ST.XAVIER'S COLLEGE OF EDUCATION

AMBIKAPUR

(AFFILIATED TO SARGUJA UNIVERSITY, AMBIKAPUR)

SELF STUDY REPORT (SSR)

2014

SUBMITTED

TO

NATIONAL ASSESSMENT AND

ACCREDITATION COUNCIL (NAAC)

P.O. Box No. 1075 Nagarbhavi, Bangalore 560072

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I N D E X

Appendices

PREFACE

St. Xavier's College of Education Ambikapur is newly established centre of learning and training. It is situated in the heart of Ambikapur, head office of Surguja district of Chhattisgarh state. Centre enjoys its serene surroundings with green trees and plant, away from humdrum and noisy milieu of the earth. The distance of railway station is 6 km and bus stand is 2km from the Xavier campus. Auto rickshaw makes easy access to the institute which is just beside Godhanpur road.

This centre is fast developing with its learning outcomes. It is owned and managed by the Jesuits, a religious order of universal Catholic Church. At the dawn of second half of twentieth century a group of Jesuits constituted an educational society to devote their whole life in the service of tribals, marginalized, weaker sections of Chattisgarh and Madhyapradesh. Eastern MP today known as Chhattisgarh was focused in a special emphasis. Education was the need of the people. In order to make education as part of life, following purposes were set:

First, to build self esteem in the people both children or adult;

Second, to build confidence among children;

Third, to foster global citizenship from Indian perspective;

Fourth, to create an awareness of their human dignity;

Fifth, to bring them in the mainstream of our country

Sixth, to enable to aspire for national achievement, and

Finally, to spread literacy among people.

In the course of time a tangible impact of educational activities was noticed. By the beginning of third millennium with collaborations of other groups, numbers of schools were emerged. More than 55 higher secondary schools successfully extended and developed in the neighboring districts of Jashpur, Raigarh, Surajpur, Korea and Balrampur.

There was a shift in the life of and policy of employment and service terms& condition. *Shiksha karmi* was introduced in education scenario of the state. Many qualified teachers opted for government schools. Quality and standard of our schools maintained status quo. Our schools needed dedicated and competent teachers. Having experienced dearth of committed teachers in the state led these Jesuits to take radical measures of renewing the spirit of 21st century teachers. In this situation envisioning a unique center of pre-service training, learning skills of teaching, and in-service training, teachers 'refreshers course and

formation of new generation was very spontaneous. As a result the Jesuits working in this belt of our country initiated St. Xavier's College of Education Ambikapur to cater the needs of our country and especially to form men and women for larger society.

Part II: The Evaluative Report

Executive Summary

St. Xavier's College of Education Ambikapur is a Christian minority institute. It is registered under M.P. Societies Registration Act 1959 (No.1 of 1960). The name of society is **Xavier Institute Surguja** under which this institute is operating. Since last three decades it is at work in the field of education, social sectors, cultural activities, and legal aids, youth welfare and other socio-economic development service. It is proactive to cooperate in project of government. Convinced in the partnership of various government plans Xavier institute proposed a plan to the government to carry out process of educating young graduates to become effective and efficient teachers. Accepting the proposal of the teacher education center experts of both statutory bodies assessed the proposal. The school department of Chhattisgarh was pleased to give green signal for starting a training college at Ambikapur. Through the memo (Ref.7288/2008-09/6598 Raipur 24/92008) institute obtained permission to conduct a B.Ed. training programme. However it was issued with condition. One of the conditions was applicant should not ask for financial help from the government.

Obtaining permission for the said paved the way to further action. An application was submitted to Regional Director Office of NCTE Bhopal. As per requirement another group of experts conducted procedures to assess the proposal of teacher education institute. The expert committee submitted the search report to the Regional Office Bhopal and finally NCTE was also pleased to issue recognition order to the institute. Indeed it was a red letter day to go forward to participate fully in the training of new teacher brand. An order was served on April 9, 2009. It was addressed to Guru Ghasidas University Bilaspur. (WRC/5-6/116th/2008/53516).

