number of teachers from

|              |    |
|--------------|----|
| Same state   | 08 |
| Other states | 08 |

12. Teacher student ratio (program-wise)

| Programme | Teacher student ratio |
|-----------|-----------------------|
| B.Ed.     | 8:100                 |

13. (a) Non-teaching staff

|           |  | Open |    | Reserved |   |
|-----------|--|------|----|----------|---|
|           |  | M    | F  | M        | F |
| Permanent |  | 02   | 01 | 03       | - |
| Temporary |  | -    | -  | -        | - |

(b) Technical Assistant

|           |  | Open |    | Reserved |    |
|-----------|--|------|----|----------|----|
|           |  | M    | F  | M        | F  |
| Permanent |  | 03   | 01 | 01       | 01 |
| Temporary |  | -    | -  | -        | -  |

14. Ratio of Teaching – non-teaching staff

|       |
|-------|
| 4 : 3 |
|-------|

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

|        |
|--------|
| 39.33% |
|--------|

16. Is there an advisory committee for the library?

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

17. Working hours of the Library

|                     |          |
|---------------------|----------|
| On working days     | 08 Hours |
| On holidays         | -        |
| During examinations | 08 Hours |

18. Does the library have an open access facility

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

19. Total collection of the following in the library

|                              |             |
|------------------------------|-------------|
| a) Books                     | 5232        |
| - Textbooks                  | 3265        |
| - Reference books            | 864         |
| b) Magazines                 | 05          |
| c) Journals subscribed       | 10          |
| - Indian journals            | 10          |
| - Foreign journals           | Nil         |
| d) Peer reviewed journals    | -           |
| e) Back volumes of journals  | 04          |
| f) E-information resources   | Delnet Link |
| - Online journals/e-journals | Delnet Link |
| - CDs/DVDs                   | 25          |
| - Databases                  | 00          |
| - Video Cassettes            | 00          |
| - Audio Cassettes            | 10          |

20. Mention the

|  |                |
|--|----------------|
| Total carpet area of the Library (in sq. mts.) | 185.81 Sq.mtrs |
| Seating capacity of the Reading room           | 100            |

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 | √ |
| Any other (please specify and indicate) | X |

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   | 15   |
| by faculty  | 30   |
| Maximum number of books permitted for issue   |      |
| for students  | 04   |
| for faculty   | 10   |
| Average number of users who visited/consulted per month   | 800  |
| Ratio of library books (excluding textbooks and books bank facility) to the number of students enrolled | 15:1 |

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

0.61%

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

| Particulars                                     | 2008-09 |                     | 2009-10 |                     | 2015-16 |                     |
|---|---------|---------------------|---------|---------------------|---------|---------------------|
|   | Number  | Total cost (in Rs.) | Number  | Total cost (in Rs.) | Number  | Total cost (in Rs.) |
| Text books                                      | 205     | 60324               | 201     | 16330               | 225     | 14752               |
| Other books                                     | 10      | 6200                | 10      | 6200                | 2       | 800                 |
| Journals/Periodicals                            | 10      | 4560                | 10      | 4560                | 10      | 4720                |
| Any others specify and indicate (Great Authors) | Nil     | -                   | Nil     | -                   | Nil     | -                   |

## Criterion V : Student Support and progression

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

| Programmes | 2008-09 | 2009-10 | 2015-16 |
|------------|---------|---------|---------|
| B.Ed.      | 00      | 00      | 00      |

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|   |
|---|
| 5 |
|---|

3. Does the institution offer Remedial instruction?

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

4. Does the institution offer Bridge courses?

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|  | UG (B.Ed.)   |               |                |
|--|--------------|---------------|----------------|
|  | I<br>2007-08 | II<br>2008-09 | III<br>2009-10 |
| Pass percentage  | 96%          | 95%           | 91%            |
| Number of first  | 94           | 184           | 166            |
| Number of distinctions                                 | 39           | 28            | 17             |
| Exemplary Performance, Gold Medal and University Ranks | NIL          | NIL           | NIL            |

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

|                                  | <b>I<br/>2007-08</b> | <b>II<br/>2008-09</b> | <b>III<br/>2009-10</b> |
|----------------------------------|----------------------|-----------------------|------------------------|
| NET                              | <b>Nil</b>           | <b>Nil</b>            | <b>Nil</b>             |
| SLET/SET                         | <b>NIL</b>           | <b>NIL</b>            | <b>NIL</b>             |
| Any other (Specify and indicate) | <b>NIL</b>           | <b>NIL</b>            | <b>NIL</b>             |

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

| Financial Aid               | <b>I<br/>2008-09</b> | <b>II<br/>2009-10</b> | <b>III<br/>2015-16</b> |
|-----------------------------|----------------------|-----------------------|------------------------|
| Merit Scholarship           | <b>NIL</b>           | <b>NIL</b>            | <b>NIL</b>             |
| Merit-cum-means scholarship | <b>NIL</b>           | <b>NIL</b>            | <b>NIL</b>             |
| Fees concession             | <b>NIL</b>           | <b>NIL</b>            | <b>NIL</b>             |
| Loan facilities             | <b>NIL</b>           | <b>NIL</b>            | <b>NIL</b>             |
| Caste wise Scholarship      | <b>NIL</b>           | <b>NIL</b>            | <b>NIL</b>             |

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

9. Does the institution provide Residential accommodation for:

Faculty

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

Non-teaching staff

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

If yes, number of students residing in hostels

Men

|   |
|---|
| - |
| - |

Women

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

|               |     |   |    |  |
|---------------|-----|---|----|--|
| Sports fields | Yes | √ | No |  |
|---------------|-----|---|----|--|

|                          |     |   |    |  |
|--------------------------|-----|---|----|--|
| Indoor sports facilities | Yes | √ | No |  |
|--------------------------|-----|---|----|--|

|           |     |   |    |  |
|-----------|-----|---|----|--|
| Gymnasium | 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 Event (Last year data) in which the institution participated/organised.

|                                  | Organised  |    |        | Participated         |    |                      |
|----------------------------------|--|----|--------|----------------------|----|----------------------|
|                                  | Yes  | No | Number | Yes                  | No | Number               |
| Inter-collegiate                 |  |    |        |                      |    |                      |
| Inter-university                 |  |    |        |                      |    |                      |
| National                         |  |    |        |                      |    |                      |
| Any other (specify and indicate) | Campus Tour,<br>Teachers Day,<br>Children's Day,<br>Gandhi Jayanti |    | 04     | 95, 196,<br>192, 188 | X  | 95, 196,<br>192, 188 |

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<br>(Numbers) | Outcome<br>(Medal achievers) |
|---------------|--|------------------------------|
| State         | No                                     | No                           |
| Regional      | No                                     | No                           |
| National      | No                                     | No                           |
| International | No                                     | No                           |

18. Does the institution have an active Alumni Association?

If yes, give the year of establishment

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

|   |
|---|
| - |
|---|

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.

|                    | 2008-09<br>(%) | 2009-10<br>(%) | 2015-16<br>(%) |
|--------------------|----------------|----------------|----------------|
| Higher studies     | 20             | 28             | Nil            |
| Employment (Total) | 38             | 52             | Nil            |
| Teaching           | 38             | 52             | Nil            |
| Non-teaching       | -              | -              | Nil            |

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.

| 2008-09 | 2009-10 | 2015-16 |
|---------|---------|---------|
| 28      | 32      | -       |

24. Does the institution provide the following guidance and counseling 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: (last year)

|   |    |
|---|----|
| Governing Body/management   | 04 |
| Staff council   | 02 |
| 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) | 04 |

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

|                              |     |                                     |    |                                     |
|------------------------------|-----|-------------------------------------|----|-------------------------------------|
| Loan facility                | Yes | <input type="checkbox"/>            | No | <input checked="" type="checkbox"/> |
| Medical assistance           | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |
| Insurance                    | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |
| Other (specify and indicate) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |

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

|   |   |   |
|---|---|---|
| - | - | - |
|---|---|---|

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 organization

N.A.



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

|               |   |   |   |
|---------------|---|---|---|
| National      | 0 | 0 | 0 |
| International | 0 | 0 | 0 |

- c) Number of faculty development programmes organised by the institution:

|   |   |   |
|---|---|---|
| - | - | - |
|---|---|---|

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

|   |   |   |
|---|---|---|
| 0 | 0 | 2 |
|---|---|---|

- e) Research development programmes attended by the faculty

|   |   |   |
|---|---|---|
| - | - | - |
|---|---|---|

- 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-Study                                | Yes | √ | No |   |
| b. Student assessment of faculty performance | Yes | √ | No |   |
| c. Expert assessment of faculty performance  | Yes | √ | No |   |
| d. Combination of one or more of the above   | Yes | √ | No |   |
| e. Any other (specify and indicate)          | Yes |   | No | √ |

7. Are the faculty assigned additional administrative work?

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|         |
|---------|
| 6 Hours |
|---------|

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

9. Expenditure statement (for last two years)

|  | 2008-09         | 2009-10         |
|--|-----------------|-----------------|
| <b>Total sanctioned Budget</b>   | <b>11262400</b> | <b>11645242</b> |
| % spent on the salary of faculty   | <b>35%</b>      | <b>41.28%</b>   |
| % spent on the salary of non-teaching employees  | <b>9%</b>       | <b>10%</b>      |
| % spent on books and journals  | <b>1.8%</b>     | <b>1.61%</b>    |
| % spent on developmental activities (expansion of Building   | <b>34.66%</b>   | <b>32.92%</b>   |
| % spent on telephone, electricity and water  | <b>4.74%</b>    | <b>2.90%</b>    |
| % spent on maintenance of building, sports facilities, hostels, residential complex and student amenities etc.   | <b>2.50%</b>    | <b>2.52%</b>    |
| % spent on maintenance of equipment, teaching aids, contingency etc.   | <b>2.30%</b>    | <b>4.40%</b>    |
| % spent on research and scholarship (seminars, conference, faculty development programs, faculty exchange, etc.) | <b>3.23%</b>    | <b>3.08%</b>    |
| % spent on travel  | <b>2.70%</b>    | <b>1.22%</b>    |
| % Any other (specify and indicate)   | <b>2.05%</b>    | <b>1.08%</b>    |
| <b>Total expenditure incurred</b>  | <b>97.98%</b>   | <b>99.01%</b>   |

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. |
|---------|----------------|----------------|
| 2008-09 | Rs. 330800.00  | NIL            |
| 2009-10 | Rs. 224291.00  | NIL            |

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 Counseling                 | Yes | √ | No |   |
| Aptitude Testing                  | Yes | √ | No |   |
| Examination/Evaluation/Assessment | Yes | √ | No |   |
| Any other (specify and indicate)  | Yes |   | No | √ |

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|                             |   |
|-----------------------------|---|
| a) for teachers             | √ |
| b) for students             | √ |
| c) for non – teaching staff | √ |

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

|     |  |    |   |
|-----|--|----|---|
| Yes |  | No | √ |
|-----|--|----|---|

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

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

|     |   |    |  |
|-----|---|----|--|
| Yes | √ | No |  |
|-----|---|----|--|

## Criterion VII : Innovative Practices

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

|     |   |    |  |
|-----|---|----|--|
| 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?

### B.Ed. 2009-10

|   | Category         | Men        | %      | Women     | %      |
|---|------------------|------------|--------|-----------|--------|
| a | SC               | 5          | 4.46%  | 1         | 1.14%  |
| b | ST               | -          | -      | 1         | 1.14%  |
| c | OBC              | 46         | 41.07% | 32        | 36.36% |
| d | General Category | 61         | 54.46% | 54        | 61.36% |
|   | <b>Total</b>     | <b>112</b> |        | <b>88</b> |        |

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

|   | Category         | Teaching staff | %     | Non – Teaching staff | %      |
|---|------------------|----------------|-------|----------------------|--------|
| a | SC               | -              | -     | 1                    | 16.67% |
| b | ST               | -              | -     | -                    | -      |
| c | OBC              | 06             | 37.5% | 02                   | 33.33% |
| d | General Category | 04             | 25%   | 02                   | 33.33% |
| e | Women            | 06             | 37.5% | 01                   | 16.67% |

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

| Category         | At Admission       |                     | On completion of the course |                     |
|------------------|--------------------|---------------------|-----------------------------|---------------------|
|                  | Batch I<br>2008-09 | Batch II<br>2009-10 | Batch I<br>2008-09          | Batch II<br>2009-10 |
| SC               | 0.5%               | 3%                  | 0.5%                        | 3%                  |
| ST               | 2.5%               | 0.5%                | 2.5%                        | 0.5%                |
| OBC              | 31%                | 39%                 | 28.5%                       | 35%                 |
| General Category | 66%                | 57.5%               | 63.5%                       | 52.5%               |
| Total            | 100%               | 100%                | 95%                         | 91%                 |

# **Part – II**

## **Evaluative Report**

# Teacher Training College Industrial Area, Gaya

## 1.EXECUTIVE SUMMARY

This is the summary of the Self Study Report Prepared and provided by TEACHER TRAINING 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 Faculties, on teaching staffs, Students and others.

We have provided the Academia of our college not only as Graduated but also with the provision of Vision & Mission in their life as the Projective leaders in this competitive environment.

We offer the 100% result as the routine process in the Development of Student and their performance which has been processed by our Faculty team and Secretary through the feedback of Vision, Mission and Goal of our Institution.

**Principal**

**(Dr. Ravindra Kumar)**

**Coordinator**

**(Dr. Rashmi Agarwal)**

**HOD**



## **2. CRITERION WISE - ANALYSIS**

## **Criterion I : Curricular Aspects**

### **1.1 Curricular Design and Development**

- 1. State the objective 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.)**

To develop the students' competence as Educationist, including their knowledge of the ways in which practice influences teaching methods, Produce students as skilled practitioners, dedicated scholars, noble guiders including their knowledge of the ways for teaching at school level. To foster the development who demonstrate their multicultural sensitivity, awareness, knowledge, and competence in their training and professional work by make the students for broad and general training for effective teaching and learning with professional development equipped with ICT skill. To Motivate the students to become a Role model for their youngsters and students related to education and research process.

- 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 college which was affiliated to **Magadh University, Bodhgaya, Bihar** where the curriculum has to be framed and updated from time to time by the specific board of members. By the needs of the environmental trends in education, the syllabus has developed by NCTE/University.

The curriculum program of the college simulated with our goals and objectives. By the analysis of Feedback obtained from the alumni and faculty, we do approach the academic body of University for further modification and innovations in the teaching methodologies.

- 3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?**

The methods which are followed the emerging teacher education are:

Informative technology in education

Research methodologies in learning

Positive approach in environment

Decision making ability

Up dative scenario in global

trends Psychological approach

System aided teaching

The Mentors and Faculties are motivated to attend seminars/ international/National conferences to provide knowledge and updation in emerging studies.

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

The programme consists of curriculum papers containing the environmental, national and educative problems

**Environment:**

It is an elective paper which deals with ecology, Pollution management, Operations in Waste control etc. It deals with various levels of education in primary, secondary, higher secondary and colleges and in universities.

**Value education:**

It describes the various invaluable symptoms like Professional ethics, Values of Human life that has to be followed in day to day life.

**ICT:**

In this emerging trend of value teacher education, the ICT is necessary to be the part of every instructor life. So the ICT system also taken part in the syllabus.

**5. Does the institution make use of ICT for curricular planning?**

Yes the institute makes use of Internet facility inside the campus that keeps the students to update the curriculum in aspects of teacher education.

## **1.2 Academic Flexibility**

### **1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

The college plays a vital role in providing knowledge skills like introduction of lesson, explanation, demonstration, questioning skills, differentiate aptitude and others. Each skill is provided by specific teacher educator with micro level teaching. The trainees are under the supervision of the teacher educator. The demonstration classes are provided to the trainees by both traditional and ALM methods. Students come from schools to create the school scenario. The Traditional methods are handled by experienced and ALM method by other college educators.

The practice teaching classes are started with the observation class. The guide teachers of practice teaching schools handle the classes and the trainees rehandled by experienced teachers who observe the classes. The pre teaching classes are conducted and the changes are taken into effect by the feedback given by students. The practice teaching is conducted for 40 days intensively under the guidance and supervision of the teachers in the schools.

### **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?**

The approach & identification are for the purpose of practice teaching, corporation schools, government schools and matriculation schools. Depending on the availability of schools and students, the classes are conducted.

Depending on the availability of the students, class changes are made in time table. Also we conduct the citizenship training inside and outside the campus to train the students on the values on teacher education.

### **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.**

Some of the courses are announced to the students under the specific guidance and counseling of particular students.

We have given training on the following aspects:

Adult Literacy Programme

Personality development

Leadership quality

Spoken English

Computer literacy

Psychology

Moral and value

education SUPW

Earn while you learn

**4. How does the institution ensure the inclusion of the following aspects in the curriculum?**

B.Ed. Syllabus is described by the affiliated University. It consists of Seven core paper and Three practical papers in which Six core papers are compulsory to all. Seventh core paper is divided by Two method papers. The major subject studied in UG is first optional method and minors will be chosen from 13 group of subjects.

**Multi-skill development:**

The objective of the syllabus is to prepare a full-fledged teacher to meet the demands of the changing society. Hence our curriculum contains multi skills, in which our trainees are given maximum exposure and training. For students, Co-curricular activities offered for multi-skill development.

**Inclusive education:**

There are some students selected for physically challenged and visually challenged students for the courses.

**Practice teaching:**

It consists of 40 days for practice teaching. It is necessary to complete B.Ed. course. No one is given exemption from the practice teaching. Those who are complete teaching practice will only be considered for the award of B.Ed. degree. Hence necessary measures have been taken to ensure the systematic practice.

**School experience / Internship:**

Teaching experience is used to form the core of B.Ed. curriculum. The trainees not only handle the regular teaching classes but also handle free coaching classes during teaching practice and train the pupils to improve communicative skills in English language. They are taking 40 days for teaching practice in Work Experience / SUPW. Also they have taken classes in with visual effects by using ANIMATION MEDIAS.

## **1.3 Feedback on Curriculum**

- 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?**

By the way of questionnaires, we have received feedback from the students in the course and from

Teachers

Parents

Practice teaching schools

on students performance. The received feedback are analyzed for the changes and updates.

- 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 analyzed feedback taken into consideration for the corrective actions and implementation of actions given to a specific team and the supervision of head of the department which will be monitored by Internal Quality Assurance cell. (IQAC)

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

The academic plan will be decided by curriculum committee and IQAC. Reports are submitted with respect to the academic activities and various corrective measures are taken.

## **1.4 Curriculum Update**

- 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).**

In B.Ed. courses new electives take like Environmental Education and Adult education have been introduced. In order to fulfill the emerging need of computer science teachers in the society.

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

The curricular committee have done conducted the analysis survey on the need basis on the feedback received from the

Students / faculty

Teachers / Practice teaching school

For making curriculum revision and updation these feedbacks are analyzed student suggestions give the weight age for framing curriculum while the practice teaching schools feedback are taken for improvement.



## **1.5 Best Practices in curricular Aspects**

- 1. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?**

For the effective training of trainees

Seminars are conducted.

Trainees are given training on individual project related to students. Students are preparing practice in the A / V equipments.

Various elective papers such as physical education, health education, human rights education, library management, safety education have been introduced.

- 2. What innovation/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?**

The college has installed Internet facility for giving practice in browsing, searching for the students. The computer training course is also framed according to the curriculum. Students are assessed and evaluated after training.

Multi-skill development  
training Inclusion of value  
added courses Active learning

Updation of curriculum through feedbacks

Implementation of actions by internal quality  
assurance cell Campus development

Extension of library activities

Monitoring the student during their teaching

Effective evaluation depend by teacher educator

## **Criterion II: Teaching-Learning and Evaluation**

### **2.1 Admission Process and Student Profile**

- 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?**

Public Advertisements in the news papers are released for admission to courses as per the eligibility norms set by the Government of **Bihar & Magadh University, Bodh-Gaya.**

Admission of students is based on their merit at the qualifying examination and the norms framed by Bihar state Government and Magadh University, Bodh-Gaya. For B.Ed. programme, U.G. degree qualification is considered for admission. Enquiries received from the candidates are recorded and eligible candidates are invited for a written test and interview. Admission is purely based on merit of students. For reserved categories, there is a relaxation in the qualifying marks. The college strictly follows the rules laid down by both the University and the Government to ensure the transparency of the admission procedure.

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

Applications are invited for the programmes offered by the college through advertisements in leading newspapers with relevant details such as minimum qualification, last date of submission of application form, date of entrance examination, duration of study etc., and displayed in college notice board. A prospectus indicating detailed admission process and eligibility criteria is given to the prospective student with the application form. The prospectus and college website focus the facilities available in the college like laboratory facilities, library hostel, transportation, infrastructure and faculty. The prospective students are given fee relaxation.

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

Our institution has formed an admission committee, with eligibilities norms for admission. The received applications are well scrutinized and a list of eligible candidates is tabulated and the rank list of the candidate is prepared based on the marks obtained in the qualifying examination. The guidelines of Bihar State Government and the affiliating University are followed for admission. The rank list is displayed in the notice board and the communication about selection is sent to the students by post. The Principal and admission committee monitors the decisions of admission.

**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)**

Our college admits 100 students belonging to various communities as per the norms of Bihar Government and Magadh University, Bodh-Gaya. Discrimination in terms of caste, creed, colour, language, Gender or Religion is strictly not allowed in the campus. A conducive climate is maintained in the campus.