In the same year Sarguja University Ambikapur came to an existence. Recognition order from NCTE was not addressed for the new University. This became a problem for affiliation because it was a technical difficulty. Despite this hurdle institute made a tremendous effort to obtain the affiliation to the university. It was last step to materialize the objectives set by the institute. Further assessment was made to grant affiliation. At last

Sarguja University accepted our application to be affiliated college of the University. A memo was served to the college in June 06, 2009 (Ref.170/SUA/2009 dated 06.06.2009).

The status of institute sought for guarantee to be Christian minority. Formal inspection was conducted by the concerned department of Chhattisgarh. Soon request of the institute was approved. Ref. Min/151/09/2205 Raipur dated 16.06.2010). Formally two successive years institute remained status unimplemented. But on the following year State Council of Education and Research & Training Raipur granted a provision to the college for admitting 50% of Christian candidates (Ref.B.Ed/Entr./2011-12/893 dated 17/03/2011).

An admission policy is another most important factor for B. Ed. course. There exists a fee regulatory committee in Chhattisgarh which determines the tuition fees according to the grade of the college.

Relationship with Practice Teaching Schools

The head of the institute met head of the schools individually at the respective places. He looked for possibilities for practice teaching. At the same formal application was submitted to the school. Having received his/her consent we sought for further consent and guidelines from local authority: DEO – District Education Officer. We participate in their programmes and thus it strengthens our partnership. These are the following schools our student teachers go for exposure of learning and teaching:

1. St. Xavier's Higher Secondary School, Ambikapur
2. Ambika Mission Middle School Ambikapur
3. Ambika Mission Girls' Higher Secondary School Birnibera
4. Jubilee Memorial English Medium School Nawapara
5. St.John'Higher Secondary School Nawapara
6. Ursuline Higher Secondary School Ambikapur
7. Holy Cross Convent School Patparia
8. Carmel School Namnakala
9. Montfort School Godhanpur
10. Govt. High School Bowripara
11. Govt. Middle School Bowripara
12. Govt. Middle School Sakalo
13. Govt. Higher Secondary School Sargawa
14. Govt. Model School Mendra Khurd
15. Govt. Higher Secondary School Gandhi Nagar

16. Govt. Girls' Higher Secondary School Manipur
17. Montfort School Banea Prapgarh
18. Govt. High School Kedarpur

Relationship with Stakeholders

In our context there are two special occasions – Parents 'Meet and Annual Function of the college when all the parents of student teachers and well wishers come together. A lot of time is offered for interaction. Local representatives of people, journalists, people related to education, related to institute namely Principals of neighboring colleges do collaborate with us and vice-versa.

Challenges faced by the Institution

1. **Human Resources**: To avail adequate faculty for the college becomes a constant struggle. For some language becomes another barrier in communication. Except Hindi they seem to be unequipped with English. Range of library becomes narrow.

2. **Human Formation**: Forming student teachers and faculty is time consuming. It requires a model to shape the personality of others. Enhancement of person with desirable values will demand respecting the human dignity. It invites concerted effort from each individual.

3. **Updating teaching skills**: ICT is the need of the hour. Making use of ICT by the teacher educators need strong will to do.

4. **Creating a learning climate**: Student teachers come from various backgrounds. Some seem to be motivated and others are in low level of motivation. After plus two some of them do not have opportunity to do regular studies. Most of the time is invested in creating a climate of learning.

5. **Time Management**: B.Ed. is one year course. In the context of Chhattisgarh admission takes place till September. Allotment for working days and other skill based activities time without proportion. Within a short period of teacher training we cannot expect a desirable outcome from the trainees.

6. **Research Temper**: Once research methodology is studied that is end of study. There is less continuity of research work. Each educator has to inculcate research temper.

7. **Financial Hurdles**: It becomes difficult to plan out for the development of college because admission policy does not allow fulfilling the needs on time.

8. **Establishing curriculum**: B.Ed. curriculum requires updating of its content and procedures. It calls for further study and evaluation.

SELF STUDY REPORT

A. Profile of the Institution

1. Name and address of the institution :- **St. Xavier's College of Education, Ambikapur**

2. Website URL :- **xaviereducation.com**

3. For communication :-

Office

Name of Head/Principal	Telephone Number with STD Code	Fax No.	E-Mail Address
Fr. Jerome Minj	**07774-230338**	**--**	**xavierambikapur@gmail.com**

Residence

Name of Head/Principal	Telephone Number with STD Code	Mobile Number
Fr. Jerome Minj	**07774-230613**	**9406130889**

4. Location of the Institution

Urban ☑ Semi-urban ☐ Rural ☐ Tribal

Any other (specify and indicate) ☐

5. Campus area in acres: 33.88

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

7. Date of establishment of the institution:

Month & Year

MM	YYYY
07	2009

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

SARGUJA UNIVERSITY AMBIKAPUR

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	✓
		v. Any other (specify and indicate)	☐
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 Programmes offered by the institution:

S.N.	Level	Programme /Course	Entry Qualification On	Nature of Award	Duration	Medium of instruction
1	Secondry/ Sr. Secondry	--	--	Certificate	--	--
		--	--	Diploma	--	--
		B.Ed	UG Passed	Degree	1 Year	English, Hindi

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned intake
Secondry/ Sr. Secondry	B.Ed.	No.WRC/APW07270/723152/121st/2009/58035 July 24,2009 No. WRC/5-6/116Th/2008/53516/ 09/04/2009	--	100

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? ☐

     b) Fee charged per programme ☐

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	

I yes, how many faculty are on the various curriculum development / vision committees /

boards of universities / regulating authority.

Three

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

B.Ed.
Two Methods: School Subject I – Science & Social Science
School Subject II – Hindi, English & Mathematics
Elective – Educational Administration & Management, Educational Mental Measurement,
Environmental Studies Career Information, Counseling and guidance

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	1

8. Are there Programmes with faculty exchange / visiting faculty

Yes	✓	No	

Number	3

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	
Heads of practice teaching schools	Yes	✓	No	
Academic peers	Yes	✓	No	
Alumni	Yes		No	✓
Students	Yes	✓	No	
Employers	Yes		No	✓

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

5 Years

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

Yes		No	✓

Number	--

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

Yes		No	✓

Number	--

13. Does the institution develop and deploy action plans for effective implementation of 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 University / Government ✓ 50%
   c) Through an interview ✓ 25%
   d) Entrance test and interview ☐
   e) Merit at the qualifying examination ✓ 25%
   f) Any other (specify and indicate) ☐

   (*If more than one method is followed, kindly specify the weightages*)

2. Furnish the following information (for the previous academic year):
   a) Date of start of the academic year   07/07/2012
   b) Date of last admission   29/09/2012
   c) Date of closing of the academic year   30Th April 2013
   d) Total teaching days   150
   e) Total working days   180

3.   Total

   number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed. 2012-13	35	65	100	24	57	81			
B.Ed. 2011-12	30	70	100	17	52	69			
B.Ed. 2010-11	51	49	100	28	16	45			

4. Are there any overseas students?   Yes ☐   NO ☐

   If yes, how many?   -----

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   9221.19

b) Unit cost including salary component

| 30130.07 |

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed. 2012-13	80.36%	58%	77.45%	59.36%
B.Ed. 2011-12	78.45%	64.27%	78.45%	64.27%
B.Ed. 2010-11	79.27%	59%	78.09%	60.27%

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

Yes ✓   No ☐

8. Does the institution develop its academic calendar?

Yes ✓   No ☐

9. Time allotted (in percentage)

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

10. Pre-practice teaching at the institution
    a) Number of pre-practice teaching days — 21
    b) Minimum number of pre-practice teaching given by each student — 15

11. Practice Teaching at School
    a) Number of schools identified for practice teaching — 21
    b) Total number of practice teaching days — 30
    c) Minimum number of practice teaching lesion given by each student — 20

12. How many lessons are given by the student teachers in simulation

and pre-practice teaching in classroom situations?