Backward class – I

Backward class – II

SC / ST – Scheduled Castes / Tribes

Physically / Visually Challenged

The reservation are being followed as per the Government norms forms above mentioned categories to retain the diverse population of students. The college forwards the applications from SC and ST students to apply for scholarships from Bihar Government. The management grants fee concession to deserving candidates who are economically weak. Special steps are being taken to cater to the needs of the differently abled students.

**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.**

Yes.

Before the commencement of course, there are some specific programme to assess a student's knowledge and skills. Immediately after the commencement of classes, the concerned teachers will have interactive sessions with the students to identify their knowledge and skills as well as their drawbacks in academic and extracurricular activities and will give due attention and guidance to improve them.

A test is administered to all the students to assess their basic knowledge in different subjects.

Orientation programmes and Bridge Courses are conducted through which the students are appraised about the programme and initiated towards the teaching profession.

## **2.2 Catering to Diverse Needs**

### **1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?**

The institution has developed excellent physical and academic infrastructure and thereby ensuring good learning experience and environment.

Democratic atmosphere prevails the college. Tutorial system is being followed and teacher educators take care of teacher-students professional and personal development.

The institution is equipped with well maintained laboratories and library, computer center, rest rooms, canteen, R.O. water facilities, toilets, playfields and spacious & ventilated class rooms capable of adapting to technological teaching aids and hygienic surrounding are available.

By providing a calm atmosphere inside the college premises, the monitors students activities are provided a very conducive environment for learning.

### **2. How does the institution cater to the diverse learning needs of the students?**

The learners are encouraged and facilitated to enlarge learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library, internet access.

Remedial teaching is conducted periodically for slow learners and Modules are given for self-study with respect to core papers and handouts are designed for higher achievers.

ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.

Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.

Computer literacy, spoken English, SUPW, handwriting classes, personality development programme, practical class in laboratory are also arranged to cater the needs of the students.

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

The curriculum provides and scope for the theory, practice teaching, field trips, Citizenship camp activities, art and work experience, festival celebrations, conducting sports and games, cultural, activities and competitions use of information and communication technology in education, in the B.Ed. programme. This kind of exposure leads them to have enough experience to understand the role of diversity and equity in teaching process.

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

The criteria of ensuring the knowledge and the subject competency of the teacher educator begins with the selection procedure itself. The staff selection committee selects well qualified staff that has an ardent aptitude for teaching. The college conducts curricular and co curricular meets for the development programme. Teacher educator update their knowledge by participating in seminars, conferences and workshops conducted by the other college and University is ensure the knowledge of the teacher-educators cater to diverse students needs.

**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 teaching–learning process is strengthened through lectures, seminars, paper presentations, demonstration classes, micro-teaching classes, field trips, intensive lab work and project works. The use of audio-visual equipments and latest technological equipments substantially contribute towards this process. Speaking in English is encouraged. The students are advised to make the optima use of library. The students are instructed to use the internet facility available in the college for their teaching, learning purpose. Students are guided to make the necessary teaching learning materials like charts, flashcards, picture cards, OHP sheets, static models and dynamic models.

## **2.3 Teaching – Learning Process**

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

Students are engaged in active learning by the following methods.

Active learning is emphasized and adopted in each and every stage of learning

The library is having text books, Reference books, Magazines, e-information resources – CDs, DVDs, Periodicals, Journals and Back Volumes.

Self learning activities are creative and innovative methods are preferred to traditional method.

Book review, lesson planning, debate, team work, seminar, work shop and field work are arranged.

Group and individual projects are assigned to students in their respective optional subjects.

Group discussions are conducted.

Class seminars are arranged.

Peer-teaching is encouraged.

Simulation technique is used during micro-teaching.

Brainstorming and co-oprative learning are done for active learning.

Facilities such as LCD Projector, OHP, Computer and Internet are being used for teaching and learning in the college where such facilities are available.

The establishment of Language Laboratory has helped the students to keep pace with modern technology in learning process.

The students undergo a supervised practice teaching in a recognized school as apprentice under a selected teacher in that school and under the general supervision of the principal and the teacher-educators of the college.

**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?**

Learning is made student centered. Students are encouraged to interact in the class rooms.

Students are involved in tutorials, laboratories and seminars Life skill courses are imbibed

Knowledge management skills are inculcated by inviting students ideas and concepts in projects

By encouraging them to use the institutional facility like digital library and educational gadgets

By encouraging them to present papers in national seminars

Quiz programmes, Field trip, Citizen camp activity etc. are conducted by involving the students

Preparing assignments

We have shifted to student-centered-pedagogy with the active participation of students in project work and discussions.

**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.**

Technology is used to enhance learning

In order to make instructional approaches effective, various models of teachings are used

Low cost teaching materials are used

Students prepare PLM using Power Point Slides

Hardware technological equipment like still pictures, motion pictures, transparencies, overhead projectors, T.V, VCD player, LCD projector and Computers are used as supporting devices to make the instructional methodology effective



Effective learning is ensured by using internet facilities in teaching learning process

Language lab is used to develop listening, speaking, reading and writing skills, comprehension ability to facilitate individual in language learning

Brainstorming sessions are developed in our college to actively stimulates the students to participate in real time problem and issues faced in the society

**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.**

The institution has given additional training in the models of teaching. Models of teaching are explained theoretically to the students. Each student is allowed to prepare at least two models of teaching based on:

Behavioral Modification

Model Inquiry Training Model

Concept Attainment Model

Taba's Inductive Thinking Model

Advanced Organized Model

Cognitive Growth Model

**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 micro teaching is practiced effectively by monitoring eight important skills with one lesson plan each.

Students are asked to prepare 5 – 10 minutes lesson sessions focusing on one or more of the following teaching skills, for a small group of peers as part of micro-teaching.

Skill of introduction

Skill of stimulus variation

Skill of explaining

Skill of reinforcement

Skill of using blackboard

Skill of demonstration

Skill of probing questions

Skill of closure

The episode is recorded using a coding sheet and students re-teach based on feedback. Two lessons are given to each student per skill.

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

Training and guidance is given to the student-teachers on micro-teaching, preparation of lesson plan, preparation of blue prints and question papers, case studies, achievement tests and model preparation before extending in school for teaching practice.

Student-teachers are required to do a teaching practice for 40 days which includes twenty days of observation.

They are deputed to schools in accordance with the approved list given by the District Educational Officer (DEO).

This practice teaching covers 40 lesson plans along with relevant teaching models and charts.

Diagnostic tests and achievement tests for students are conducted by the trainees during and at the end of the internship to evaluate their performance.

Slow learners are identified and special classes are conducted by the student-teachers.

They are required to do case study (Identifying fast or slow learners or problematic students) and action research at school level.

They suggest recommendations for the improvement and submit a record to the college.

The trainees are evaluated by their respective guide teachers. They submit a evaluation sheet to the college.

The concerned teacher educators of the college visit the school and assess the performance of student-teachers periodically.

A feedback on the performance of the trainees in general is collected from the Head master of the school concern and guide teachers.

Students are asked to give feedback related to their experience in the school.

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

The students take 40 days internship of teaching practice classes. In all these days students have to record 10 observations and 20 lesson plans for each optional subject. During the process of internship teaching practice, the schedule includes completion of internship component records like Test and Measurement, Action Research and Case Study.

**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 practice teaching plans are developed in partnership with cooperatively involving the school staff and mentor teachers. The teaching schedule according to the syllabus is discussed and the lessons to be taught during practice session are informed before hand to the students. This facilitates the coverage of all units of the syllabus in an organized manner.

In schools, the school teachers also make their suggestions regarding lesson planning and teaching of specific subject. These are taken into consideration while the teacher educator is guiding the student teacher.

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

The student-teachers are instructed to follow the given aspects in the practice teaching sessions.

To keep the classes in learner centered mode

To follow the school rules and regulations

To maintain the classes in activity based learning  
To deal with the students psychology

To motivate the students by asking relevant questions

To make learning effective through active learning

To follow the utilization of as many teaching learning aids as possible To deal with exceptional children using a special methods

To conduct special classes for slow learners after school hours if necessary. The trainees are trained to conduct slip tests for students during breaks

Counsel and motivate the weak students

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

Marks are allotted for preparing teaching practice aids. We stress that learning could be effective only with the help of learning aids.

Students get exposed to computers, LCD projectors and OHPs during their stay at the learning place and tend to use the same during their practice training at schools.

Student-teacher prepares minimum one slides OHP sheet and power point presentation for each subject.

At the same time effective black board usage is also judiciously practiced.

## **2.4 Teacher Quality**

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

Yes, 40 days internship training is cooperatively planned by the mentor teachers and the school teachers for the successful completion of planned lessons. During practice teaching the school teachers give suggestions to improve the methods and techniques of teaching.

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

As per the availability of subjects in the school and guide teachers the DEO has allotted 10 schools for practice teaching in different places. The ratio of the student teacher and school for the practice teaching is 10:1 (Ten teacher-students per school)

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

The teacher educator as well as the peer group provides feedback to the student teachers

Verbal suggestions are given then and there after the class hours

Observation is shared with the students and they are made aware of the corrections to be made for further improvement

The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach

An observation schedule is attached with every lesson plan. During the subsequent visits, teacher educators monitor the improvement of the student-teachers.

- 4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

Two staff members of the college act as ambassadors and would keep in constant touch with the District Educational Officer (DEO) schools. These staff members

would report to the Principal on the updated versions of policy directions and educational needs of students. A meeting is arranged in which the student-teachers would be briefed about the updated details. Also, education related updates would be provided to the students then and there. Faculty members keep in touch with website and other things like policy decision and modification would be updated through e-mail.

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

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies by the following ways.

Availing library and Internet facility

Book review for the school subjects

During the practice teaching the students are supposed to write the lesson plan so that they go through the subjects truly

Faculties before they are going to access the schools, should have thorough knowledge on school subjects

Block resource teachers are invited for workshop on innovative teaching methodologies like A.L.M. In this workshop student-teachers are trained to write lesson plan and update their knowledge in A.L.M.

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

The college encourages the teacher educators to attend seminars, conferences, workshops and also to do part-time research leading to M.Phil. and Ph.D. degrees and research in the computer laboratory and library. The college deposes staff for in-service training programmes and orientation courses by sanctioning 'On Duty'. The teacher educator is encouraged to organize seminars, symposium etc. and the college spends the expenditure. The college provides incentives for publication of articles and meet the charges for the presentation of research papers in the seminars.

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

Yes, the institution has transparent policies on faculty incentives and rewards.

Faculty Performance Appraisal based on students feedback and Students Performance in University Examinations is made and teachers with best performance are rewarded.

Teachers producing 100% pass percentage paper-wise are regularly awarded.

Teachers are awarded for their best research papers presented in the seminar.

The management appreciates the teaching facilities who secured University ranks and District ranks with a certificate of achievement and a memento.

## **2.5 Evaluation Process and Reforms**

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

The Head and the teacher educators of the institution take deep interest in providing a conducive environment to the students. The students feel free to express their difficulties in learning process.

The barriers to students in learning are identified by the formal and informal evaluations. They are provided with a conducive and congenial atmosphere. During the tutorial hours the remedial instruction is given to students. Mentors are allowed for remedial instruction. Letters are sent to the parents of the low achievers about their wards performance level and the marks secured by them in the unit tests, Internal assessment tests and model examination. Low achievers are provided guidance and counseling to improve their performance.

- 2. Provide details of various assessment / evaluation processes (internal assessment , midterm assessment, term end evaluations, external evaluation) used for assessing student learning?**

**Theory Examination:** Student-teachers are evaluated on 26 credit subjects. Students have two elective options. Student's continuous internal evaluation carry 20, 10 marks and external, term-end university examination carry 80 marks and 40 marks in theory.

Our college conducts two internal tests and two model examination in each subject during the programme.

In addition, students need to submit seven assignments in each papers and deliver seminars periodically.

**Qualifying for Degree:** Student-teachers have to score minimum 45% in both theory and practical examinations for the successful completion of programme.



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

The detail of evaluation is explained in the Bridge course. Further the details about Continuous Internal Assessment (CIA) would be provided to the students in the college hand book.

Answer scripts are returned to the students after evaluation.

The test papers and assignments are evaluated and feedback is given as soon as the test is over.

During the seminars the trainees are given immediate feedback.

Letter is sent to the parents about the performance level and the marks acquired by the students.

**4. How is ICT used in assessment and evaluation processes?**

Internal Assessment marks, Pass Percentage, Ranking, Overall Grading etc. are entered and calculated by using computers.

## **2.6 Best Practices in Teaching-Learning and Evaluation Process**

### **1. Details on any significant innovations in teaching / learning / evaluation introduced by the institution?**

Students are assigned projects; they are encouraged to take part in group discussions.

Self evaluation, class evaluation and teacher evaluation are followed.

Students are encouraged to take part in various competitions.

Charts, models, CDs are used to help teaching and learning.

Role-play and dramatization skills are used in teaching.

The records are evaluated by parallel staff as well as by the Principal. Hence, records undergo double valuation scheme.

Feedback obtained from students.

The teachers and students use ICT for developing teaching and learning strategies.

Remedial classes for weak students.

Group and self learning through assignments, seminars, practical session etc. Bridge courses on communication skills, management studies.

Visit to important places in and around our district.

### **2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

Classroom teaching with LCD is utilized.

Classroom preparation using Internet.

E-journals, e-library, periodicals and reference books are utilized. Power point presentations in classroom teaching.

Faculty Development Programmes are organized regarding models of teachings.

Tutorial system is implemented seriously.

Faculty members are trained to teach ICT.

## **Criterion III: Research, Consultancy and Extension**

### **3.1 Promotion of Research**

**1. How does the institution motivate its teachers to take up research in education?**

Teachers are given study leave for pursuing their research degrees.

The management regularly organizes special lectures / training for faculty members to take up research projects.

Adjustment in teaching schedule for their research activities.

Providing secretarial support and other facilities to those who have registered for Ph.D.

Teachers without Ph.D. degrees have been encouraged to register for Ph.D. programme.

The teachers who complete the research degree are given lucrative increment. The Faculty members are freely allowed to use internet facilities at any time. Usage of library is encouraged.

Thus, teachers are encouraged to participate in research related seminars / conferences / workshops.

**2. What are the thrust areas of research prioritized by the institution?**

Research on all aspects of education is encouraged. It depends on the researchers own interest like Psychology, Technology, Attitude, Aptitude, Achievements etc. 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.

We prioritized our thrust areas of research in the following fields. Achievements.

Computer assisted learning. Moral Education.

Curriculum Development.

Psychology aspects.

Educational administration.  
Health and Physical Education.

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

Yes, the institution encourages all the teachers educators to take up action research in relation to teaching-learning problems that they come across in their teaching. The teacher educators make use of their findings in improving their quality of teaching and guiding. Students are motivated to take up simple action research during their teaching practice in schools and even in classrooms.

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

**STAFF MEMBERS PAPER PRESENTATION IN THE SEMINAR**

Name of the Faculty: Dr. Ravindra Kumar (Principal)

| S.No. | Name of the University / College                           | International / National / State level | Topic   |
|-------|--|--|---|
| 1     | Shyamlal Saraswati Mahavidyalaya Shikarpur, BSR (U.P.)     | National<br>XXXXII Annual Conference   | “India of Tomorrow and Role of Teacher”                         |
| 2     | Mihir Bhoj College, Dadri, Greater Noida G.B. Nagar (U.P.) | National                               | “Empowerment of women in india issues & challenges”             |
| 3     | Amar Singh P.G. College Lakhaoti, BSR, (U.P.)              | National                               | Naxalism-The crisis Within                                      |
| 4     | Ismail National Mahila (P.G.) College, Meerut (U.P.)       | National                               | Corruption, Society and Good Governance: Problems and Prospects |

|   |   |                   |   |
|---|---|-------------------|---|
| 5 | Sardar Patel Institute of Technology, Shikarpur BSR, U.P. | National Workshop | Role of Micro teaching in teacher education |
| 6 | Sardar Patel Institute Of Technology                      | Nationa Seminar   | Role of values in Teacher education         |
| 7 | Director of Distance Educaton, CCS Meerut                 | Workshop          | ICT in Education                            |

Note: Dr. Ravindra Kumar, Enplanement as an academy counselor in IGNOU, Delhi

### SEMINARS ORGANIZED BY THE COLLEGE

| <b>S.No.</b> | <b>Name</b> | <b>Level State /<br/>National /<br/>International</b> | <b>Topic</b> |
|--------------|-------------|---|--------------|
| 1            | -           | -   | -            |
| 2            | -           | -   | -            |
| 3            | -           | -   | -            |

## **3.2 Research and Publication Output**

- 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.**

Our faculty members have developed course materials for core paper, elective and optional papers. They also prepared self instruction materials, print materials, non print materials and question bank for the instructional purpose. In addition, they have developed Power Point, OHP sheets, charts, Flash cards on various topics as resource materials. Modules and course outline were also prepared for enhancing the quality of teaching.

- 2. Give details on facilities available with the institution for developing instructional materials?**

The college has a well-equipped ET laboratory and computer lab having equipment such as

Computer

OHP and LCD Projector

Digital Camera

Internet facility

Printer, CDs, Pen Drives

Internet connection is provided to all the facilities, which help the teacher-student and teacher educator to access E-journals. The institution has well equipped Resource centers such as. ICT, Psychology lab, Art and Craft, Health and Physical Education, Science and Mathematics Laboratories. Books, Journal and Magazines.

- 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 like OHP sheets, materials for CAI on core, elective and optional subjects for student-teachers.

**4. Give details on various training programs and or workshops on material development (both instructional and other materials)**

**Organized by the institution**

Institution has deputed coordinator from (SSA) Sarva Shiksha Abhiyan trainers to conduct demo-classes and training classes on the preparation of charts and other teaching aids.

**Attended by the staff**

Staff members attended the in-service training programme in recent methods of teaching like ALM (Active Learning Methodology).

**Training provided to the staff**

Programmes provided to the staff members, workshops on motivation to create better Teaching Learning Material (TLM) programmes.



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

For getting cent percent result in their subjects taught the faculty members are awarded the best teacher award.

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

| <b>S.No.</b> | <b>Name of the Staff</b> | <b>Topic</b> | <b>Area</b> | <b>Year of Completion</b> |
|--------------|--------------------------|--------------|-------------|---------------------------|
| 1            | Nil                      | Nil          | Nil         | Nil                       |

### **3.3 Consultancy**

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

The consultancy services are being provided free of cost by the institution.

Time to time, the faculties and experts give personal and group guidance to our trainees.

Our institution provides Educational Stationery materials to the Primary, Secondary and Higher Secondary students through the departmental clubs.

The institution provides consultancy services for the nearby schools in relation to various educational problems faced by the school.

- 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.

Coaching candidates for BTET, SLET & NET examinations & Coaching cell.

The available expertise is published in the college advertisements, college hand book and Magazine.

- 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.

- 4. How does the institution use the revenue generated through consultancy?**

No revenue is generated. Consultancy is offered free.

### **3.4 Extension Activities**

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

The institute has conducted numerous programme for the benefits of local community partnering with NGO's and Government Organizations.

Literacy awareness programme for the nearby village. AIDS awareness programme & Rally.

Computer training programme for school students.

Road safety and traffic awareness programme.

Conducting science exhibition. Conducting cultural programmes. Tree plantation.

Book fair.

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

Parents-Teachers Association contributes to development and welfare of the institution.

Our trainees are given opportunity to serve as teachers in the schools through placement service of our college.

The Government schools and corporation schools allow our students to undergo internship in their schools.

Annual day celebration conducting science exhibition, festival and Alumni association.

The institution maintains a cordial relationship with the community. The college arranges the citizenship camp in nearby villages.

Science exhibition in the college is arranged for the benefit of the nearby schools.

Environmental awareness rally conducted in nearby village.

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

The institution has decided to undertake a project called “One People one tree” at Tekuna village. The idea of the project is that each and every student-teacher would be provided with a tree sapling which has to be planted by the student-teacher in any house in Tekuna village. The report about the growth and the development of the plant should be sent to the institution once in a month.

The student-teacher will watch the growth of the tree and encourage the house owner for the growth of the tree.

To create awareness about the traffic regulation.

To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.

Health awareness campaign and Two wheeler trainings are provided.

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

**Yes,**

College conducted “Briksha Ropan Abhiyan” in Gaya City in July 2009.

Road safety and traffic rules programme at College.

**5. How does the institution develop social and citizenship values and skills among its students?**

The institution ensures in each and every stage that the student-teachers responsibility develop social and citizenship values and skills. During field trip and the citizenship camp activities students are taught about causes for the drink and drug addiction, duties of the citizen and the necessity of voting in the election.

## **3.5 Collaborations**

- 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.**

Nil

The institute does not have any linkage with national level organization.

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

Nil

The institute does not have any linkage with international level organization.

- 3. How did the linkages if any contribute to the following?**

Curriculum development : The Principal of the institution is the

member of BoS of affiliating university  
for curriculum development committee.

Teaching : Teacher Educators act as a resource  
person for part-time courses.

Training : Spoken English and computer literacy.

Practice teaching : In the same institution and others.

Research : Nil

Consultancy : Guidance and counseling.

Extension : Health awareness programmes are conducted.

Publication : Nil

Student placement : The same management has one school nearby  
the campus and one is just far away from here  
and some other schools in which placement has  
been made for the B.Ed. students of this college.

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

The institution has link with nearby schools.

Our student-teachers practice teaching in 10 nearby schools.

Placement has been arranged for the student-teachers at the end of the completion of their course (B.Ed.)

The same management has one schools in the campus another is 30 k.m. for away from here and some other schools in which placement has been made for the B.Ed. students of this college.

Spoken English skill is given importance and school pupils are trained in that skill.

**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.**

The design of practice teaching is done with the consultation of school authorities and teachers.

The permission for practice teaching is granted by the Chief Educational officer (DEO) for Government schools and by the heads of the other private schools for practice teaching in schools.

The duration of practice is fixed with the concurrence of the schools concerned. The portions to be covered are received well in advance.

The lesson plans and teaching aids are prepared under the supervision of the teacher-educator.

During practice-teaching, the trainees are monitored. Instructions are given by the guide teachers at schools. They are also supervised by the teacher educators regularly during practice teaching.

The teaching methodology is observed and evaluated by both the guide teacher and the supervisor in the profile meant for observation of teaching practice. The necessary comments are given by them.

**6. How does the faculty collaborate with school and other college or university faculty?**

The faculty members of this college have established collaboration with schools in providing classification of concepts with school teachers. At college and university level, the faculty members of this college invite resource persons to deliver special lectures on

In sharing teaching techniques.

In curriculum designing.

In evaluation process.

In guidance and counseling.

Research and Guidance.

### **3.6 Best Practices in Research, Consultancy and Extension**

**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?**

The institution invites resource persons from various universities and colleges to share their research ideas with faculty members and student-teachers.

Our staff members are permitted to attend research programmes in the colleges and universities.

Staff members are encouraged to offer academic consultancy to the nearby B.Ed. colleges and universities free of cost.

The institution motivates faculty members, to register for research degree by making adjustment in teaching schedule and providing secretarial support.

**2. What are significant innovations / good practice in Research, Consultancy and Extension activities of the institution?**

The faculty members of our college have helped the weak students doing 8<sup>th</sup> std, in subjects like English, Mathematics, and Science in nearby schools. Competitions are conducted for the school children.

Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school children.

Our students have conducted health camp, citizenship training camp, traffic awareness programme, AIDS awareness programme, in nearby village. We also provide internet awareness programme to the nearby Government school children.

Special leave is granted for the faculties for doing Ph.D. Expenditure related to the presentations of research papers in the seminar conducted in colleges & universities is borne by the management.

Faculties are allowed to visit and refer to the books necessary for their research in the university libraries.



## **Criterion IV : Infrastructure and Learning Resources**

### **4.1 Physical Facilities**

- 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 excellent physical infrastructure as per NCTE norms. The land area of the college is 0.67 acres.

Each class room's provisions are modernized for teaching learning process with seating capacity of 60 seats.

Modernized educational technology lab, well equipped science and psychology lab, advanced computer technology laboratory, improvised gadgets, peripherals and instruments, Art and Craft room with sufficient seating capacity.

Spacious administrative building 24 hours mineral water supply and power supply with UPS and generator connections.

Playground and sports room with all sports materials and excellent transport facilities.

Semi-Automated and very spacious well stacked Library with seating capacity of 60 seats.

Spacious and well ventilated multipurpose hall of 200 seats.

Hostel facility available. As maximum students hail from nearby villages, only female students stay in hostel.

The college has enough furniture and equipments. Every year the management allots funds for the maintenance of building.

The master plan of the college campus indicating the existing building is given in appendix.

- 2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

As per NCTE norms, the college admits 100 students every year. The infrastructure available for 100 students is more than sufficient. The Management would expand the

infrastructure in case of need and starting of additional intake and additional course in future. The building has a provision for expansion.

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

The overall personality development of the students is the aim of the college. So the students are exposed to a variety of co-curricular, extra-curricular, social and community development activities on and off the campus. The facilities available for co-curricular and extra-curricular activities are as follows:

Modernized Educational Technology Laboratory, well equipped science and Psychology laboratory, Advance Technology computer lab, improvised gadgets, peripherals and instruments and Audio visual facilities.

Spacious and well ventilated multipurpose hall for cultural activities. Well arranged games room for indoor games like carom and chess. Yoga and meditation hall.

**4. Give details on the physical infrastructure shared with other programme of the institution of the parent society or university.**

The playground are shared by (Buddha Institute of Technology) under the aegis of Um Samaj Vikash Parishad which is the parent society of both the institution. As far as the infrastructure is concerned the college itself is self sufficient. There is no need for sharing with other colleges.

**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 center, etc.)**

The college building is well furnished and properly maintained. Separate toilet facilities are provided for students and staff. Attached toilet facilities are provided in Principal's room and Correspondent's room.

To ensure clean water facility, periodic cleaning and maintenance of water tanks are carried out. The management has provided an Aqua Guard connection to provide

purified drinking water to students. The entire premises are kept cleaned by sweeping and mopping regularly. First aid kit is provided in the college.

Awareness lectures on Health and Hygiene are organized to bring awareness among the students by Eminent Doctors. The library has a good number of books on health education.

Fire Extinguisher are installed in important places of the building. The institution has a health care centre headed by a visiting Doctor. Transportation is provided immediately for the student and staff in case of emergency.

**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.**

Most of our students come from nearby villages. There is no need for hostel facility, even though our institution has separate hostel for girls only in the campus itself. Only five girls students stays in the hostel.

## **4.2 Maintenance of Infrastructure**

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

| Particulars       | 2014-15 |         | 2013-14 |         | 2012-13 |         |
|-------------------|---------|---------|---------|---------|---------|---------|
|                   | Allo.   | Util.   | Allo.   | Util.   | Allo.   | Util.   |
| Building          | 5000000 | 4518037 | 5000000 | 4518037 | 4000000 | 3768637 |
| Laboratories      | 400000  | Nil     | Nil     | Nil     | 60000   | 58562   |
| Furniture         | 50000   | Nil     | Nil     | Nil     | 400000  | 398555  |
| Equipments        | 350000  | Nil     | Nil     | Nil     | 160000  | 158332  |
| Computers         | 950000  | Nil     | Nil     | Nil     | 40000   | 38468   |
| Transport Vehicle | Nil     | Nil     | Nil     | Nil     | 224450  | 224450  |

2. **How does the institution plan and ensure that the available infrastructure is optimally utilized?**

The needs of the students based on the feedback obtained from the students are discussed in the IQAC every year.

Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways: The buildings are used for administration, teaching and accommodating students.

Library is used for keeping books for reference and enrichment of knowledge by students and staff members.

The playground is used for training the students in physical fitness and game activities.

The audio-visual materials are utilized for training the students in developing teaching skills.

The computer laboratory is used by students to prepare power point slides for presentation, for browsing, doing ICT related project works etc.

Language laboratory is used for developing language skills in English-correcting and bettering the pronunciations of students-teachers.

Science laboratory in each subject is used for developing experimental skills, demonstration skills, problem-solving skills, construction skills and improvisation skills.

**3. How does the institution consider the environmental issues associated with the infrastructure?**

The problem of pollution and waste management are taken up seriously by the institution. The campus is always kept clean with the help of labours. The campus has number of trees and plants which are watered regularly.

The college infrastructure provides bushy green atmosphere clean and good ventilation, privilege of enjoying free air, proper sanitation, fire protection, a strong and structurally stable building. The local Panchayat has issued a certificate in respect of sanitation and environmental fitness of the location of the college. The institution has been certified by the department of fire service. Fire extinguishers have been fitted in vantage points. The institution has further acquired stability certificate from competent authority.

### **4.3 Library as a Learning Resource**

1. **Does the institution have a qualified librarian and sufficient technical staff to support the library? (materials collection and media/computer service)**

Yes, the institution has a qualified librarian and sufficient technical staff to support the library with good collection of books on education and related topics with journals, weeklies and dailies.

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.)**

Total collection of the following in the library.

|                             |   |             |
|-----------------------------|---|-------------|
| i. Book (in volumes)        | - | 5232        |
| a) Text books               | - | 3265        |
| b) Reference books          | - | 864         |
| ii. Magazines               | - | 05          |
| iii. Journals subscribed    | - | 10          |
| a) Indian journals          | - | 10          |
| b) Foreign journals         | - | Nil         |
| iv. Peer reviewed journals  | - | 00          |
| v. Back volumes of journal  | - | 04          |
| vi. e-information resources | - | Delnet link |
| a) Online journals          | - | Delnet link |
| b) CDs / DVDs               | - | 25          |
| c) Databases                | - | 00          |
| d) Video cassettes          | - | 00          |
| e) Audio cassettes          | - | 10          |

**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.**

Yes, there is a library committee of three members with librarian has functioning efficiently and it is empowered with the following:

Purchase of books and journals.

Automation of the library.

Suggestion for improvement maintenance of the library.

Effectively running the book bank for economically backward and deserving students.

Suggesting necessary infrastructure like books, furniture, computers, almirans to the library.

Annual stock verification.

Advisory committee for the library.

**4. Is your library computerized? If yes, give details.**

Yes, Library is semi computerized.

Lending of books, purchase of books, lending of audio–visual CD. Book bank.

Stock verification.

Circulation control system for maintaining the data regarding book issue, return and reservation details.

Serial control system for monitoring the receipt of periodicals.

**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.**

The library has two numbers of computers with the internet connection. The Library also has a photocopier and laser jet printer for both staff and students.

The services are given to our user at minimum cost. Students and staff members are using the library services during the library hour, break time, after college working hours and during their free time. These facilities are available from 9.00 a.m. to 5.00 p.m. for faculty and students.

**6. Does the institution make use of Inlibnet / Delnet / IUC facilities? If yes, give details.**

Yes, Delnet has facilitated.

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

The library works from 09.00 a.m. to 05.00 p.m. on all working days. The library is kept open for 8 hours a day.

**8. How do the staff and students come to know of the new arrivals?**

The staff and students come to know of the new arrivals by

Circulation

Information displayed on the journal rack.

Display of list of new arrivals on the notice board.

The new arrival resources are kept in the separate rack.



**9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

No

**10. What are the special facilities offered by the library to the visually and physically challenged persons?**

At present there is no such user in our college.

## **4.4 ICT as learning Resource**

- 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.**

To meet the demands of the teacher education curriculum, the college has one educational technology lab. Students use ICT facilities and prepare MS Power point slides for presentation of important concepts in their subjects.

A separate computer laboratory has 25 systems and internet facility with the UPS capacity of 5 KVA.

| <b>Hardware</b>       |    | <b>Software</b>      |
|-----------------------|----|----------------------|
| DVD -                 | 01 | MS – Word            |
| Head phone -          | 25 | MS – Power Point     |
| LCD -                 | 02 | MS – Paint           |
| OHP -                 | 01 | MS – Excel           |
| Printer -             | 02 | VLC media player     |
| Speaker -             | 02 | Windows XP (OS)      |
| Amplifier -           | 01 | Adobe Reader         |
| Cordless microphone - | 02 | Windows media player |
| Stand microphone -    | 01 | Adobe Photoshop      |
| Tape recorder -       | 01 | Winzip               |
| Computer -            | 25 | Mozilla Firefox      |

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

- The computer skill training is given to both computer and non-computer students through value added course, in which students are taught on the topic MS Office tools, MS-Word, MS-Excel and MS-Power Point.

ii. In addition students are trained to

Download text, images and web pages. Develop Communication skills.

To send E-mail.

Drawing skill using paint brush.

Data manipulation skill using MS-Excel.

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

Staff members are given orientation for using ICT resources. They handle classes by using LCD and the students are trained to operate the ICT resources and they are encouraged to take the class seminars with support of ICT resources.

**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)**

During practice teaching student-trainees make use of teaching aids such as charts, improvised models, working models, panel board, dummy models, maps, film strips, flash cards and other subject related pictures. Before going to practice teaching, students are apprised prepared lesson plans based on that. Students use computers for preparing power point presentations. Students are encouraged to prepare papers for seminars and conferences by using technologies with the help of staff members.

## **4.5 Other Facilities**

- 1. How is the instruction 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 institution and to the community.**

The infrastructure already available beholds good and effective for students. The college already owns 1 acres of land. This land is enough for any future growth also. The laboratories are also maintained with sufficient equipment required as per norms.

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

The non print materials like television sets, tape recorders, computer systems, head phones, digital camera, handy camera, digitalized (computer aided instructional materials) like databases, online journals – CDs, DVDs are available in the institutions.

Before going for practice teaching, students are exposed to practice microteaching skills by using video lessons. Thus, they are encouraged to optimally use them for teaching learning process.

A television, CD player and subject related video and audio cassettes are witnessed by the students in the educational technology laboratory.

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

The institution has Psychology laboratory, Science laboratory, Educational Technology lab, Language laboratory, Computer laboratory and workshop for preparing teaching aids are the various general and methods laboratories available in the institution.

The institution enhances the facilities and ensures the maintenance of the equipment and other facilities periodically.

The laboratory equipments are maintained by the technical staff.

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

Facilities like multipurpose hall for conducting seminars, conferences, workshops and club activities. Workshop for preparing teaching learning materials and socially useful productive work, musical instruments and sports, transports etc. are available with the institution.

**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.**

Sufficient class rooms spacious and ventilated multipurpose hall available. The class room provisions for using modern teaching gadgets are available. The class room are equipped with computers, LCD's. The computer is connected with internet facilities. Further plan is to implement smart boards.

## **4.6 Best Practices in Infrastructure and Learning Resources**

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

Teachers who seek advice in this realm are trained to prepare power point presentation.

Teacher educators prepare power point presentations for the purpose of instruction.

The internet facility is extensively used by the staff and students to get information on related issues from the websites.

- 2. List innovative practices related to the use of ICT, which contributed to quality enhancement.**

Non print materials like teaching aids, audio visual facilities like television sets, tape recorders, computer systems, headphones, digital camera, handy camera, digitalized computer aided instructional materials like databases, online journals, CDs, DVDs are used.

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

The college is located in a quiet and peaceful atmosphere. The college building is well furnished and provided with all amenities. The rooms are spacious and well furnished with proper ventilation. The library and laboratories are well equipped and are upgraded every year. Modern teaching – learning tools and methodologies are used. ICT equipment is used in every class.

## **Criterion V: Student Support and Progression**

### **5.1 Student Progression**

- 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 prerequisite knowledge and skill to advance) to completion?**

On the first day of every academic year, the student's previous knowledge is tested by individual inventory to know the areas of the interest and their needs by arranging different skillful programming. A bridge course is organized to enhance their professional knowledge. During the five days programme, the students are exposed to university norms and standards, objectives of the B.Ed. programme, objectives of the institution and communication skills. An orientation programme is given to prepare the students to have a positive attitude towards teaching profession.

- 2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?**

Every year the college celebrates "Teacher's Day" to ensure motivation, satisfaction, development and performance improvements of students.

The campus environment is inspiring and conducive for education. For recreation and information there are playground, multipurpose hall, computer lab and library on the campus. Students are motivated by the posters displayed on the notice board. We provide knowledge about leadership quality through the core paper which motivate the students for higher education and employment.

- 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  | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2015-16 |
|-------|---------|---------|---------|---------|---------|
| B.Ed. | 0       | 0       | 0       | 0       | 0       |

The college has been giving counseling to the students from the beginning and that it's necessary to complete the course successfully. The dropout rate is nil in the every academic year.

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?**

| Year                          | 2008-09 | 2009-10 |
|-------------------------------|---------|---------|
| NET                           | Nil     | Nil     |
| SLET                          | NIL     | NIL     |
| BTET                          | Nil     | NIL     |
| <b>CENTRAL/STATE SERVICES</b> | 90      | 120     |

The placement cells of the college gives the student's consistent counseling and enable them to compete for jobs and pursue higher studies. The cell also arranges personality development programmes, aptitude development programmes and developing communication skills. Special coaching is also arranged to help students to appear for NET, SLET, Bihar Teacher Eligibility Test (BTET), Central and State services. This service is provided free of cost.

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 percentage of student teachers career details –

| Details          | 2007-08 | 2008-09 | 2009-10 |
|------------------|---------|---------|---------|
| Higher Education | 9%      | 15%     | 22%     |
| Employment       | 15%     | 12%     | 16%     |
| Teaching         | 76%     | 73%     | 62%     |

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 graduation from the institution.

Research guidance is given to the alumni for higher studies.

Alumni often visits our college seeking academic guidance for higher studies and job information from our faculty members.

Alumni can access the resources from library, e-journals, computer and internet facilities after getting prior permission from principal.

**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, Placement officer of the institution invites school students in and around the campus area to conduct the campus interview at the end of the academic year to enable the students to get suitable placement.

One faculty member is in charge for placement programme.

Campus interview are conducted towards the end of the every year and students are selected by various schools as per their requirement.

Every year the placement training programme has been conducted in the college.

The following students are employed through placement cell.

| Year    | No. of Students Employed |
|---------|--------------------------|
| 2008-09 | 24                       |
| 2009-10 | 32                       |

**8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?**

We provide communication skill training for our students because we have students from rural areas they are weak in communication.

Due to the demand for qualified teachers, the institute does not face any major problems in placing students in schools. The College is

continuously touching with various schools for the placement. The College does not face any difficulty in the placement purpose.

**9. Does the institution have arrangements with practice teaching schools for placements of the student teachers?**

The student teachers are allowed to do their practice teaching in Government & Government Aided schools with the permission of the District Educational Officer (DEO). The best students are identified and encouraged to attend interviews in Private schools and also to attend the placement interviews of the concerned schools.

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

The institution provides Human resources and ICT resources to the placement cell as follows:

Every year one of the faculty member is assigned the responsibility of co-ordinating the placement activity.

The management provides funds for hospitality and refreshment to the panel members of selection committee coming for conducting placement interview.

The classes are re-scheduled and classroom facilities are provided to enable the students to take the classes in front of the panel of selection committee.

## **5.2 Student Support**

- 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?**

Every year the institution assigns a faculty member to act as a coordinator for calendar preparation and plan all activities for the whole year as per the university guidelines.

Each staff member prepares a weekly plan and its is discussed before the commencement of the academic programme.

The curricular and co-curricular activities are evaluated by the staff members. The overall performance of the teachers is assessed towards the end of the year by getting the students feedback.

Revision in curriculum is normally done by the Board of Studies (BoS) of the University.

- 2. How is the curricular planning done differently for physically challenged students?**

NO special curricular arrangement is followed for physically challenged students.

The institution takes care of physically challenged students. They are advised to sit on the first row so that they can see, hear and communicate with teachers. To help them, ICT facilities are provided for their curricular activities and concession is given to them in the fee structure. Their friends are allowed to take books from the library.

The practice teaching schools are arranged according to their convenience.

- 3. Does the institution have mentoring arrangements? If yes, how is it organized?**

Every teaching faculty in the institution is being involved in the tutorial system and is allotted a group of ten students to find out their strong and weak points

which they do through informal contacts with the wards and provide necessary academic and personal counseling individually. The counseling varies from the individual requirements to high achievers and slow learners. The high achievers are given counseling for enhancing their talents by using the library and other resources. The talented students in sports are given special coaching for achievements. The slow learners are facilitated with special coaching from the faculty members and also to get the assistance from the high achievers.

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

To enhance the competence of the teaching faculty, workshops and induction programmes are conducted as part of in-service training.

The problems of the students are identified through teacher – mentor system by the faculty and discussed with the principal. The institution takes appropriate steps to help the students to overcome their problems.

Full encouragement is given to the teacher educators to participate in the conferences, workshops and seminars.

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

The institution has its own website namely [www.teachertrainingcollege.org](http://www.teachertrainingcollege.org) It is self explanatory and gives all information about the institution details like admission rules, college history, facilities, contact details and information about infrastructure and other facilities. It also contains information about seminar, workshop, festival celebration, awards received, prize winners etc.

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

Yes, Special coaching classes for the low achievers are arranged in the evening as a remedial measure.

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

The special strategies adopted for teaching are :

Advanced learners are helped to enhance their knowledge through library reading and using multimedia facilities.

The slow learner are guided to prepare for the examination by going through previous years question papers. Special attention is paid to them to get over their difficulties and when it is found not up to the mark, remedial measures are taken to improve their proficiency.

There are academic counseling programmes to help the slow learners to shed their inhibitions.

**8. What are the various guidance and counseling services available to the students? Give details.**

**Academic Counseling Service**

The low achievers are found out through Internal Assessment Test and Special care is given to them. Remedial coaching is conducted. Counseling with parents and respective teachers are also conducted.

**Career guidance service**

Skill development classes, communication orientation classes and life skill classes are conducted. Employment opportunities are brought to the knowledge of the students.

**Grievance and redressal cell**

Understand the problem of individual students through tutor mentor system and rectified the problem through principal and the management.

**Personal counseling**

Personal Counseling is conducted with the help of Doctor, Lawyer and reputed persons.

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

The redressal cell provides tripartite settlement services that are exclusive members of staff, principal and management. The grievance in our college

relating to admission procedure, study problem, adjustments, results, payment of fees, assignments and welfare amenities etc are solve through this cell. The system is comprehensive and flexible and has proved effective in promoting management. Drinking R.O. water facility and giving two extra books per students from book-bank where the two importance step taken to redress the grievances of students during the year.

**10. How is the progress of the candidates at different stages of programs monitored and advised?**

There is a dedicated guidance and grievances redressal committee which meets frequently and students teachers have met the committee members to get solutions for their problems. The students are also monitored through student – mentor system.

In addition, suggestion boxes are maintained at prominent locations of on the campus. They are periodically opened in the presence of committee members. The suggestion / complaints are recorded in a register and necessary recommendations are made to the principal for corrective measures so that they will not recur.