No. of Lessons in simulation	18		No. of Lessons Pre-practice teaching	21

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

Yes ☑   No ☐

14. Does the institution provide for continuous evaluation?

Yes ☑   No ☐

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

Programmes	Internal	External
B.Ed.	36.36	63.63

16. Examinations
    a) Number of sessional tests held for each paper   2
    b) Number of assignments for each paper   1

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

Computers	Yes	No
Computers	✓	
Intranet	--	
Internet	✓	
Software / Courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related Materials	✓	
Any other (specify and indicate)	--	--

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

Yes	✓	No	

Number	7

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

Yes		No	✓

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

Compulsory [--]   Optional [--]

Criterion III: Research, Consultancy and Extension

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

Number	1	8	12.5

2. Does the Institution have ongoing research projects?

Yes		No	✓

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

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

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

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

[--]

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

➢ Teachers are given study leave   [✓]
➢ Teachers are provided with seed money   [x]
➢ Adjustment in teaching schedule   [✓]
                                              [x]

- ➢ Providing secretarial support and other facilities
- ➢ Any other specify and indicate　　　| -- |

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

　　Yes [　]　　No [✓]

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

　　a.　Ph.D.　[--]

　　b.　M.Phil.　[1]

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

Yes [✓]　　No [　]

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

	Yes	No	Number
International journals		✓	
National journals – referred papers Non referred papers	✓		06
Academic articles in reputed magazines/news papers		✓	
Books		✓	
Any other (specify and indicate)	✓		2-2

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	07	--
International seminars	--	--
Any other academic forum	--	--

11. What types of instructional materials have been developed by the institution?

   (Mark `_' for yes and `X' for No.)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	x
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 ☐   No ✓

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

Yes ☑   No ☐

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

| 06 |

16. Does the institution provide consultancy services

Yes ☑   No ☐

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

| -- |

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

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

Criterion IV: Infrastructure and Learning Resources

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

| 2572.03 Sq. meter |

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?

| 22 |

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

| 225000 |

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

| 35000 |

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

| 150000 |

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

| 300000 |

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

Yes [ ]   No [✓]

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	4	4	--	--
Non-teaching	7	2	--	--

10. Total number of posts vacant

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

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

	Open		Reserved	
	M	F	M	
Lecturers	3	1	--	-
	M	F	M	
Readers	--	--	--	-
	M	F	M	
Professors	--	--	--	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	--	4	--	-
	M	F	M	F
Readers	--	--	--	-
	M	F	M	F
Professors	--	--	--	-

c. Number of teachers from

Same state   6

Other states   2

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed	1:14

13. a. Non-teaching staff   Open   Reserved

	M	F	M	F
Permanent	6	2	--	--

	M	F	M	F
Temporary	--	--	--	--

c. Technical Assistants

	M	F	M	F
Permanent	1	--	--	--

	M	F	M	F
Temporary	--	--	--	--

14. Ratio of Teaching – non-teaching staff

1:10

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

total expenditure)