Major grievances that were redressed:

Permission for Muslim student teachers to go for Fridays mass. Separate vehicle parking for B.Ed., students.

More number of Volumes added in the library.

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

The students are provided with microteaching classes during which microteaching skills are imparted and practiced. Then they undergo practice of simulation classes and the pre practice teaching classes for gaining confidence as well as good teaching experience.

Pre practice training is arranged at the institution for 10 days. Each student teacher would take at least two lessons.

10 schools are selected for the teaching practice according to the convenience of the student teachers.

40 days teaching practice and 40 lesson plans are allowed to practice and take the classes.

Teacher educators are visiting the concerned schools on more than 50% of the practice teaching days. If they commit any mistakes that is rectified by the teacher educator and get their feedback in the form of record. The teacher educator also discusses with the guide teachers in the school about the performance of the student teachers and take necessary steps for correction.

### **5.3 Student Activities**

1. Does the institution have an Alumni Association? If yes, The college has an Alumni association, which began in since then it has been quite active and has conducted many activities. The aim of Alumni association in to keep the light burning as men and woman's for others. A new executive team has been constituted. Executive members are as follow :

**(i) List the current office bearers**

Nil

**(ii) Give the year of the last election**

Nil

**(iii) List Alumni Association activities of last two years.**

Nil

**(v) Give details on the contribution of alumni to the growth and development of the institution.**

Nil



- 2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.**

Our college encourages students to participate in extracurricular activities including sports and games. Every year, our students take part in sports and cultural activities and have got good achievements.

The expenditure accrued is borne by the management.

The students are appreciated publicly in the college day function.

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

The college encourages the students to exhibit their creative talents in the college magazine. The editorial board executes the plan as per the advice of the Library committee. Science materials are displayed in the science corner. Art and Craft materials are developed by the student teachers. Wall magazines are placed in the library.

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

**No**

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

**Alumni Association:**

**President** : to be constituted

**Convener** : to be constituted

**Secretary** : to be constituted

**Forum of old student** : to be constituted

**Placement Cell :** to be constituted

**Programme Officer** : to be constituted

**Student Secretary** : to be constituted

**Activities** : Every year placement training programmes are conducted in the college. Current Vacancy position in various schools and college is intimated to the students through email and phone.

**Cultural and Social Activity :**

**Coordinator** : Mrs. Rashmi Agrawal (Assistant Professor)

**Student Secretary** : Pradeep Kumar

**Activities** : Every year cultural competitions are conducted by inviting students from various colleges : Students from our college have participated in cultural competitions in other colleges.

**Sports & Games committee :**

**Coordinator** : Mr. Satyesh Krishna Shandilya

**Student Secretary** :

**Activities** : Every year was conduct the intramural sports meet for our students.

**Magazine Committee** : Nil

**Chief Editor** : Nil

**Editor** : Nil

**Students – Teachers representatives** : Mr. Deepak Kumar

**Activities** : Nil .

**Discipline & Anti Ragging Committee :**

**Staff Incharge** : 1. Mr. Satyesh Krishna Shandilya (Assistant Professor)

2. Mrs. Priyanka Kumari (Assistant Professor)

**Activities** : As per UGC guidelines discipline maintained in the College. Displaying anti ragging slogans in the wall posters on the wall of the college.

**Internal Quality Assurance Cell (IQAC) :**

To develop a system for Conscious, Consistent and Catalytic improvement in the overall performance of the college for Internal Quality Assurance (IQAC) is being constituted with the following members.

1. Chairperson : Dr. Ravindra Kumar (Principal)
2. Management : Mr. Awadhesh Kumar  
(Secretary, Um Samaj Vikash Parishad)
3. Coordinator : Mrs. Rashmi Aggrawal (HOD)
4. Senior Administrative offers :  
  
Treasurer : Mrs. Seema Kumari  
  
Office Secretary : Mr. Ram Prabhaw Singh
5. Nominees from Teachers : Dr. Rakesh Kumar (Assistant Professor)  
  
Mrs. Priyanka Kumari (Assistant Professor)  
  
Mrs. Poonam Kumari (Assistant Professor)  
  
Mrs. Soni Kumari (Assistant Professor)
6. Nominees from Local Society & Alumni :  
  
Mr. R. P. Singh (Academic Director, BIT, Gaya)  
  
Prof. Ram Bilash Sharma (Professor Gaya College, Gaya)  
  
Ms. Kavita Kumari (Alumni)
7. Nominees from Employers/Industries/Stakeholder :  
  
Mr. Shiv Kumar  
  
Mr. Arfan Ahmad  
  
Mr. Ajay Kumar

*Activities : Academic and Administrative activities*

**Guidance and counseling committee** : Guidance and counseling cell has been constituted dated 15.02.2016 to helps students to stove their academic, personal has emotional problem to promote efficiency of students to choose better future options and way of life.

**These are the following members :**

1. **Dr. Rakesh Kumar** : Co-ordinator
2. **Mrs. Priyanka Kumari** : Member
3. **Mrs. Soni Kumari** : Member
4. **Mr. Satyesh Krishna Shandilya** : Member
5. **Mr. Dhiraj** : Students Representative

**Grievance Redress Cell Committee** : A cell and their respective committee have been constituted on dated 15.02.2016 to redress and remove students and employ grievances related to the college.

**These are the following members :**

1. **Dr. Rakesh Kumar** : Co-ordinator
2. **Mrs. Priyanka Kumari** : Member
3. **Mrs. Soni Kumari** : Member
4. **Mr. Satyesh Krishna Shandilya** : Member
5. **Mrs. Poonam Kumari** : Member
6. **Mr. Deepak Kumar** : Student Representative
7. **Mr. Pankaj Kumar** : Student Representative

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?**

Feedback from the B.Ed. graduates and employers are collected to improve the preparation of the programme and the growth and development of the college.

**B.Ed. Graduates suggestions :**

To conduct more internal examinations.

Practice teaching may be arranged in nearby schools.

In the club activities the B.Ed. graduate advice are taken into account.

**Employer :**

Results improved

Placement and consultancy services are conducted

Extension and outreach programme are conducted.

#### **5.4 Best practices in students support and progression :**

To empower the students and to keep them abreast with the latest technology.

The college arranges extension lectures, group discursion from time to time.

To inculcate moral values as one of the objective of the institution which are imbibed by the students through activity like visit to special children school.

Thrust to progression to higher education, counseling and placement.

Tutors are provided to student within they are asked to express their views on the current topic of the education field.

## **Criterion VI : Governance and Leadership**

### **6.1 Institutional Vision and Leadership**

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

#### **Vision**

To equip the present student teachers to prepare the learners to face the global challenges and vagaries of the future. Giving enough opportunity for the inherent talents dormant in every one. Unfettered spirit of exploration, rationality and other praises.

#### **Mission**

To inculcate in the minds of teacher trainees, an absolute desire for 'learning to teach and teaching to learn' with the will of leadership to inspire the learners to acquire knowledge and skill and enable them to apply these tools with fair insight, skill and wisdom to the benefit of the society at large and live a selfless life for the welfare of all.

#### **Quality Policy**

To be a hub of quality system in terms of infrastructure, facility and faculty and process to impart value based teacher education for shaping the trainee teachers to deliver in turn the promise of equipping and enlightening the future generation to stand up to the expectations of the society and the demands of the times.

#### **Objectives**

To make everyone to have the self awareness that nobody is insignificant and everybody is born to do something remarkable, creative and original, without disrupting the innate goodness in every person.

To develop the competency to teach the subject of one's specialization on the basis of accepted Principles of learning and teaching in the context of the new school curriculum.



To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching – learning process.

To enable the teacher trainees develop the right attitude to (a) work (b) socially useful productive work (c) towards community and (d) towards all round growth.

To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.

To enable the teacher trainees understand the pupil, guide and counsel them in solving their personal and academic problems.

To enable the teacher trainees develop the skills related to information and communication technology and to understand the latest trends in teaching and evolution in World Wide Web.

**The goals and objectives are made known to various stakeholders through:**

Press

Pamphlets

Website

Brochures

Orientation

programmes Alumni

- 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 orientation?**

**Yes,**

The mission includes 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 institutions traditional and value orientations.

Located in a rural background in a district of Bihar, the institution caters to the social needs of rural public. It inculcates in the students, a democratic outlook in shaping the rural public to be responsible, resourceful and enterprising citizens.

During Independence Day and Republic Day paper flags are issued to nearby school students, college students and public.

AIDS awareness notice issued to the public.

Traffic safety measures notice issued to the public.

**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)**

1. **Admission committee** : Admission committee is headed by the principal with two senior teachers as committee members.

**Composition of the committee :**

Chair person : Dr. Ravindra Kumar (Principal)

- Members :
1. Dr. Rakesh Kumar (Assistant Professor)
  2. Poonam Kumari (Assistant Professor)

It is the responsibilities of the committee to oversee all admissions. Admission is done strictly in accordance the rules and regulations of the state Government and Magadh University issued from time to time.

Complaint boxes are kept in the college on the hostel. Once in the fortnight the committee meets and addresses the grievances. Based on their suggestions the principal necessary action for the redressal of the grievances.

2. **Staff Council and academic administrative committee :**

Principal is the chair person of the committees and various administrative and academic bodies.

3. **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

4. **Library committee :**

This committee gives suggestion for the purchase of books and journals. The improvement of services such as issue of books and arrangement of books.

Composition of the committee :

Chair person : Dr. Ravindra Kumar (Principal)

Members : 01 Librarian (Mrs. Jyoti Prabha)  
02 Mrs. Priyanka Kumari (Assistant Professor)

5. **Grievance readdressal cell :**
6. **Sports and games committee :**
7. **Cultural and social activities Committee :**
8. **Alumni :**
9. **Placement and training cell :**
10. **Parent Teacher Association (PTA) :**

The management arranges special programmes, seminars, workshops for the benefit of teacher and learners.

Rewarding meritorious achievements by faculty and students with suitable rewards.

Granting sufficient funds every year for necessary up – gradation and maintenance of infrastructure, audio visual equipment in class rooms, labs and library.

The management commits itself by extending its generous financial support and human resources for the academic development of the college.

The different committees recommendations and suggestions are seriously considered by the management and are implemented.

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

In the governing body meeting governed by the management, the program for the year is planned after serious discussion and monitored effectively.

The responsibilities are clearly and precisely defined by the head of the institution.

Work load is equally distributed by the Head of the institution through regular staff meetings.

**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 management gets feedback from outgoing students and Alumni. Suggestion box is maintained to get the feedback.

The academic administrative committees informed its achievements to management.

Self-appraisal by teachers and assessment by the Head of the institution communicated to the Management.

The Management in the governing body meeting held in the beginning of every academic year. Closely reviews the functioning of the institution and suggests improvements and corrections are made whenever necessary.

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

Since the Management visit the college regularly, it keeps abreast of the academic transactions and finds out short-coming/barriers on their own in achieving the vision. Teachers and students are free to bring out the shortcomings to be rectified to the notice of the management and management acts softly in alleviating them. Exit evaluation from the students gives a clear picture of things to be improved.

**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 has established good working relationship with the staff which has enabled commendable involvement of them.

Every year the staff are appreciated with gifts for their performance in the academic year through the evaluation.

**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.**

Our principal, as the Head of the institution, conducts regular staff council meetings to monitor the performance of the facilities and utilization of the resources.

The Head of the institution act as a bridge between the management and the employees in maintaining the growth and harmony of the institution.

To oversee effective implementation of teaching-learning process, overall discipline in the institution etc.,

Motivating the faculty, staff and students to give away their best in the discharge of their responsibilities.

To maintain harmonious relations between university and college for smooth academic governance.

To maintain good rapport with local academic and school managements.

Finalization and allocation of budget for academic and developmental activities.

To prepare action plan for future development of the institution.

Providing leadership and guidance in the college activities. .

Convening committee / IQAC meetings to discuss academic matters.

Ensuring democratic way of functioning of the college – all matters are discussed in the meetings and decisions are taken on common concerns.

Offering academic guidance by inviting external experts.

## **6.2 Organizational Arrangements**

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

Various committees were formed in the year 2006 – 2007 for managing the activities of the college:

### **Governing Body :**

Overall meeting of the college was conducted.

Discussion and suggestion for B.Ed., admission for the academic year. Student approval of B.Ed. in the university.

Proposal for NAAC Accreditation 2016 – 2017.

Approval of budget planning and recruitment of staff. Framing of various committees.

Preparation of time-table and calendar for the academic year. Allotment of subject.

Preparation of budget for the year.

### **Academic Administration Committee :**

Interview for new section of staff.

Orientation for the new staff, about syllabus and the procedure for microteaching, teaching practice and internship.

Action plan for the academic year.

Committee formation and selection of committee members. Committee meeting for organizing Field Trip.

Meeting for the organization of the citizenship camp programme.

**Examination Cell :**

To look into all affairs related to examinations.

Plan for examination dates.

Question paper preparation.

Syllabus coverage.

Preparation of University Internal and External Examination.

**Academic Council :**

Admission procedure, course outline.

Bridge course, microteaching.

Assignment plan, observation, lesson plan particulars.

Permission from schools for teaching practice.

Preparation of students for writing various records.

**Internal Quality Assurance Cell :**

Total quality management and the enhancement of quality. Performance appraisal of various departments.

**Grievance and Redressal Committee**

To look at grievances of the students and to readdress the same

**Placement and Training Cell**

To give career counseling, academic counseling and conduct training programmes pertaining to job opportunities for students.

To intimate the students on the job opportunities advertised in the news paper.

**Alumni Association**

To motivate them for professional and personal excellence.

**Library Advisory Committee**

To take care of all activities related to effective functioning and using of the library.

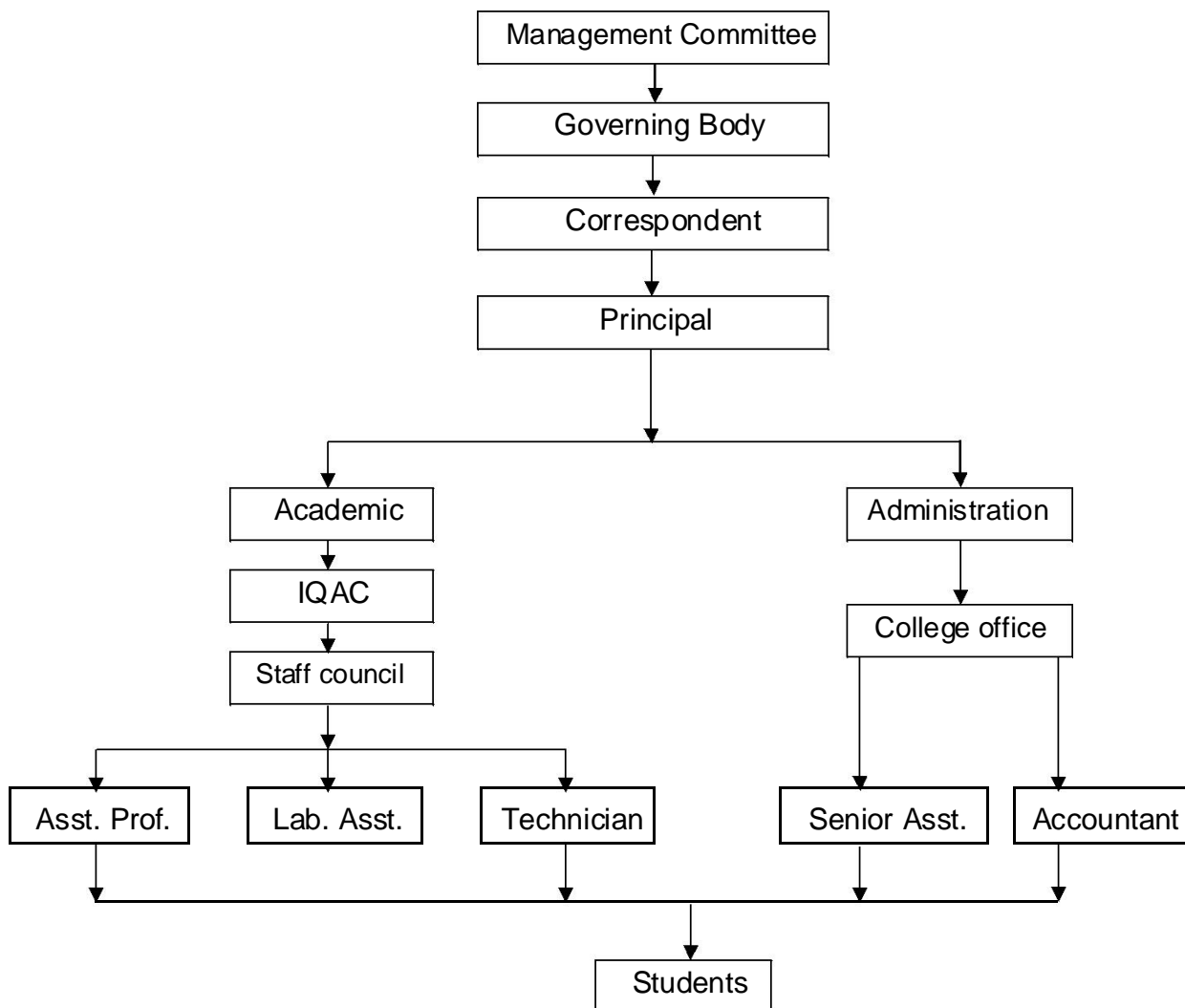
## Cultural Social Activity Committee

To encourage extracurricular activities.

## Parent Teacher Association (PTA)

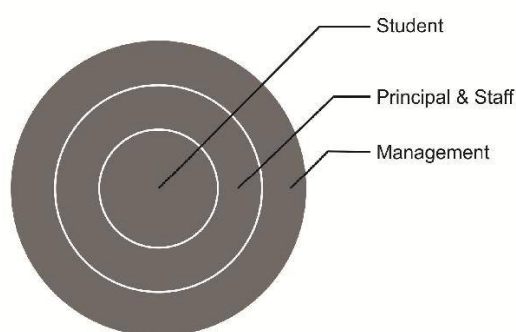
To Create Social Awareness and to initiate social welfare activities.

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





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



Implementation of all academic programmes is discussed with faculty.

Budget allotments are made after getting proposals and discussion with faculty. Faculty in charge of the laboratories have freedom to choose priorities in procuring department needs.

The academic programmes are organized in consultation with the faculty and concerned committees.

The principal provides guidance and leadership.

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

To coordinate and monitor the collaboration with other sections and school personnel, the college has an effective mechanism with the sole aim of quality of education. Internal co-ordination is done by the purpose. The members of the faculty willingly and actively participate in all the activities of the school and other departments.

**5. 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).**

Various duties pertaining to all academic curricular, co-curricular and extension activities are given to the staff in rotation. This helps to gain rich experience in each and every activity. Faculty members are motivated by the head of the institution to participate and present papers in International/Nationally state level seminars, conferences and workshops.

- 6. 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 obtain feedback from the students, faculty members, school personnel in the form of questionnaire. This is analyzed systematically by a team of teachers and identify the positive and negative aspects of its performance which certainly help the management of this institution to enhance the performance in a more dynamic way. The suggestions are analyzed and implemented in the ensuing academic year.

### **6.3 Strategy Development and Deployment**

- 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 institute has a data center to collect information on

Students profiles.

Student attendance.

Academic performance.

Result analysis

Faculty and staff profiles.

The information related to the college is updated on our website so that parents and students can access it.

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

The action plan is executed by the principal and the staff members. Necessary help and resources are sought from the Management.

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

This institution has been strengthened with ample financial and human resources potentialities. A well trained, duty bound and dedicated faculty team collaborated with benevolent management to yield a best conducive situation and to achieve the mission and goals positively.

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

In the beginning of the year, academic calendar is prepared according to the Magadh University, Bodhgaya Regulations. On this basis, we prepare our annual academic plan concerning the school teachers, faculty and administrators.

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

The curricular objectives have been highlighted on display boards.

The goals and objective of the institution have been published in the institute prospectus as well as on the college website.

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

The vision, mission and implementation plan are monitored and evaluated throughout the year by a committee comprising the Correspondent, Principal and two subject experts.

**7. How does the institution plan and deploy the new technology?**

According to the demands and trends, our institution plans and deploys the news technology in curricular aspects and in administration. The staff begins to use the technology and the students are apprised of the innovations. Students are also encouraged to use now technology.

## **6.4 Human Resource Management**

- 1. How do you identify the faculty development needs and career progression of the staff?**

Self study report of the individual staff members, students feedback report and experts feedback are studied carefully by the principal and the staff council which arrange faculty development programme for the benefit of staff members.

- 2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self study methods, 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 uses self-study report of the teacher educator, feedback from the students teacher, feedback from the experts from the university and colleges regarding teaching and research. Feedback report is evaluated by the Principal. Accordingly, the teaching method and research activities are rescheduled.

- 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 management provides the following welfare measures for the staff and faculties

Provident fund (PF)

Annual rewards

Free hostel

Free transport

Festival advance

Study leaves for higher education

Free concession for employees children studying in the institution.

- 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 has taken steps to widen the skills of teaching and non teaching staff members.

Basics of computer training for non teaching staff.

Training programmes for maintain account to non-teaching staff.

English communication skill development for teacher educators.

Educational technology and internet development programme for teacher educators.

Workshop for up grading their skill.

- 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.)?**

Advertisements are given in news papers and the staff members are selected by the selection committee as per the norms of NCTE and university. The skilled staff members are retained with negotiable salary as per the experience and merits.

Welfare measures are given to the staff. Offer facilities for doing research.

Concession, DA and TA will be given for attending research seminar and workshops.

Increment is given every year for deserving staff members.

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

Part time/Adhoc faculties are appointed on need basis against the emergency situations.

Part time faculties are appointed on hourly basis with pre-determined workloads which are stated clearly on their appointment letter itself.

The institution prefers not to provide the similar benefits enjoyed by the Regular Faculties to them, since they are part time alone.

**7. What are the policies, resources and practices of the institution that support and ensure the professional development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

The institution provides necessary training for the needy faculty, staff to improve their skill professionally as well as personally.

The faculty members are allowed to attend the in service programmes in various colleges and universities.

Faculty members are encouraged to present papers in seminars and Conferences.

They are encouraged to publish Research papers in various journals.

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

The institution has the physical infrastructure as per NCTE norms. Spacious administrative buildings with all facilities are provided to carry out their work effectively.

The seating arrangements of the faculties and instructional space are well maintained and inspiring to carry out the work effectively.

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

The college website is being updated to give latest information. Prospectus and college calendar are provided.

Every activity in the college is displayed in the college notice board.

Programmes conducted in the college are published in the newspapers. A suggestion box is provided to collect suggestions and complaints. The college office provides all the information needed.

People can seek information through phone.

Written complaints are accepted by the head of the institution. Grievances cell solve the faculty problems.

- 10. Details 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 workload norms as prescribed by the University are adopted strictly. The work load policy and practices for the faculty are planned in the beginning in order to distribute the work load equally according to the quality of the faculty members.

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

Yes,

The management recognizes the work of the staff members.

The management motivates staff members to their higher studies and reward awards for their skillful activities.

Award for centum result.

Award for organizing and conducting seminar.

Rewards for conducting extension and outreach programmes.



## **6.5 Financial Management and Resource Mobilization**

- 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. We don't receive any financial support from the government being a self finance institution. The college collect its revenue from the students as tuition fee.

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

The college has not received any donation from the students.

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

Yes, The operational budget of the institution is adequate to cover the day-to-day expenses and the deficit amount is adjusted by getting amount from the Trust.

- 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 institution allots budget to the facilities to attend trainings/conferences/seminars, for enabling them to deliver quality programmes. The budget and income expenditure statements are given in the annexure.

- 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 para's objections raised and dropped.)**

An external audit is done by a qualified chartered accountant recruited by the Management. The audit reports for the last two years are given in Annexure.

- 6. Has the institution computerized its finance management systems? If yes, give details.**

Yes, Latest accounting software package and MS Excel are used for the accounting process. All the salary and other details of the individual members are computerized.

## **6.6 Best practices in Governance and Leadership**

### **1. What are the significant best practices in Governance and Leadership carried out by the institution?**

Annual audit of accounts is conducted by a chartered agency and the comments are communicated to the chairman by auditing agency,.

All recruitments are made through advertisements and a selection committee nominated / approved by the Correspondent which will invariably have at least one external expert, according to norms.

The Faculty and staff are kept informed of short term and long term goals of the institution in pursuance of its mission and vision.

## **Criterion VII : Innovative Practices**

### **7.1 Internal Quality Assurance System**

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

Yes, IQAC was established during the year 2016 – 17 and guidelines of NAAC were followed while constituting IQAC. It consisted of representatives of all stakeholders as its members. The principal is the chairperson of IQAC, and a senior faculty is a coordinator. Teachers, expert members and representatives of all stakeholders are the members. Its main objective is to plan and implement quality initiatives. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations.

- 2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

The goal and objective of the institution is to train students to become efficient teacher. Along with university examination results feedback is obtained from the following members to evaluate the fulfillment of goal and objectives.

Heads of practice teaching  
schools. Academic peers.

Students.

IQAC.

The college prepares an Annual plan and action plan for a whole academic year and implements them effectively which is evaluated periodically and strives to achieve the goals and objectives. Every academic year, student feedbacks on the curriculum are collected and discussions are made in the IQAC meeting and essential matters for institutional developments are implemented. Teacher – educators prepare a self study of their performance every year.

- 3. How does the institution ensure the quality of its academic programmes?**

The college maintains the quality of its academic programmes by establishing:

Expert review.

Observation by the Management.

Observation by Principal.

Visits by governing body members.

Regular and periodical checking done by principal. Quality Assurance Cell reviews.

Functioning of Academic calendar. Time management.

Regular feedback from parents, students and Alumni's remedial programmes. Internal and external audit process.

Annual meeting of the governing body.

Continuous observation through meeting for cell and committees.

**4. How does the institution ensure the quality of its administration and financial management processes?**

The institution maintains the quality of its administration and financial management process through the management and the principal.

Internal and external audit.

Mechanism is followed for the financial management process.

Achievements of the various committees are also taken into account.

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

Good practices are identified through:

Self study of staff members.

Feedback from students.

Discussion in the IQAC meeting.

Review of extension and outreach program activities.

Review of annual governing body meeting.

Staff council meeting.

The principal of the college is the chairperson of every forum. So the good practices are identified and share with all the constituents.

## **7.2 Inclusive Practices**

- 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?**

Theoretical and practical exposures are given to the students on issue of inclusion.

- 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?**

Our college conducted life skill course and moral value education programme for every year. The college invited a lecturer from a nearby university who delivered a lecture on inclusion and empowerment of women. The marginalized students are identified and special attention is given to improve their learning.

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

The following curricular and co-curricular activities are provided to the students for fostering positive social interaction, active engagement in learning and self motivation.

Eco-awareness programmes, field trip, educational tour, national and international festival celebrations, seminar, participation in competitions, using library books, teaching practice, SUPW, Yoga, participation in club activities, personality development sessions, educational technology and other social activities are performed by the trainees.

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

By providing training of various multi sensory teaching methods and use of appropriate teaching aids, the proficiency of trainees are increased. It develop proficiency for working with children from diverse backgrounds. Regular feedback of every practice teaching session also helps them for the same. Along with this, trainee's over all personality are developed by various activities such as news reading and speech. Our college student teachers made a visit to schools of special children.

**5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

Integrated education is given to the physically challenged and differently abled students overall in the institution. Introduction of fee waiver scheme to help economically weaker students.

**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)?**

Students are given orientation on gender equalities during the orientation programme.

Students are briefed with the problems of eve-teasing and ragging in the class rooms.

Students are instructed to treat their woman counterpart fairly and equally.

## **7.3 Stakeholder Relationships**

**1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

The college ensures the access to the information on organizational performance to the stakeholders in the following ways:

Keeping the information in the college website available. College calendar.

College brochure.

News Letter.

News paper clippings.

News published in the daily newspaper.

**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 gets feedback from staff and principals of schools and students for bringing quality improvement.

Based on the feedback, remedial measures are taken in faculty meeting to eliminate short comings.

The programs of the institution are qualitatively improved.

**3. What are the feedback mechanism 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 collects feedback from students periodically on teachers education, for improving teaching and delivery process. The institution collects feedback from student teachers, parents and alumni which are utilized for improving the quality of the program.

Feedbacks collected from Alumni, Parents, School Headmaster and guide teachers are analysed and discussed thoroughly in the staff council and governing body meeting to arrive at suggestions for quality improvement. After getting approval from governing body the institution takes preventive and corrective action for quality improvement.

Teacher Training College, Industrial Area, Gaya  
Mapping of Academic Activities of the Institution

| Weeks   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |  |  |  |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|
| Admission and Orientation   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| Theory  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| Tutorials/ Seminars   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| Sessional Work – Tests & Assignments  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| Practical Work  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| Practice Teaching/ Internship   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| Co-curricular Activities  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| General Activities  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| Working with community/ project work  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |
| End-Term Examination  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |

**Note:** A week is of six working days and a day is of six clock hours





# TEACHER TRAINING COLLEGE

(Recognised by NCTE)

**Industrial Area, Gaya**

Contact No. : 0631-2224779, 9955833555, 9708959857

Website & E-mail:- [www.teachertrainingcollege.org](http://www.teachertrainingcollege.org) & [ttcgaya@gmail.com](mailto:ttcgaya@gmail.com)

Ref.No. : TTC/2016/219

Date : 20.06.2016

## Declaration by the Head of the Institution

I certify that the data included in this Self - Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has ben outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Principal/Head of the Institution  
(Dr. Ravindra Kumar)

**Principal**  
**Teachers' Training College**  
**GAYA**



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Ref.No. : TTC/2016/218

Date : 20.06.2016

## Certificate of Compliance

This is to certify that "Teacher Training College, Industrial Area, Gaya fulfils all norms.

1. Stipulated by the Magadh University, Bodhgaya, Bihar, and
2. National Council for Teachers Education (NCTE) and
3. The Affiliation and Recognition is valid as on date.

In case, the affiliation/recognition is conditional, then a detailed enclosure with regards to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the Institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Principal/Head of the Institution  
(Dr. Ravindra Kumar)

**Principal**  
**Teachers' Training College**  
**GAYA**

# C : APPENDICES

## **ANNEXTURE NO. – I**

**A BRIEF NOTE ON TEACHER EDUCATION**

## **INTRODUCTION TO TEACHER EDUCATION**

The role of the teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a 'change agent' and not as a mere transmitter of knowledge and culture.

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained in Article 45 enjoins that "the state shall Endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Article 29 (1) provides that any citizen having a distinct language, script or culture will have the right to conserve it. Moreover, special care of the economic and educational interest of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as an obligation of the State under Article 46.

In fulfilling these objectives, the role of the teacher must naturally be seminal. Apart from funding and building institutional structures, the diversity and complexity of India requires teacher of special vision and sensitivity, if the goals enunciated in the Constitution, specially pertaining to the underprivileged and the minorities are to be fulfilled. In this context, teacher training and the caliber of teachers are of prime importance.

National Policy on Education in 1968 emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education for girls was stressed. About a decade and a half later, the National Policy on Education (NPE-1986) was formulated which was further updated in 1992.

In the NPE 1986, improvement in the status and professional competence of teachers is envisaged as the cornerstone of educational reconstruction. It emphasizes that teacher education is a continuous process which new programmes of teacher education must reflect.

To ensure greater participation in education by all section of society and also to improve quality, decentralized management structure are being introduced in states. It gives importance to pre-service teacher education.

- Teacher Educations are move away from past models of development to new models that embed in development into the daily lives of teacher educators.
- Restructure teacher's work to create the mental space necessary for ongoing development.
- Assess how current development resources are being used and design strategies for securing additional resources as needed or for reallocating them.
- Development strategies for informing and convincing the public and policy makers that development not only critical but also as much a part of teacher's work as instruction.

### **Thus the teacher educator should be**

Employing cognitive  
strategies Being up-to-date

Having a passion for teacher  
Working collaboratively

Demonstrating strong communication  
skills Creating independent learners

The world around us has changed dramatically but education continuous to operate in the old policy itself, So there is a need for paradigm shift. Another challenge the teacher has to meet is Technological advancements. The teacher, teacher educators must have keen knowledge about them. Then only we can achieve good quality of education.

### **Need for Training :**

Training is necessary for efficient work in a particular job.

Training is needed for the following:

- In order to perform the job successfully and effectively.
- A trained person learns affectively in a lesser time than untrained person.
- Through training good deal of waste in teacher efforts can be saved.
- In training programme many pleasant experiences are provided to student teachers by whom he can develop favourable attitude towards himself, his job and his students.

- Technical knowledge and skill can be developed in the teacher through the training. Therefore, training is necessary for all teachers.

#### **Need of education of teachers:**

1. All the teachers should be trained, but there should not be and also cannot be a specific training of teachers. Even the born teachers have to study the techniques of teaching craft.
2. He has to help his students to develop certain personality traits and also to realize desirable values.
3. The school of today laid emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today must be the teacher of a whole man. He can never be this unless he is himself a complete man. We teach more by our actions than by our preaching.
4. Today's teacher needs a philosophy primarily concerned with human being to interact with each other. Humanistic programme for Teacher Education, seeks to develop a human teacher possessing such qualities as spontaneity, acceptance, creativity and self-realization.

#### **Objectives of Teacher Education :**

1. To understand to role of the school and the teacher in changing the society.
2. To develop competence to teach the subject of this specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by striving to keep in touch with the latest developments in both the subject and methodology of teaching.
3. To undertake investigatory projects, Action research and experimental projects, both in education and specialized subject areas.
4. To develop skills in guiding and counseling the children in solving their personal as well as academic problems.

5. To develop values of education such as non-violence, truthfulness, self-discipline, self-reliance and dignity of labour.
6. To act as a liaison between the school and the community and employ suitable ways and means for integrating community life and resources with school work.
7. To help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.
8. To possess warm and positive attitude towards children and their academic, socio-emotional and personal problems, and skills guide and counsel them.

### **Specific Objectives of Teacher Education :**

The specific objectives of teacher education are :

#### **1. Understanding Objectives:**

- a. Knowledge of the structure, functions and interaction of society.
- b. Understanding of child development and learning process.
- c. Understanding of problems of growing child.
- d. Knowledge of school organization and administration.
- e. Knowledge and understanding of examination and evaluation techniques.

#### **2. Skills Objectives:**

- a. Ability and skills to use various teaching methods.
- b. The skills for effective communication and harnessing motivation.

#### **3. Attitudes Objectives:**

- a. Scientific and objectives attitudes towards the problems of teaching.
- b. Healthy and positive attitude towards teaching profession.



#### **4. B.Ed. Programme :**

In views of the above objectives the following courses of theory and practice are taught.

1. Theory courses carry 700 marks.
2. Practice of Teaching 300 marks.

#### **Methods of Teaching:**

The following are school subjects of which any two subjects are offered for teaching practice.

Hindi, English, Sanskrit, Urdu, Mathematics, Physical Science, Biological Science, History, Civics, Geography, Commerce, Economics, Home Science. (Total No. – 13)

Each student teacher has to teach at least 20 lessons on each subject. Thus forty lessons are compulsory for practical final examination. Model lessons or demonstration lesson are given by the subject experts. Micro-Teaching and simulated lessons are organized in most of the B.Ed., college of education. In the final examinations two lessons one in each subject are taught by the student's teachers. 100 marks are assigned to each lessons of the final examinations. In B.Ed., examination separate divisions are given in theory and practice of teaching.

The minimum education required for secondary teacher trainees is Graduation and for Higher Secondary Education the minimum qualification is Post Graduation. The duration of training is one year.

As per the guide lines and rules of the NCTE and Magadh University, Bodhgaya our college offers the B.Ed., course to all eligible graduates and Post Graduates, giving importance to proper training and teaching.

“Teachers are literally the arbiters of a nation's destiny”, Teachers influence is everlasting. He shapes the destiny of future citizens. Considering above wise saying our object is to produce well trained and dedicated teachers. Our adage is not only giving teacher education to get a job but for the all round development in the field of education.

## ANNEXTURE NO. – II

### Teacher Training College Industrial Area, Gaya

(Sample format for Questionnaire for Feed Back from Students)

Course : \_\_\_\_\_ Session : \_\_\_\_\_

Students are required to rate the courses on the following attributes using the 4 – point scale as under. The format given is for one course. Do the same for other course on separate page.

|           |          |              |                |     |
|-----------|----------|--------------|----------------|-----|
| 4.00      | 3.00     | 2.00         | 1.50           | 0.0 |
| <b>A</b>  | <b>B</b> | <b>C</b>     | <b>D</b>       |     |
| Very Good | Good     | Satisfactory | Unsatisfactory |     |

#### Course – I

| S.No. | Parameters  | A<br>(Very Good) | B<br>(Good) | C<br>(Satisfactory) | D<br>(Unsatisfactory) |
|-------|---|------------------|-------------|---------------------|-----------------------|
| 1     | Depth of the course content including project work if any   |                  |             |                     |                       |
| 2     | Extent of coverage of course  |                  |             |                     |                       |
| 3     | Applicability/relevance to real life situations   |                  |             |                     |                       |
| 4     | Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) |                  |             |                     |                       |
| 5     | Clarity and relevance of textual reading material   |                  |             |                     |                       |
| 6     | Relevance of additional source material (Library)   |                  |             |                     |                       |
| 7     | Extent of effort required by students   |                  |             |                     |                       |
| 8     | Overall rating  |                  |             |                     |                       |

Date :

Signature of Students

## ANNEXTURE NO. – III

### Teacher Training College Industrial Area, Gaya

#### Questionnaire No. 3

Students' Overall Evaluation of the Programme and Teaching  
(To be filled only after the course result are declared)

Course : \_\_\_\_\_ Session : \_\_\_\_\_

(You need not disclose your name if you do not wish to.) Yours responses will be seen only after your course results have been finalized and recorded. The information will be used only for the improvement of the course and teaching in future. You may tick more than one answer to a question to the extent that they do not contradict each other.

**1. How much of the syllabus was covered in the class?**

- |                |                  |
|----------------|------------------|
| a) 90% to 100% | b) 75% to 90%    |
| c) 60% to 75%  | d) Less than 60% |

**2. The Teacher's Approach can be best described as**

- |                     |                       |
|---------------------|-----------------------|
| a) Always Courteous | b) Sometime helpful   |
| c) Sometime rude    | d) Always Indifferent |

**3. Was the course easy or difficult to understand?**

- |              |                   |
|--------------|-------------------|
| a) Easy      | b) Manageable     |
| c) Difficult | d) Very difficult |

**4. To what extent were you able to get teaching learning material for the prescribed course from teachers?**

- |                  |                    |
|------------------|--------------------|
| a) All material  | b) Mostly material |
| c) Some material | d) No material     |

5. **How well teacher come well prepared of subject matter, to the class?**  
a) Thoroughly  
b) Moderately  
c) Satisfaction  
d) Poorly
6. **How far the teacher encourages student's participation in the class?**  
a) Always  
b) Mostly  
c) Sometimes  
d) Rarely
7. **What comments do you have about your experiences in this institute?**  
a) Positive  
b) More positive less negative  
c) More negative less positive  
d) Negative
8. **How do you feel about availability of Library resources?**  
a) All material available  
b) Mostly material available  
c) Some material available  
d) No material available
9. **Which method was used mostly in classroom?**  
a) Get involved in discussion  
b) Often involved in discussion  
c) Sometimes involved in discussion  
d) Not discussion at all
10. **What effect do you think the internal assessment will have on your course grade?**  
a) Very helpful  
b) Sometimes effective  
c) No special effect  
d) Discouraging
11. **Were the assignments & Question paper discussed with you?**  
a) Yes, Always  
b) Yes, partially  
c) Sometimes discussed  
d) not discussed at all
12. **How often did the teachers provide feedback on your performance?**  
a) Regular with helpful comments  
b) Often with comments  
c) Sometimes with comments  
d) without any comments



## **ANNEXTURE NO. – IV**

### **BEST PRACTICES OF THE INSTITUTION**

## **Best Practice of the Institution**

### **1. Title of the Practice: Differentiated Teaching for Slow Learners**

Introduction of Differentiated Teaching for Slow Learners, and strict adherence of the College Dress Code have been the two important Best Practices undertaken by our College in recent years.

The long drawn self-study process has been a valuable learning experience for the faculty, students, and non-teaching members of Teacher Training College, Industrial Area, Gaya, Bihar. Led by a dedicated Steering Committee, the College carefully considered its educational programmes and services – with particular attention on student learning and achievement – to determine how well the institution accomplishes its goals, fulfils its mission, and meets the standards of the higher learning. The process of self-study confirmed both strengths and challenges in relation to the Criteria for Accreditation and highlighted the continued work we must do to re-establish the College as a nationally recognized leader in liberal and professional education.

Following this in-depth analysis, we are confident that the evidences provided is sufficient to conclude that all Eligibility Requirements and Assumed Practices have been met, and that the College has the capacity to join the elite club of 'NAAC' Accreditation college of India.

### **2. Goal:**

To address the expectation gap and the achievement gap among our Students particularly from disadvantaged section of the Society

### **3. The Context:**

Of late we have observed some learning and achievement gaps among our students. Such gaps have been noticed at two different levels: first, many of

our students are achieving less than they should at UG (B.Ed.) levels. Second, there is a performance gap between students of upper class and lower class SC and minority students. Clearly, while former is a problem of expectation gap, later is related with achievement gap. We intend to minimize both of these gaps by increasing our students learning and achievement.

**4. The Practice:**

In the beginning of every academic session the first few classes for the new entrants (i.e. B.Ed.) are held with a view and in a manner to locate the advanced and slow learners among our Students. This is done primarily through classroom discussions and home assignments. Once identified properly we try to make up the gap felt by our slow learners through organising special classes for them keeping in view their preparedness level. We also try to make the composition of class, assignments differentiated-one, for advance learners and another for slow learners. In order to save them from being stigmatized as slow learners among their fellow students we usually spell out both type of assignments before them and give a choice to choose as they like.

**5. Evidence of Success:**

The efforts have recently earned good results in the form of improvement in success rate and performance level of our students in University Exams. In addition to this we have noticed remarkable improvement in class room engagement of our students and their level and quality of response.

**6. Problems Encountered and Resources Required:**

Acute shortage of faculty has been the prime handicap for us. Besides shortage of classrooms has also been a bottleneck.

Financial constraints have inhibited us from hiring Guest Teachers to feel the faculty gap and deficiency of classrooms.



## ANNEXTURE NO. – V

Questionnaire NO.2  
**Teacher Training College  
Industrial Area, Gaya**

(Sample format for Student feedback on Teachers)

Course : \_\_\_\_\_ Session : \_\_\_\_\_

Please rate the teacher on the following attributes using tick (√) on the 4 point scale shown.

|           |          |              |                |     |
|-----------|----------|--------------|----------------|-----|
| 4.00      | 3.00     | 2.00         | 1.50           | 0.0 |
| <b>A</b>  | <b>B</b> | <b>C</b>     | <b>D</b>       |     |
| Very Good | Good     | Satisfactory | Unsatisfactory |     |

**Name of Teacher:**

| S.No. | Parameters  | A<br>(V. Good) | B<br>(Good) | C<br>(Satisfactory) | D<br>(Unsatisfactory) |
|-------|---|----------------|-------------|---------------------|-----------------------|
| 1     | Effectiveness in communication                                  |                |             |                     |                       |
| 2     | Sincerity/Commitment  |                |             |                     |                       |
| 3     | Variety in Teaching methodology                                 |                |             |                     |                       |
| 4     | Generated Democratic Atmosphere and Motivational Environment    |                |             |                     |                       |
| 5     | Class room Management   |                |             |                     |                       |
| 6     | Integrated content with other courses and use of varied Stimuli |                |             |                     |                       |
| 7     | Creativity in Assignment & Evaluation Techniques                |                |             |                     |                       |
| 8     | Regularity in feedback and performance improvement of students  |                |             |                     |                       |
| 9     | Command & Clarity in subject matter                             |                |             |                     |                       |
| 10    | Overall rating  |                |             |                     |                       |

## ANNEXTURE NO. – VI

### Teacher Training College Industrial Area, Gaya

#### Appendix – 2

#### PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL OF TEACHERS

---

**i. General information**

- a) Name:
- b) Date of Birth:
- c) Address:
- d) Designation:
- e) Department:
- f) Area of Specialization:
- g) Phone No. :

#### A) ACADEMIC QUALIFICATIONS

---

| Exam Passed                    | Board/University | Subjects | Year | Division/Grade Merit etc. |
|--------------------------------|------------------|----------|------|---------------------------|
| High School                    |                  |          |      |                           |
| Higher Secondary or Pre-degree |                  |          |      |                           |
| Bachelor's Degree (s)          |                  |          |      |                           |
| Master's Degree (s)            |                  |          |      |                           |
| Research Degree (s)            |                  |          |      |                           |
| Other Diploma/Certificate etc. |                  |          |      |                           |

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at time of joining of the institution.

**ii. Research Experience & Training**

| <b>Research Stage</b>   | <b>Title of work/Theses</b> | <b>University Where the work was carried out</b> |
|---|-----------------------------|--|
| M.Phil or equivalent  |                             |  |
| Ph.D.   |                             |  |
| Post-Doctoral   |                             |  |
| Publications (give a list separately)                         |                             |  |
| Research Guidance (give names of student guided successfully) |                             |  |
| Training (please specify)                                     |                             |  |

**B) RESEARCH PROJECTS CARRIED OUT**

| <b>Title of the Project</b> | <b>Name of the funding Agency</b> | <b>Duration</b> | <b>Remarks</b> |
|-----------------------------|-----------------------------------|-----------------|----------------|
|                             |                                   |                 |                |

**C) Seminars, Conferences, Symposia, Workshops etc. attended**

| <b>Name of the Seminar/Conference/Symposia Workshop, etc.</b> | <b>Name of the Sponsoring Agency</b> | <b>Place and Date</b> |
|---|--------------------------------------|-----------------------|
|   |                                      |                       |

## D) Teaching Experience

| Courses Taught   | Name of the University/College/Institution | Duration |
|--|--|----------|
| iv) U.G.<br>B.Ed.<br>(B.A./B.sc., etc. Pass)<br>B.A./B.sc. etc. Hons.) |  |          |
| v) P.G.<br>M.Ed.<br>(M.A./M.sc., etc.)                                 |  |          |
| vi) M. Phill   |  |          |
| vii) Any other   |  |          |

**Total Teaching Experience:**

---

- i) a) Under-graduate (Pass):
- b) Under-graduate (Hons):
- c) Post-graduate:
- d) B.Ed.
- f) M.Ed.

### ii) Detail of participation in the following:-

- a. University Education
- b. Internal evaluation
- c. Paper setting
- d. Conduct of Examinations

### F. Innovations/Contributions in Teaching

1. Design of Curriculum
2. Teaching methods
3. Laboratory experiments
4. Evaluation methods

5. Preparation of resources material

Including books, reading materials,

Laboratory, manuals etc.

6. Remedial Teaching / Students Counseling (academic)

7. Any other

**F. Extension Work/Community Service**

a) Please give a short account of your contribution to :

i) Community work

Such as values of National Integration,

Secularism, democracy, socialism, humanism, peaces)

Scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension

Work and National Service Scheme (NSS), or NCC or any other similar activity

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life

(Hostel, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership / Participation in Bodies / Committees on Education and National Development

f) Professional Organization of Teacher's.

**H.** a) Membership of Professional Bodies, Societies etc.

b) Editorship of Journals

c) Any other information

## ANNEXTURE NO. – VII

### Teacher Training College Industrial Area, Gaya

(Sample format for Feedback from Practice Teaching School)

Session : \_\_\_\_\_ School : \_\_\_\_\_

Full Signature of the Supervisor/s \_\_\_\_\_

Instruction: - Please tick mark (√) under Poor, Average, Good, Very Good and Excellent.

| S.No. | Items  | Rating |         |      |         |           |
|-------|--|--------|---------|------|---------|-----------|
|       |  | Poor   | Average | Good | V. Good | Excellent |
| 1     | Using of previous knowledge for arousing interest of Pupils.                               |        |         |      |         |           |
| 2     | Pupil Teachers created such lesson plans that encouraged student's attention required.     |        |         |      |         |           |
| 3     | P.T explained all essential points with relevant examples.                                 |        |         |      |         |           |
| 4     | Appropriate selection of instructional material to develop lesson.                         |        |         |      |         |           |
| 5     | Blackboard work was systematic legible and done side by side.                              |        |         |      |         |           |
| 6     | Students were involved in the lesson properly.   |        |         |      |         |           |
| 7     | Questions were grammatically correct and evenly distributed.                               |        |         |      |         |           |
| 8     | P.T. linked the aids with content matter and displayed it properly.                        |        |         |      |         |           |
| 9     | P.T. used the praise words, gestures and non – verbal actions properly.                    |        |         |      |         |           |
| 10    | Sectional recapitulation as well as final recapitulation was done while delivering lesson. |        |         |      |         |           |
| 11    | The closure of the lesson was done properly.   |        |         |      |         |           |
| 12    | Students were punctual in attending classes.   |        |         |      |         |           |
| 13    | P.T. helped the staff of the school in creating values among children.                     |        |         |      |         |           |
| 14    | Any other remarks.   |        |         |      |         |           |

## ANNEXTURE NO. – VIII

| 1 <sup>st</sup> Year               |  |        |        |            |            |
|------------------------------------|--|--------|--------|------------|------------|
| ANNUAL DISTRIBUTION OF THE COURSES |  |        |        |            |            |
| Course No.                         | Course Name                            | Credit | Theory | Practicum* | Full Marks |
| Course 1                           | Childhood and Growing Up               | 4      | 80     | 20         | 100        |
| Course 2                           | Contemporary India and Education       | 4      | 80     | 20         | 100        |
| Course 3                           | Learning and Teaching                  | 4      | 80     | 20         | 100        |
| Course 4                           | Language across the Curriculum         | 2      | 40     | 10         | 50         |
| Course 5                           | Understanding Disciplines and Subjects | 2      | 40     | 10         | 50         |
| Course 6                           | Gender, School and Society             | 2      | 40     | 10         | 50         |
| Course 7a                          | Pedagogy of a School Subject –Part I   | 2      | 40     | 10         | 50         |
| Course<br>EPC 1                    | Reading and Reflecting on Texts        | 2      | 40     | 10         | 50         |
| Course<br>EPC 2                    | Drama and Art in Education             | 2      | 40     | 10         | 50         |
| Course<br>EPC 3                    | Critical Understanding of ICT          | 2      | 40     | 10         | 50         |
| Total-                             |  | 26     |        |            | 650        |

\*Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a.

| 2 <sup>nd</sup> Year               |                                       |         |        |             |            |
|------------------------------------|---------------------------------------|---------|--------|-------------|------------|
| ANNUAL DISTRIBUTION OF THE COURSES |                                       |         |        |             |            |
| Course No.                         | Course Name                           | Credit* | Theory | Practicum** | Full Marks |
| Course 7b                          | Pedagogy of a School Subject –Part II | 2       | 40     | 10          | 50         |
| Course 8                           | Knowledge and Curriculum              | 4       | 80     | 20          | 100        |
| Course 9                           | Assessment for Learning               | 4       | 80     | 20          | 100        |
| Course 10                          | Creating an Inclusive School          | 2       | 40     | 10          | 50         |
| Course 11                          | Optional Course***                    | 2       | 40     | 10          | 50         |
| Course<br>EPC 4                    | Understanding the Self                | 2       | 40     | 10          | 50         |
| School Internship                  |                                       | 10      | -----  | -----       | 250        |
| Total-                             |                                       | 26      | -----  | -----       | 650        |


\*One credit is equal to 16hours for theory and for practicum 32hours

\*\*Engagement with the Field: Tasks and Assignments for Courses 7b & 8-10.

\*\*\*Each student-teacher will take one Optional Paper from the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course

## ANNEXTURE NO. – IX

पूर्व क्षेत्रीय समिति  
राष्ट्रीय अध्यापक शिक्षा परिषद्  
(भारत सरकार का एक विधिक संस्थान)

  
गुरुकुलमो धाम  
NCTE

Eastern Regional Committee  
National Council for Teacher Education  
(A Statutory Body of the Government of India)

Speed Post

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4  
Code No. APE00283  
ERC/7-64.7.5/2006/ 222-227 February 14/15 2006

**Order**

In terms of Section 15(1) of the NCTE Act, 1993 Teacher Training College of India, C/o Buddha Public School, 83, Ashok Nagar, Gaya, Bihar – 823001 had submitted an application to the Eastern Regional Committee of NCTE for grant of permission for B.Ed. course of one year duration from the academic session 2004-05.

2. On scrutiny of the application submitted by the institution, the documents attached therewith, the inputs received from the visiting team alongwith, other related documents, the Committee has noted the following:

- The institution has acquired the land for setting up the teacher education institution.
- The institution is functioning from its own building.
- The institution has selected the Principal, and 14 (fourteen) faculty members and the list of teaching staff have been duly approved by the affiliating University.
- The clarification dtd. 24.01.06 has been received from the institution regarding change of its name to Teachers Training college, Gaya.

3. Now, therefore, in exercise of the powers vested under Section 15(3) (a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to **Teacher Training College, C/o Buddha Public School, 83, Ashok Nagar, Gaya, Bihar – 823001** for B.Ed. Course of one year duration from the academic session **2006-2007** with an annual intake of **100 (One Hundred)** students subject to compliance of the following conditions before the commencement of the course:

- The institution will ensure that Principal and at least 07 (seven) faculty members duly qualified as per NCTE norms are in position for an intake of 100 students before the commencement of the course and a report to this effect shall be sent to the Eastern Regional Committee within one month of the commencement of the course.
- The institution shall submit a list of teaching staff duly countersigned by the competent authority of the affiliating University within one month of the commencement of the course.
- The institution shall pay salary to the teaching staff as prescribed by State Govt./ UGC.
- The institution shall ensure that salary to the teaching staff is paid through Account payee cheque.

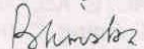
P.T.O.

15 NEELAKANTHA NAGAR, NAYAPALLI, BHUBANESWAR 751 012  
Phone : (0674) 2395793, 2393252, 2396156 Fax : (0674) 2393873  
E-Mail : ncteerc@hotmail.com Website : www.ncte-in.org



- e) The institution shall ensure that lecturers not having M.Ed. should acquire M.Ed. qualification within five years.
  - f) The institution shall within one month of the receipt of recognition order, convert the Endowment Fund account into a Joint Account in the form of FDR for a period of not less than 60 months (five years) in a Nationalised Bank to be operated along with an official of the Regional Committee.
  - g) The institution shall create a Reserve Fund for an amount equal to three months salary of the teachers and staff within one month from the date of issue of this order and maintain in the form of FDR in favour of the management of the institution for a period of not less than sixty months (five years) in a Nationalised Bank.
  - h) The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.
4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, the State Government etc.
5. The institution shall submit to the Regional Committee a Performance Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating University to the appointment of faculty members, and the statement of annual accounts duly audited by a Chartered Accountant.
6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

By order

  
Regional Director

The Manager to Govt. of India  
Department of Publications, (Gazette Section)  
Civil Lines, Delhi - 110 054

C.C.

- ✓ 1. The Principal, Teacher Training College, C/o Buddha Public School, 83, Ashok Nagar, Gaya, Bihar - 823001 Telephone - 0631-2431871
2. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastrī Bhawan, New Delhi-110 001
3. The Secretary, Higher & Secondary Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna - 800 015.
4. The Registrar, Magadh University, Bodh Gaya, Bihar - 824234,
5. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing - II, 1, Bahadur Shah Zafar Marg, New Delhi -110 002.
6. Office Order file / Institution file/MIS File.

**TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4**

National Council for Teacher Education  
Eastern Regional Committee  
(A Statutory Body of the Govt. of India)  
15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012  
Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

F. No. ER-189.6.14/APE00283/B.Ed./2015/ 32637

Date: 31.05.2015

**ORDER**

**WHEREAS**, in terms of Section 14(1) of the NCTE Act, Teacher Training College, Industrial Area, Gaya, Bihar-824231 granted recognition for B.Ed. course with an annual intake of 100 from the academic session 2006-2007 vide order dated 15.02.2006 in the old address viz. Teacher Training College, Gaya, 83, Ashok Nagar, Gaya, Bihar-823001 (Code No. APE00283). Further, permission for additional intake of 100 intake from the academic session 2008-2009 was issued vide order dated 30.08.2008.

**AND WHEREAS**, on the basis of complaint against the institution, the Eastern Regional Committee in its 103<sup>rd</sup> meeting, recognition was withdrawn under section 17(1) of the NCTE Act vide Order No. 2991 dated 14.01.2010 from the academic session 2010-2011.

**AND WHEREAS**, as per the Court Order in CWJC No. 11478/2010 and CWJC No. 12038/2010 dated 16.11.2010 and as per requested of the institution, inspection was conducted by a team of expert to assess the required improvement and recommendations for grant of recognition. The visiting team after making thorough assessment, recommended for grant of two basic units of B.Ed. course.

**NOW THEREFORE**, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Eastern Regional Committee, NCTE hereby grants recognition to **Teacher Training College, Industrial Area, Gaya, Bihar-824231 (Code No. APE00283)** for conducting **B.Ed.** programme of two years duration with an intake of **100 students (two basic units)** from the academic sessions **2015-2016** under Clause 7(16) of NCTE (Recognition Norms & Procedure) Regulations, 2014 subject to fulfillment of the following conditions:-

- I. The Endowment fund of Rs. 5 lakhs and Reserve fund of Rs. 7 lakhs kept in joint account with Regional Director of NCTE should be maintained perpetually. Loan raising against or mortgaging of FDR's shall not be done.
- II. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- III. The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(10) of the NCTE (Recognition Norms & Procedure) Regulations 2014.

Contd...2

//2//

- IV. The institution shall ensure that the required number of academic staff duly approved by affiliating body for conducting the course should always remain in position.
- V. The institution shall comply with the additional facilities required (additional built-up area, additional staff, additional fund etc) for the second unit as prescribed in NCTE (Recognition Norms and Procedure) Regulations 2014 before 31.10.2015.
2. Further the recognition is subject to the condition that the institution shall move gradually to become a composite institution but not later than 2016-2017.
3. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University / Body, the State Government etc, as applicable.
4. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.
5. The institution shall maintain its Website with hyperlink to the Council and the Eastern Regional Committee, covering, inter-alia, the details of the institution, its location, name of the programme applied for the intake; availability of physical infrastructure, such as land, building, office, classrooms and other facilities or amenities; instructional facilities, such as laboratory and library and the particulars of their proposed teaching faculty and non-teaching staff with photographs, for information of all concerned. The information with regard to the following shall also be made available on the website namely:-
  - a) Sanctioned programmes along with annual intake in the institution;
  - b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
  - c) Name of faculty members who left or joined during the last quarter;
  - d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
  - e) Fee charged from students;
  - f) Available infrastructural facilities;
  - g) Facilities added during the last quarter;
  - h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
  - i) The affidavit with enclosure submitted along with application.
  - j) The institution shall be free to post additional relevant information. If it so desires.
  - k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

Contd...3

1/3/11

6. The institution shall adhere to the mandatory disclosure in the prescribed format and display up-to-date information on its official website.
7. The institution shall make available list of students admitted on its official website.
8. If the institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made of issued there under, the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

Regional Director

The Manager  
Government of India Press  
Department of Publications (Gazette Section)  
Civil Lines, New Delhi – 110054

To  
**The Principal / Correspondent  
Teacher Training College,  
Industrial Area, Gaya,  
Bihar-824231**

Copy to:

1. The Commissioner & Secretary, Primary, Secondary & Higher Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
2. The Registrar, Magadh University, Bodh Gaya, Bihar-824234
3. The Director, Department of Secondary Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi -110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi- 110002.
6. Office Order file/ Institution file.

  
Regional Director

## ANNEXTURE NO. – X



### Magadh University, Bodh-Gaya

पत्रांक 185/ERC

दिनांक 29-04-09

सेवा में,  
अध्यक्ष  
टीचर्स ट्रेनिंग कॉलेज,  
83, अशोक नगर, गया

विषय:- एक वर्षीय बी०एड० पाठ्यक्रम में नामांकन सीटों में बढ़ोतरी के सम्बन्ध में ।

महाशय,

उपर्युक्त विषय के सम्बन्ध में निदेशानुसार सूचित करना है कि कुलपति महोदय ने राष्ट्रीय अध्यापक शिक्षा परिषद के पत्रांक ERC/7-91.8.22/2008/14633 (3) दिनांक 24.12.2008 के द्वारा टीचर्स ट्रेनिंग कॉलेज, 83, अशोक नगर, गया में एक वर्षीय बी०एड० पाठ्यक्रम में नामांकन सीटों में 100 (एक सौ) से बढ़ाकर 200 (दो सौ) स्वीकृत करने के आदेश को एन०सी०टी०ई० द्वारा लगाये गये शर्तों के साथ स्वीकृत करने की कृपा की है ।

विश्वासभाजन

मदन प्रसाद  
29/4/09

(डा० मदन प्रसाद)

महाविद्यालय निरीक्षक (विज्ञान)  
मगध विश्वविद्यालय, बोधगया

29/4/09



# मगध विश्वविद्यालय, बोधगया

पत्रांक 5417/GIII/B.Ed./Part-<sup>6</sup>GA/261/16

दिनांक 9/6/16

सेवा में,  
निदेशक,  
(शोध एवं प्रशिक्षण)  
प्राथमिक, माध्यमिक एवं जन शिक्षा विभाग,  
नया सचिवालय, पटना - 800001

**विषय: दो वर्षीय बी.एड पाठ्यक्रम के संबंधन का अनुमोदन के संबंध में।**

महाशय,

उपर्युक्त विषय के संबंध में निदेशानुसार सूचित करना है कि टीचर ट्रेनिंग कॉलेज, इन्डस्ट्रीयल एरिया, गया में दो वर्षीय बी.एड. पाठ्यक्रम के संबंधन के मामले पर निरीक्षणोपरान्त संबंधन समिति, विद्वत परिषद एवं अभिषद द्वारा की गयी अनुशंसा के आलोक में अधिषद की बैठक दिनांक 10.04.2016 के मद संख्या 46 पर पारित प्रस्ताव के आलोक में निरीक्षक दल द्वारा लगाये गये निम्न शर्तों के साथ सत्र 2015-16 से सत्र 2016-17 तक (दो सत्र) के लिए एन.सी.टी.ई. से स्वीकृत 100 (एक सौ) नामांकन सीटों के साथ संबंधन स्वीकृत किया जाता है।

1. The Library may have online <sup>facility</sup> ~~facility~~ to access the Reading Materials.
2. Some referred Journals of teacher education in National & International level may be subscribed by Institutions.
3. The books according to latest syllabus must be purchased for students teachers & reference.
4. The Institution has to be developed on composite structure within one years others wise affiliation will be withdrawn.
5. The website of the Institution must be updated as per latest N.C.T.E. Norms.
6. The managing Committees shall comprise :
  - (a) Representative of the sponsoring Trust.
  - (b) Educationists.
  - (c) Teacher Educations.
  - (d) Representative of Affiliating University.
  - (e) Representative of the Faculty members.
7. There must be a curriculum laboratory in the Institution to update and transact the curriculum properly.
8. Hostel for male & female students and same residential quarters are desirable.
9. Required labs should be enriched accordingly.

अतः अधिषद से पारित प्रस्ताव पर बिहार राज्य विश्वविद्यालय अधिनियम की धारा 21.2(डी) में निहित प्रावधान के आलोक में राज्य सरकार का अनुमोदन प्राप्त कर यथाशीघ्र अधोहस्ताक्षरी को सूचित करने की कृपा की जाय।

विश्वासभाजन

ह०/-

कुलसचिव

मगध विश्वविद्यालय, बोधगया।

PTO

ज्ञापक :- 5417/GIII/B.Ed./Part/.....  
G.M.A/26/116

दिनांक 9/6/16

प्रतिलिपि निम्नलिखित को सूचनार्थ एवं आवश्यक कार्रवाई हेतु प्रेषित:-

1. प्रधानाचार्य/सचिव, टीचर ट्रेनिंग कॉलेज, इन्डस्ट्रीयल एरिया, गया।
2. परीक्षा नियंत्रक, मगध विश्वविद्यालय, बोधगया।
3. विशेष कार्य पदाधिकारी, मगध विश्वविद्यालय शाखा कार्यालय, राजेन्द्रनगर, पटना।
4. नोडेल पदाधिकारी, मगध विश्वविद्यालय, बोधगया।
5. सहायक कुलसचिव, पंजीयन शाखा, मगध विश्वविद्यालय, बोधगया।
6. कुलपति/प्रतिकुलपति/कुलसचिव के निजी सहायक, मगध विश्वविद्यालय, बोधगया।

कुलसचिव

मगध विश्वविद्यालय, बोधगया।

01/6/16



# मगध विश्वविद्यालय, बोधगया

Ref. No.: GA/A/149/17

Date: 7/4/17

## TO WHOM IT MAY CONCERN

This is to certify that **Teacher Training College, Industrial Area, Gaya** is affiliated to the **Magadh University, Bodhgaya** for the session 2015-2016 and 2016-2017, the following course<sup>es</sup> are taught in the said college as per approval. *affiliation granted by the University.*

| Sl No | Name of the Course(s) and Duration | Affiliation           | Period of Validity for the year(s) |
|-------|------------------------------------|-----------------------|------------------------------------|
|       |                                    | Permanent / Temporary |                                    |
| (1)   | B.Ed. Course                       | Temporary             | 2016-2017                          |

*[Signature]*  
4/4/17  
**Competent Authority**  
(with Name, Designation, Seal and Signature)  
**Insp. of Colleges (Arts & Com.)**  
**Magadh University**  
**Bodh Gaya - 823 234**  
**Bihar, India**



## ANNEXTURE NO. – XI



### AGRAWAL ANIL & ASSOCIATES CHARTERED ACCOUNTANTS

'Achal', Justice Narain Path, Nageshwar Colony, Boring Road, Patna-800001  
Phone: 0612-2524020/2527242 Mob No: 9431881950 Fax: 0612-2527242 E-Mail: [aanilpatna@gmail.com](mailto:aanilpatna@gmail.com)

#### AUDITORS' REPORT

We have audited the attached Balance Sheet of **UM SAMAJ VIKASH PARISHAD**, Regd. Office at 141/83, POST – ASHOK NAGAR, DIST. – Gaya and Administrative Office at H/O Bhagwan Pandey, behind Digha Police Station, Digha, Patna – 800 011 as at 31st March, 2015 and also the Income and Expenditure Account for the year ended on that date annexed thereto. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.

#### **Management's Responsibility for the Financial Statements**

1. Management is responsible for the preparation of these financial statements that give a true and fair view of the financial position and financial performance of the Assessee in accordance with the Accounting Standards issued by the Institute of Chartered Accountants of India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the financial statements that give a true and fair view and are free from material misstatements, whether due to fraud or error.

#### **Auditor's Responsibility**

2. Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.
3. An audit involves performing to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Company's preparation and fair presentation of the financial statements in order to design audit procedure that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
4. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
5. **We report that**
  - (i) We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purposes of our audit;



- (ii) In our opinion, proper books of account as required by law have been kept by the concern so far as appears from our examination of those books;
- (iii) The Balance Sheet and Profit and Loss Account dealt with by this report are in agreement with the books of account ;
- (iv) In our opinion and to the best of our information and according to the explanations given to us, the said accounts (financial statements), read with notes thereon, if any, give a true and fair view in conformity with the accounting principles generally accepted in India:
  - a) In the case of the Balance Sheet, of the state of affairs of the assessee as at March 31, 2015
  - b) In the case of the Income and Expenditure account of the excess of Income over Expenditure of its accounting year ending on that date.

Patna,  
Dated: 30th June, 2015



For AGRAWAL ANIL &  
ASSOCIATES  
Chartered Accountants

  
(CA A. K. Agrawal)  
PARTNER  
Mem No. 071338

UMI SUMEJ VIKASH PARISHAD, GAYA  
 UNIT - BUDDHA INSTITUTE OF TECHNOLOGY, GAYA  
 (Including Head Office)  
 BALANCE SHEET AS AT 31ST MARCH, 2015

| LIABILITIES  |             | AMOUNT             | ASSETS                                    |            | AMOUNT             |
|--|-------------|--------------------|---|------------|--------------------|
| <b>GENERAL FUND</b>  |             |                    | <b>FIXED ASSETS</b>                       |            |                    |
| Opening Balance  | 68210217.18 |                    | (Schedule - A)                            |            | 66829405.40        |
| Excess of Income over Expenditure, transferred from Income & Expenditure Account | 10266737.60 | 78478954.78        | <b>CURRENT ASSETS</b>                     |            |                    |
|  |             |                    | Cash-in-hand                              |            | 426482.53          |
|  |             |                    | (As certified and as per the book)        |            |                    |
| <b>SECURED LOANS</b>   |             |                    | <b>Cash at Bank</b>                       |            |                    |
| Term Loan from   |             | 720424.40          | In Savings A/c with                       |            |                    |
| State Bank of Bikaner & Jaipur, Gaya   |             |                    | S.B.B.J., Gaya (61027772752)              | 322123.00  |                    |
| (Against hypothecation of Vehicle - Star Bus)                                    |             |                    | S.B.B.J., Gaya (51031351964)              | 45423.03   |                    |
| State Bank of Bikaner & Jaipur, Gaya   |             | 993189.83          | Bank of India Gaya (448010100008566)      | 90067.67   | 457613.70          |
| (Against hypothecation of Vehicle - Safari)                                      |             |                    | In Over Draft A/c with                    |            |                    |
| State Bank of Bikaner & Jaipur, Gaya   |             | 381016.66          | S.B.B.J., Gaya (61184302712)              |            | 74.00              |
| (Against hypothecation of Generator)   |             |                    |   |            |                    |
| <b>UNSECURED LOAN</b>  |             |                    | <b>In Fixed Deposit with</b>              |            |                    |
| Awadhesh Kumar   |             | 214200.00          | State Bank of Bikaner, Jaipur, Gay        | 6759276.00 |                    |
|  |             |                    | Add : Interest accrued                    | 1363462.04 | 8122738.04         |
| <b>CURRENT LIABILITIES &amp; PROVISIONS</b>                                      |             |                    | <b>Teacher's Training College</b>         |            |                    |
| Salary Payable   |             | 865296.00          | State Bank of Bikaner, Jaipur, Gay        | 1300000.00 |                    |
| Audit Fee Payable  |             | 50160.00           | Add : Interest accrued                    | 40459.26   | 1340459.26         |
| Fee Received in Advance  |             |                    |   |            |                    |
| Bhabha Institute of Technology   |             | 3907020.00         | Bank of India, Gaya                       | 1500000.00 |                    |
|  |             |                    | Add : Interest accrued                    | 45990.83   | 1545990.83         |
| Anyabhath Knowledge University   |             | 30900.00           |   |            |                    |
| BPTPIA   |             | 160300.00          |   |            |                    |
| <b>NOTES TO ACCOUNTS</b>   |             |                    | <b>LOANS AND ADVANCES</b>                 |            |                    |
| (Schedule - B)   |             |                    | Advance receivable in cash or             |            | 12000.00           |
|  |             |                    | in kind or for value to be received       |            | 4900.00            |
|  |             |                    | (Unsecured, considered good)              |            | 87850.00           |
|  |             |                    | M/s Electronics Plaza                     |            | 1000000.00         |
|  |             |                    | Eduquity Career Technology Pvt. Ltd       |            | 1704857.91         |
|  |             |                    | Jai Maa Tara Int Udyog                    |            | 3500000.00         |
|  |             |                    | Security Deposit (AKU)                    |            | 214458.00          |
|  |             |                    | Unit - Teacher's Training College, Gaya   |            | 45058.00           |
|  |             |                    | Security Money Deposit (AICTE)            |            | 59801.00           |
|  |             |                    | Security Money Deposit (SBPDCL)           |            | 62721.00           |
|  |             |                    | Tax Deducted at Source (07-08) Refundable |            | 59268.00           |
|  |             |                    | Tax Deducted at Source (08-09) Refundable |            | 49973.00           |
|  |             |                    | Tax Deducted at Source (09-10) Refundable |            | 65747.00           |
|  |             |                    | Tax Deducted at Source (10-11) Refundable |            | 92355.00           |
|  |             |                    | Tax Deducted at Source (11-12) Refundable |            | 119709.00          |
|  |             |                    | Tax Deducted at Source (12-13) Refundable |            |                    |
|  |             |                    | Tax Deducted at Source (13-14)            |            |                    |
|  |             |                    | Tax Deducted at Source (14-15)            |            |                    |
| <b>TOTAL</b>   |             | <b>85801461.67</b> | <b>TOTAL</b>                              |            | <b>85801461.67</b> |



In terms of our report of even date  
 UMI Sumej Vikash Parishad  
 AGRAWAL ANIL & ASSOCIATES  
 CHARTERED ACCOUNTANTS  
 PATNA  
 Secretary  
 PARTNER  
 MEMBERSHIP NO. 71338

UMI Sumej Vikash Parishad  
 Shaligram Singh  
 CHAIRMAN  
 PATNA:  
 DATED: 30th June, 2015

UM SAMAJ VIKASH PARISHAD, GAYA  
 UNIT - BUDDHA INSTITUTE OF TECHNOLOGY, GAYA  
 INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.3.2015

| PARTICULARS   | AMOUNT      | PARTICULARS                             | AMOUNT      |
|---|-------------|---|-------------|
| Salary to Teaching Staff  | 4471137.00  | Course Fee Received                     | 22864137.00 |
| Salary to Principal   | 398064.00   |   |             |
| Salary to Technical & Supporting Staff                                | 2540484.00  | Sale of Prospectus                      | 269050.00   |
| Salary to Administrative Staff  | 2244137.00  |   |             |
| Salary to Security Guard  | 405419.00   | Registration & Examination Fee Received | 4692661.00  |
| Travelling and Conveyance   | 2006.00     |   |             |
| Electric & Generator Expenses   | 181871.00   | Income from Examination                 | 705828.00   |
| Registration & Examination Fee  | 2130610.00  |   |             |
| Advertisement & Publicity   | 843789.00   | Interest on Savings Account             | 25076.00    |
| Interest to Bank  | 200189.00   | Interest on Fixed Deposits              | 960434.98   |
| Bank Charges  | 10493.90    |   |             |
| Audit Fee   | 36480.00    | Miscellaneous Income                    | 15600.00    |
| Running & Maintenance of Vehicle                                      | 27473.00    |   |             |
| Miscellaneous Expenses  | 5250.00     | Net Profit transferred from             | 67529.52    |
| Interest paid to Other  | 105.00      | Teacher's Training College, Gaya        |             |
| Lease Rent  | 1030000.00  | (A Unit of Um Samaj Vikas Parishad)     |             |
| Processing Fee  | 887700.00   |   |             |
| Inspection Fee  | 732500.00   |   |             |
| Freight & Cartage   | 874.00      |   |             |
| Insurance   | 117383.00   |   |             |
| Telephone & Mobile Expenses   | 33699.00    |   |             |
| Taxation Fee  | 13680.00    |   |             |
| Repairs and Maintenance   | 26180.00    |   |             |
| Printing and Stationery   | 718816.00   |   |             |
| Depreciation (Schedule-A)   | 2273239.00  |   |             |
| Excess of Income over Expenditure transferred to General Fund Account | 10268737.60 | TOTAL                                   | 29600316.50 |

In terms of our report of even date  
 For AGRAWAL ANIL & ASSOCIATES  
 CHARTERED ACCOUNTANTS

UM Samaj Vikash Parishad

Shaligram Singh  
 CHAIRMAN

Um Samaj Vikash Parishad  
 Secretary

(A. K. AGRAWAL)  
 PARTNER  
 MEMBERSHIP NO. 71338



PATNA,  
 DATED: 30th June, 2015

UMI SAMAJ VIKASH PARISHAD, GAYA  
 UNIT - BUDDHA INSTITUTE OF TECHNOLOGY, GAYA  
 SCHEDULES FORMING PART OF THE BALANCE SHEET AS AT 31ST MARCH, 2015  
 SCHEDULE - A : FIXED ASSETS  
 PARTICULARS

| PARTICULARS  | COST/WDV<br>As<br>z<br>01.04.2014 | ADDITION                               |                                 | TOTAL              | DEPRE-<br>CIATION | CLOSING<br>BALANCE<br>As on<br>31.03.2015 |
|--|-----------------------------------|--|---------------------------------|--------------------|-------------------|---|
|  |                                   | Put to Use<br>On or Before<br>180 Days | Put to Use<br>After<br>180 Days |                    |                   |   |
| Lease Hold Land (Biada)(90Yrs Lease)<br>For Buddha Inst. of Technology | 2460617.00                        | 4408108.00                             | 4065522.00                      | 10934247.00        | 0.00              | 10934247.00                               |
| For Teacher Training College   | 2327377.00                        | 0.00                                   | 0.00                            | 2327377.00         | 0.00              | 2327377.00                                |
| Building Under construction  | 43089689.00                       | 0.00                                   | 0.00                            | 43089689.00        | 0.00              | 43089689.00                               |
| Library Books  | 23847.00                          | 11058.00                               | 544.00                          | 35449.00           | 35177.00          | 272.00                                    |
| Library Journal  | 0.00                              | 158500.00                              | 158500.00                       | 317000.00          | 237750.00         | 79250.00                                  |
| Computer   | 845604.00                         | 67200.00                               | 0.00                            | 913004.00          | 547802.00         | 365202.00                                 |
| Electric Fittings  | 744563.00                         | 64172.00                               | 88737.00                        | 897472.00          | 127965.00         | 769507.00                                 |
| Fire & Sefty Equipment   | 25049.00                          | 0.00                                   | 0.00                            | 25049.00           | 3757.00           | 21292.00                                  |
| Furniture & Fixture  | 1353319.40                        | 33013.00                               | 15370.00                        | 1401702.40         | 139402.00         | 1262300.40                                |
| Lab Equipment  | 2683764.00                        | 337792.00                              | 0.00                            | 3021556.00         | 453233.00         | 2568323.00                                |
| Sports Equipment   | 3621.00                           | 0.00                                   | 0.00                            | 3621.00            | 543.00            | 3078.00                                   |
| Machinery Equipments   | 1448818.00                        | 336150.00                              | 548988.00                       | 2333956.00         | 308819.00         | 2025037.00                                |
| Vehicle (Indigo)   | 195429.00                         | 0.00                                   | 0.00                            | 195429.00          | 29314.00          | 166115.00                                 |
| Vehicle (Tata Safari)  | 0.00                              | 0.00                                   | 1224500.00                      | 1224500.00         | 91838.00          | 1132662.00                                |
| Vehicle (Tavera)   | 493447.00                         | 0.00                                   | 0.00                            | 493447.00          | 74017.00          | 419430.00                                 |
| Vehicle (Star Bus)   | 946475.00                         | 0.00                                   | 0.00                            | 946475.00          | 141971.00         | 804504.00                                 |
| Genrator   | 144671.00                         | 0.00                                   | 798000.00                       | 942671.00          | 81551.00          | 861120.00                                 |
| <b>Total:</b>  | <b>56785490.40</b>                | <b>5415993.00</b>                      | <b>6900161.00</b>               | <b>69102644.40</b> | <b>2273239.00</b> | <b>66829405.40</b>                        |

In terms of our report of even date  
 For AGRAWAL ANIL & ASSOCIATES  
 CHARTERED ACCOUNTANTS



Lim Samaj Vikash Parishad  
 (A K AGRAWAL)  
 PARTNER  
 MEMBERSHIP NO. 71338

Shaligam Singh  
 President  
 CHAIRMAN

SECRETARY

UM SAMAJ VIKAS PARISHAD, GAYA  
UNIT- TEACHERS TRAINING COLLEGE

BALANCE SHEET AS AT 31ST MARCH, 2015

| LIABILITIES                                       |            | AMOUNT      | ASSETS   |         | AMOUNT            |
|---|------------|-------------|--|---------|-------------------|
| <b>SECURED LOANS</b>                              |            |             | <b>FIXED ASSETS</b>                              |         |                   |
| Over Draft From                                   |            |             | (Schedule - A)                                   |         | 5535620.10        |
| State Bank of Bikaner & Jaipur, Gaya Branch, Gaya |            |             |  |         |                   |
| (Against Fixed Deposit)                           |            | 4325445.82  | <b>CURRENT ASSETS</b>                            |         |                   |
| <b>CURRENT LIABILITIES &amp; PROVISIONS</b>       |            |             | Cash-in-hand                                     |         | 42798.88          |
| Sangam Int Udyog                                  |            | 0.00        | <b>Cash at Bank</b>                              |         |                   |
|   |            |             | In Saving Bank A/c with                          |         |                   |
| <b>Head Office Account</b>                        |            |             | State Bank of Bikaner & Jaipur, Gaya (510313519) | 7630.75 |                   |
| Opening Balance                                   | 1450328.39 |             | Bank of India, Gaya (448010100008567)            | 1346.00 |                   |
| Add : Fund Trf of the year(Net)                   | 1870000.00 | 1637328.39  | <b>LOANS AND ADVANCES</b>                        |         |                   |
| Add : Profit of the Year Transferred              |            | 67529.52    | (Advance receivable in cash or                   |         |                   |
|   |            |             | in kind or for value to be received)             |         |                   |
| <b>NOTES TO ACCOUNTS</b>                          |            |             | Security Money (Magadh University, Bodhgaya)     |         | 250000.00         |
| (Schedule - B)                                    |            |             | Bhaabha Institute of Technology                  |         | 100000.00         |
|   |            |             | TDS (2010-11)                                    |         | 47353.00          |
|   |            |             | TDS (2011-12)                                    |         | 26992.00          |
|   |            |             | TDS (2012-13)                                    |         | 18563.00          |
| <b>TOTAL</b>                                      |            | <b>0.00</b> | <b>TOTAL</b>                                     |         | <b>6030303.73</b> |

UM Samaj Vikash Parishad

Shaligram Singh  
President

PATNA, DATED : 30th June, 2015

CHAIRMAN

Jm Samaj Vikash Parishad

(A.K. AGRAWAL)  
PARTNER

SECRETARY

MEMBERSHIP NO. 71338

In terms of our report of even date  
For AGRAWAL ANIL & ASSOCIATES  
CHARTERED ACCOUNTANTS



UM SAMAJ VIKAS PARISHAD, GAYA

UNIT- TEACHERS TRAINING COLLEGE

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2015

| PARTICULARS   | AMOUNT           | PARTICULARS                               | AMOUNT           |
|---|------------------|---|------------------|
| Registration and Examination Fee  | 2800.00          | Examination and Registration Fee Received | 32525.00         |
| News Paper & Prionicals   | 1795.00          |   |                  |
| Bank Charges  | 738.00           | Interest Received on Savings A/c          | 349.00           |
| Interest Paid to Bank   | 303320.48        |   |                  |
| Vehicle Insurance   | 20398.00         | Interest Received on Fixed Deposit        | 458470.00        |
| Printing and Stationery   | 175.00           |   |                  |
| Depreciation  | 94488.00         |   |                  |
| Excess of Income over Expenditure transferred to Head Office (Buddha Institute of Technology) | 67529.52         |   |                  |
| <b>TOTAL</b>  | <b>491344.00</b> | <b>TOTAL</b>                              | <b>491344.00</b> |

UM Samaj Vikash Parishad

*Shubigam Singh*  
CHAIRMAN

PATNA,  
DATED : 30th June, 2015

UM Samaj Vikash Parishad

*Ujwala Singh*  
SECRETARY

In terms of our report of even date  
For AGRAWAL ANIL & ASSOCIATES  
CHARTERED ACCOUNTANTS

*Anil Agrawal*  
(AK AGRAWAL)  
PARTNER  
MEMBERSHIP NO. 71338



UM SAMAJ VIKAS PARISHAD, GAYA

UNIT- TEACHERS TRAINING COLLEGE

SCHEDULES FORMING PART OF THE BALANCE SHEET AS AT 31ST MARCH, 2015  
 SCHEDULE - A : FIXED ASSETS

| PARTICULARS                 | COST/WDV<br>As<br>on<br>01.04.2014 | ADDITION                               |                                 | TOTAL             | DEPRE-<br>CIATION | CLOSING<br>BALANCE<br>As on<br>31.03.2015 |
|-----------------------------|------------------------------------|--|---------------------------------|-------------------|-------------------|---|
|                             |                                    | Put to Use<br>On or Before<br>180 days | Put to Use<br>After<br>180 days |                   |                   |   |
| Building                    | 393000.00                          | 0.00                                   | 0.00                            | 393000.00         | 0.00              | 393000.00                                 |
| Building Under Construction | 4518037.00                         | 0.00                                   | 0.00                            | 4518037.00        | 0.00              | 4518037.00                                |
| Computer                    | 6155.60                            | 0.00                                   | 0.00                            | 6155.60           | 3692.00           | 2463.60                                   |
| Furniture & Fixture         | 322829.00                          | 0.00                                   | 0.00                            | 322829.00         | 32283.00          | 290546.00                                 |
| Lab Equipments              | 42311.00                           | 0.00                                   | 0.00                            | 42311.00          | 6347.00           | 35964.00                                  |
| Electric Fittings           | 66362.50                           | 0.00                                   | 0.00                            | 66362.50          | 9954.00           | 56408.50                                  |
| Generator                   | 4853.00                            | 0.00                                   | 0.00                            | 4853.00           | 728.00            | 4125.00                                   |
| Machinery & Equipments      | 114395.00                          | 0.00                                   | 0.00                            | 114395.00         | 17159.00          | 97236.00                                  |
| Vehicle (City Ride)         | 162165.00                          | 0.00                                   | 0.00                            | 162165.00         | 24325.00          | 137840.00                                 |
| <b>Total:</b>               | <b>5630108.10</b>                  | <b>0.00</b>                            | <b>0.00</b>                     | <b>5630108.10</b> | <b>94488.00</b>   | <b>5535620.10</b>                         |

UM Samaj Vikash Parishad

Shaligandan Singh  
 President

CHAIRMAN

Um Samej Vikash Parishad  
 for AGRAWAL ANIL & ASSOCIATES  
 CHARTERED ACCOUNTANTS

Secretary

SECRETARY

(A K AGRAWAL)  
 PARTNER





**UM SAMAJ VIKASH PARISHAD**

**HEAD OFFICE AND UNIT - BUDDHA INSTITUTE OF TECHNOLOGY, GAYA**

**SCHEDULE - B**

**NOTES ANNEXED TO AND FORMING PART OF THE BALANCE SHEET AND INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2015**

**1. SIGNIFICANT ACCOUNTING POLICIES**

- a. The financial statements are drawn up in accordance with the historical cost convention on accrual basis and on the going concept.
- b. Fixed Assets are stated at their original cost of acquisition/installation less depreciation. All direct expenses attributable to acquisition/installation of assets have been capitalized.

Depreciation has been provided on the Written down Value Method at the rates prescribed by the Income Tax Rules, 1962.

- c. Various course fees are generally received in full for the full period of courses. The fee related to the year under reference has been credited to revenue and the fee related to subsequent years have been carried forward under the head 'Fee received in Advance' on the Liability side of Balance Sheet. This method is being followed consistently by the Institution.

- d. The Institution has not received any contribution from foreign source as defined under the Foreign Contribution (Regulation) Act, 1976.

2. The Institution has received lease hold land from BIADA for institution's building. A sum of Rs. 4787994.00 has paid on this account so far.

3. Balance confirmation certificates for Loans and Advances, Creditors and other receivables and Payables were not readily available though balances were certified by the management as true and correct.

4. Net Deferred Tax Liabilities/Assets resulting from timing difference between book and tax profits and in respect of carried forward losses and depreciation allowances as contemplated in Accounting Standard 22 does not arise as the Company does not have any significant item resulting in timing difference between book and tax profits.

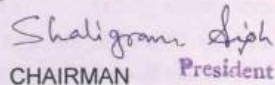
5. In the opinion of the management, the company as on the balance sheet does not have any indication towards significant impairment in the carrying amount of its assets and therefore the assets is carried at normal value appearing in the balance sheet.

For AGRAWAL ANIL & ASSOCIATES  
CHARTERED ACCOUNTANTS

Um Samaj Vikash Parishad

UM, Samaj Vikash Parishad

  
Secretary  
**SECRETARY**

  
President  
**CHAIRMAN**

  
**(A. K. AGRAWAL)**  
PARTNER



Patna,  
Dated: 30th June, 2015

**ANNEXTURE NO. – XII**

**Teacher Training College  
Industrial Area, Gaya**

**B.Ed. Students  
Result of Session : (2009 – 10)**

| <b>Class Roll No.</b> | <b>Univ. Roll No.</b> | <b>Name of Students</b> | <b>Marks</b> |
|-----------------------|-----------------------|-------------------------|--------------|
| 1                     | GAY 3031158           | Sandhya Sinha           | 745          |
| 2                     | GAY 3031106           | Nitu Kumari             | 721          |
| 3                     | GAY 3031084           | Manoj Kumar             | 713          |
| 4                     | GAY 3031089           | Mary Shanta Kujur       | Pending      |
| 5                     | GAY 3031063           | Jivesh Kumar Singh      | 757          |
| 6                     | GAY 3031099           | Neelam Bharti           | Fail         |
| 7                     | GAY 3031164           | Santosh Kumar           | Fail         |
| 8                     | GAY 3031034           | Balram Das Santosh      | 682          |
| 9                     | GAY 3031085           | Manoj Kumar             | 704          |
| 10                    | GAY 3031059           | Jay Narayan Kumar       | 724          |
| 11                    | GAY 3031104           | Nirmala Kumari          | 752          |
| 12                    | GAY 3031002           | Abhinav Prakash Patel   | 722          |
| 13                    | GAY 3031103           | Nirbhay Kr. Singh       | 725          |
| 14                    | GAY 3031150           | Rintu Kr. Anurag        | 694          |
| 15                    | GAY 3031180           | Sudhakar Singh          | 707          |
| 16                    | GAY 3031008           | Amit Kumar              | 720          |
| 17                    | GAY 3031108           | Niva Kumari             | 712          |
| 18                    | GAY 3031139           | Ranjit Giri             | 685          |
| 19                    | GAY 3031186           | Sweta Kumari            | 696          |
| 20                    | GAY 3031026           | Arvind Kumar            | 762          |
| 21                    | GAY 3031196           | Vikash Kr. Singh        | 722          |

|    |             |                        |      |
|----|-------------|------------------------|------|
| 22 | GAY 3031082 | Manish Anand Pyarelal  | 710  |
| 23 | GAY 3031171 | Shashikant Kumar       | 726  |
| 24 | GAY 3031114 | Pramod Kumar           | Fail |
| 25 | GAY 3031175 | Shweta Kumari          | 731  |
| 26 | GAY 3031019 | Aradhana Kashyap       | 730  |
| 27 | GAY 3031096 | Murli Kumar Yadav      | 709  |
| 28 | GAY 3031185 | Sunita Kumari          | 689  |
| 29 | GAY 3031075 | Kumari Sandhya         | 745  |
| 30 | GAY 3031193 | Vandana Mishra         | 746  |
| 31 | GAY 3031187 | Tanik Prasad           | 741  |
| 32 | GAY 3031078 | Mamta Kumari           | 745  |
| 33 | GAY 3031128 | Rajesh Kumar Gupta     | Fail |
| 34 | GAY 3031178 | Subhash Gahlot         | 701  |
| 35 | GAY 3031020 | Archana                | 720  |
| 36 | GAY 3031011 | Amrita Kumari          | 752  |
| 37 | GAY 3031054 | Hemant Kr. Harishikesh | 726  |
| 38 | GAY 3031118 | Priyanka Kumari        | 753  |
| 39 | GAY 3031021 | Archana Kumari         | 725  |
| 40 | GAY 3031040 | Birendra Thakur        | 747  |
| 41 | GAY 3031161 | Sanjeev Kumar          | 702  |
| 42 | GAY 3031101 | Neeraj Kumar           | 721  |
| 43 | GAY 3031113 | Pradeep Kr. Singh      | 698  |
| 44 | GAY 3031024 | Archana Singh          | 752  |
| 45 | GAY 3031133 | Ram Baran Ram          | 677  |
| 46 | GAY 3031197 | Vinay Krishna          | Fail |
| 47 | GAY 3031130 | Rajesh Ranjan          | 727  |
| 48 | GAY 3031199 | Vishakha Kumari        | 755  |
| 49 | GAY 3031181 | Sudhir Kr. Mishra      | 696  |
| 50 | GAY 3031119 | Priyanka Kumari        | 734  |
| 51 | GAY 3031172 | Shilpa Bharati         | 697  |

|    |             |                       |         |
|----|-------------|-----------------------|---------|
| 52 | GAY 3031022 | Archana Kumari        | 728     |
| 53 | GAY 3031006 | Akhilesh Kr. Singh    | 712     |
| 54 | GAY 3031173 | Shilpi Kumari         | 714     |
| 55 | GAY 3031086 | Manoj Kumar           | Pending |
| 56 | GAY 3031036 | Bhim Shankar Saw      | 744     |
| 57 | GAY 3031102 | Niranjan Kumar        | 714     |
| 58 | GAY 3031014 | Anjana Kumari         | 729     |
| 59 | GAY 3031046 | Dharambir Kr. Bharti  | 726     |
| 60 | GAY 3031062 | Jitendra Kumar Sah    | 734     |
| 61 | GAY 3031017 | Anjum Alam            | 707     |
| 62 | GAY 3031166 | Sarita Kumari         | 707     |
| 63 | GAY 3031143 | Rashmi Bharti         | 725     |
| 64 | GAY 3031072 | Kumari Arti Pushpa    | 745     |
| 65 | GAY 3031095 | Munna Kumar Pandey    | 741     |
| 66 | GAY 3031138 | Ranjeet Kumar Ranjan  | 717     |
| 67 | GAY 3031027 | Ashok Kumar           | 693     |
| 68 | GAY 3031076 | Kumari Sunayana Sinha | 721     |
| 69 | GAY 3031016 | Anju Kumari           | Pending |
| 70 | GAY 3031065 | Kanti Kumari Yadav    | 731     |
| 71 | GAY 3031087 | Manoj Kumar           | 718     |
| 72 | GAY 3031069 | Kiran Kumari          | 718     |
| 73 | GAY 3031045 | Deepak Kumar          | 716     |
| 75 | GAY 3031126 | Rajesh Kr. Sarkar     | Absent  |
| 76 | GAY 3031058 | James Walter Beck     | 721     |
| 77 | GAY 3031177 | Smita Kumari          | 760     |
| 78 | GAY 3031041 | Chanchala Kumari      | 734     |
| 79 | GAY 3031023 | Archana Kumari        | 701     |
| 80 | GAY 3031004 | Ajay Kr. Pathak       | 733     |
| 81 | GAY 3031145 | Rashmi Roshan         | 730     |
| 82 | GAY 3031169 | Shampa Biswas         | 750     |
| 83 | GAY 3031192 | Urmila Kumari         | 710     |

|     |             |                    |         |
|-----|-------------|--------------------|---------|
| 84  | GAY 3031025 | Archana Verma      | 710     |
| 85  | GAY 3031124 | Raj Kumar          | Fail    |
| 86  | GAY 3031030 | Avinash Kumar      | 702     |
| 87  | GAY 3031174 | Shobha Kumari      | 721     |
| 88  | GAY 3031146 | Ravikant Keshri    | 716     |
| 89  | GAY 3031013 | Anjan Kumar        | 723     |
| 90  | GAY 3031121 | Pushpendra Kumar   | 697     |
| 91  | GAY 3031134 | Ram Binay Singh    | 692     |
| 92  | GAY 3031137 | Ranjeet Kumar      | 715     |
| 93  | GAY 3031090 | Md. Hemayun Akhtar | 725     |
| 94  | GAY 3031116 | Premlata Sinha     | Pending |
| 95  | GAY 3031068 | Keshav Kumar       | Absent  |
| 96  | GAY 3031111 | Peena Kumari       | 745     |
| 97  | GAY 3031157 | Sakesh Kumar       | Pending |
| 98  | GAY 3031179 | Suchita Kumari     | 711     |
| 99  | GAY 3031105 | Nitin Manish       | 741     |
| 100 | GAY 3031115 | Praveen Choudhary  | Fail    |
| 101 | GAY 3031195 | Vikash Kr. Ray     | 698     |
| 102 | GAY 3031060 | Jay Prakash Kumar  | 752     |
| 103 | GAY 3031015 | Anjani Kumar       | 688     |
| 104 | GAY 3031127 | Rajesh Kumar       | 743     |
| 105 | GAY 3031029 | Ashok Kumar Singh  | Pending |
| 106 | GAY 3031038 | Binod Kumar Singh  | 691     |
| 107 | GAY 3031055 | Honey Kumari Saha  | 763     |
| 108 | GAY 3031057 | Jai Ram Pal        | 726     |
| 109 | GAY 3031194 | Vijay Kumar Verma  | 686     |
| 110 | GAY 3031044 | Dashrath Kumar     | 705     |
| 111 | GAY 3031018 | Aparna Kumari      | 724     |
| 112 | GAY 3031153 | Ritu Kumari        | 730     |
| 113 | GAY 3031147 | Reema Kumari       | Fail    |

|     |             |                      |         |
|-----|-------------|----------------------|---------|
| 114 | GAY 3031033 | Baby Kumari          | 741     |
| 115 | GAY 3031005 | Ajay Kumar           | Pending |
| 116 | GAY 3031160 | Sangita Kumari       | 728     |
| 117 | GAY 3031144 | Rashmi Kumari        | 697     |
| 118 | GAY 3031098 | Navin Kumar          | 733     |
| 119 | GAY 3031125 | Rajeev Ranjan        | 696     |
| 120 | GAY 3031035 | Basundhra Kumari     | 711     |
| 121 | GAY 3031032 | Babita Kumari        | 726     |
| 122 | GAY 3031079 | Mamta Kumari         | 729     |
| 123 | GAY 3031091 | Md. Manzer Alam      | 719     |
| 124 | GAY 3031156 | Rukmini Kumari       | 733     |
| 125 | GAY 3031067 | Kavita Singh         | 754     |
| 126 | GAY 3031189 | Tipu Sultan          | 693     |
| 127 | GAY 3031094 | Mithilesh Kumar      | 749     |
| 128 | GAY 3031047 | Dhiraj Kumar         | 705     |
| 129 | GAY 3031129 | Rajesh Kumar Mandal  | 740     |
| 130 | GAY 3031088 | Manoj Kumar Yadav    | Fail    |
| 131 | GAY 3031117 | Priya Kumari         | 712     |
| 132 | GAY 3031136 | Ranjan Kumar Singh   | Pending |
| 133 | GAY 3031043 | Chandra Gupta Kumar  | 718     |
| 134 | GAY 3031052 | Farha Diba           | 711     |
| 135 | GAY 3031066 | Karunanand Pathak    | 727     |
| 136 | GAY 3031056 | Irvie Rani           | 732     |
| 137 | GAY 3031083 | Manish Kumar         | 694     |
| 138 | GAY 3031170 | Shashi Kapoor Thakur | 704     |
| 139 | GAY 3031165 | Santosh Kumar        | 717     |
| 140 | GAY 3031191 | Urawashi Narayan     | 687     |
| 141 | GAY 3031112 | Pinki Kumari         | Fail    |
| 142 | GAY 3031073 | Kumari Karuna        | 737     |
| 143 | GAY 3031064 | Kanchan Kumari       | 746     |

|     |             |                    |         |
|-----|-------------|--------------------|---------|
| 144 | GAY 3031154 | Ritu Kumari        | 716     |
| 145 | GAY 3031028 | Ashok Kumar        | 701     |
| 146 | GAY 3031051 | Dinkar Kumar       | 737     |
| 147 | GAY 3031107 | Nitu Kumari        | Fail    |
| 148 | GAY 3031151 | Rishi Kumar        | 727     |
| 149 | GAY 3031168 | Seema Kumari       | 710     |
| 150 | GAY 3031100 | Neena Narayan      | 735     |
| 151 | GAY 3031182 | Sujata Sinha       | 689     |
| 152 | GAY 3031190 | Umesh Kumar Singh  | 714     |
| 153 | GAY 3031141 | Ranju Kumari       | 717     |
| 154 | GAY 3031110 | Pankaj Kumar Singh | Fail    |
| 155 | GAY 3031049 | Dinesh Kumar       | 764     |
| 156 | GAY 3031007 | Alok Kumar         | 689     |
| 157 | GAY 3031152 | Rita Kumari        | Fail    |
| 158 | GAY 3031131 | Rajiv Ranjan       | Fail    |
| 159 | GAY 3031010 | Amreshwar Kumar    | Pending |
| 160 | GAY 3031132 | Rakesh Kumar Gupta | 708     |
| 161 | GAY 3031039 | Bipin Kumar        | Pending |
| 162 | GAY 3031176 | Smita Kumari       | 746     |
| 163 | GAY 3031109 | Pammi Kumari       | 715     |
| 164 | GAY 3031120 | Puja Priya         | 739     |
| 165 | GAY 3031009 | Amresh Kumar Verma | 685     |
| 166 | GAY 3031198 | Vinita Santosh     | 707     |
| 167 | GAY 3031001 | Abhay Kumar        | 711     |
| 168 | GAY 3031159 | Sandhya Sinha      | Fail    |
| 169 | GAY 3031163 | Sanjiv Kumar Singh | 703     |
| 170 | GAY 3031155 | Rubi Choudhary     | 702     |
| 171 | GAY 3031149 | Rinku Kumari       | 733     |
| 172 | GAY 3031053 | Farhan Fatmi       | 753     |
| 173 | GAY 3031184 | Sunil Kumar        | 721     |

|     |             |                          |         |
|-----|-------------|--------------------------|---------|
| 174 | GAY 3031123 | Rahul Ranjan Bharti      | 702     |
| 175 | GAY 3031093 | Misbah Ahmad             | 707     |
| 176 | GAY 3031162 | Sanjeev Kumar            | Fail    |
| 177 | GAY 3031061 | Jaya Kumari              | Pending |
| 178 | GAY 3031003 | Achala Rai               | 753     |
| 179 | GAY 3031071 | Kumari Arti              | Pending |
| 180 | GAY 3031140 | Ranjita Kumari           | 731     |
| 181 | GAY 3031050 | Dinesh Mahto             | 750     |
| 182 | GAY 3031070 | Krishna Deo Bhaiya       | 749     |
| 183 | GAY 3031183 | Suneel Kumar             | Fail    |
| 184 | GAY 3031012 | Anjali Kumari            | Absent  |
| 185 | GAY 3031080 | Mamta Kumari             | 700     |
| 186 | GAY 3031097 | Nabita Kumari            | 759     |
| 187 | GAY 3031042 | Chanchala Mishra         | 735     |
| 188 | GAY 3031074 | Kumari Renu Rashmi       | 713     |
| 189 | GAY 3031167 | Sawan Kumar              | 744     |
| 190 | GAY 3031122 | Rahul Kumar              | 741     |
| 191 | GAY 3031081 | Mamta Kumari             | Fail    |
| 192 | GAY 3031031 | Awadh Kishor Yadav       | 689     |
| 193 | GAY 3031135 | Rani Kumari              | 741     |
| 194 | GAY 3031148 | Rekha Kumari             | 714     |
| 195 | GAY 3031048 | Dilip Kumar              | 727     |
| 196 | GAY 3031092 | Md. Muzammil             | 719     |
| 197 | GAY 3031188 | Tanuja Kumari            | 749     |
| 198 | GAY 3031142 | Ranvir Kumar             | 748     |
| 199 | GAY 3031077 | Kundan Kumar             | 734     |
| 200 | GAY 3031037 | Bhupendra Narayan Pathak | 722     |



## **ANNEXTURE NO. – XIII**

# **Teacher Training College Industrial Area, Gaya**

Session 2016 – 17

## **Academic Calendar**

### **Rules and Regulations:**

Pupil Teacher will not be allowed take the final examination if their attendance will be less than 75%.

Pupil Teachers have to come daily with their identity card. Entry should not be given if the pupil teachers are not carrying the ID card.

Use of mobile phone in classroom is strictly prohibited. Disciplinary action will be taken against those pupils who are found using mobile phone in classroom.

Chewing Tobacco and smoking in campus is strictly prohibited.

Disciplinary action will be taken against those pupil teachers who are found in these activities.

A suggestion cum complaint box has been placed on the ground floor. Pupil teacher are welcome to give their valuable feedback/suggestions/complaints directly to the Principal.

Ragging should be restricted in college campus.

**Principal**

## Teacher Training College Industrial Area, Gaya

Session 2016 – 17

### Academic Calendar

| S.No. | Particulars                                      | Period               |
|-------|--|----------------------|
| 1.    | Admission days / Orientation / Bridge course     | 01.07.15 to 31.07.15 |
| 2.    | Teaching classes (Theory)                        | 01.08.15 to 17.10.15 |
| 3.    | Micro-Teaching (Demonstration & Theory)          | 26.10.15 to 07.11.15 |
| 4.    | Micro-Teaching (Practical)                       | 20.11.15 to 30.11.15 |
| 5.    | Teaching classes (Theory)                        | 01.12.15 to 30.04.16 |
| 6.    | Unit Examination                                 | 05.05.16 to 31.05.16 |
| 7.    | Summer Vacation                                  | -                    |
| 8.    | Teaching Classes (Theory)                        | 04.07.16 to 25.10.16 |
| 9.    | Unit Test (Weekly)                               | 26.10.16 to 03.11.16 |
| 10.   | Debate/Speech/Group discussion                   | 04.11.16 to 05.11.16 |
| 11.   | School Teaching Programme                        | 08.11.16 to 25.03.17 |
| 12.   | Co-curricular Activities Games and Sports        | 27.03.17 (4 days)    |
| 13.   | University Annual Exam revision preparation      | 01.05.17 to 25.05.17 |
| 14.   | Psychological Testing/Case study                 | 26.05.17 to 05.06.17 |
| 15.   | Every Festivals Celebration according to session | One day              |
| 16.   | Educational Tour                                 | 10.11.15             |
| 17.   | Historical Tour                                  | 10.11.16             |
| 18.   | Important days celebration                       | (one day)            |
| 19.   | Annual Function celebration                      | June 16 & June 17    |
| 20.   | Closing of the Session/Valedictory Function      | 31.05.17             |

**ANNEXTURE NO. – XIV**

**Building Plan of the Institution**