45.02%

16. Is there an advisory committee for the library?

Yes | √ | No | |

17. Working hours of the Library

On working days | 08 am To 04 Pm |

On holidays | ------ |

During examinations | 08 am To 04 Pm |

18. Dose the library have an Open access facility

| Yes | ✓ | No | -- |

19. Total collection of the following in the library

a. Books

    - Textbooks

    - reference books

b. Magazine

5529
4531

998
140

c. journals subscribed

    - Indian journals

    - Foreign journals

f. Peer reviewed journals

g. Back volumes of journals

h. E-information resources

    - Online journals/e-journals

    - CDs/DVDs

    - Databases

    - Video Cassettes

    - Audio Cassettes

195

13

20.   Mention the

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

Seating capacity of the Reading room

196.81
50

21.   Status of automation of Library

    Yet to intimate   ✓

    Partially automated   --

    Fully automated   -

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

    Circulation   ✓

    Clipping   -

    Bibliographic compilation   -

    Reference   ✓

    ✓

    -

Information display and notification

Book Bank

Photocopying ☑

Computer and Printer ☑

Internet ☑

Online access facility -

Inter-library borrowing ☑

Power back up -

User orientation/information literacy --

Any other (please specify and indicate) --

23. Are students allowed to retain book for examinations?

| Yes | ☑ | No | -- |

24. Furnish information on the following

Average number of book issued/returned per day | 50 |

Maximum number of book issued /returned per day

By students | 7 days |

By faculty | 7 days |

Maximum number of books permitted for issue

For students | 3 |

For faculty | 4 |

Average number of users who visited/ consulted per month | 55 |

Ratio of library book (excluding textbooks and book bank | 1:10 |

Facility) to the number of student enrolled

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

| |

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

	I 2010-11		II 2011-12		III 2012-13	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	320	33322=00	374	97020=00	159	16422=00
Others books	16	43225=00	26	1860=00	6	1590=00
Journals/periodicals	33 24	1420=00 290=00	73 26	10290=00 460=00	57 30	4265=00 480=00
Any other specify and indicate						
(Additional rows/columns may be inserted as requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year1	Year2	Year 3
B.Ed.	01	01	01

2. Dose the institution have the tutor- ward/ or any similar mentoring system?

Yes	✓	NO	--

If yes, how many students are under the care of a mentoring system?

20

3. Dose the institution offer Remedial instruction?

Yes	✓	No	

4. Dose the institution offer Bridge courses

Yes	--	No	✓

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

	UG		
	I 2010-11	II 2011-12	III 2012-13
Pass percentage	100%	100%	100%
Number of first classes	94	97	93
Number of distinctions	9	12	03
Exemplary performances (Gold Medal and university ranks)	--	--	--

	Category	Teaching Staff	%	Non-Teaching Staff	%
A	SC	NIL		NIL	
B	ST	05	71.43%	07	87.50%
C	OBC	NIL		NIL	
D	Women	04	57.14%	02	25%
E	Physically challenged	NIL		NIL	
F	General Category	02	28.57%	01	12.5%
G	Any other (specify)	-		-	

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

	I 2010-11	II 2011-12	III 2012-13
NET	--	--	--
SLET/SET	--	--	--
Any other and indicate	--	--	--

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

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

(Additional rows may be inserted as per requirement)

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

Yes	--	No	✓

9. Dose 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 hostel

Men | 40 |

Women | 25 |

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

Sports   fields

Yes	✓	No	

Indoor sports facilities

Yes		No	

Gymnasium

Yes		NO	✓

12. Availability of rest room for Women

Yes		No	

13. Availability of rest room for men

Yes		No	✓

14. Is there transport facility available?

| Yse | | No | ✓ |

15. Dose the institution obtain feedback from students on their campus experience?

| Yes | ✓ | No | |

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter- collegiate						
Inter- university						
National						
Any other						
(specify and indicate)						

(Excluding College day celebration)

17. Give details of the participation of student the past Year at the University, state, regional and international sport meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	25	-
Regional	02	Women Cricket 4Th Position
National	-	-
International	-	-

18.   Does the institution have an active Alumni

| Yes | | NO | ✓ |

If yes, give year of establishment

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19. Does the institution have a Students Association/Council

Yes ☑   No ☐

20. Does the institution regularly publish a college magazine

Yes ☑   No ☐

21. Does the institution publish its update prospected prospectus annually?

Yes ☑   No ☐

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

	Year 2010-11 (%)	Year 2011-12 (%)	Year 2012-13 (%)
Higher studies			
Employment (Total)			
Teaching			
Non teaching			

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.

1	2	3

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

	Yes	No
• Academic guidance and Counselling	☑	☐
• Personal Counselling	☑	☐
• Career Counselling	☑	☐

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	2
Staff council	4
IQAC council	2
Internal Administrative Bodies contributing to quality improvement of the intuitional processes. (mention only for three most important bodies)	

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

Loan facility	Yes	No	☑
Medical assistance	Yes	No	☑
Insurance	Yes	No	☑
Other (Specify and indicate)	Yes	No	☑

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

   ☐ ☐ ☐

5. Furnish the following details for the past three years

a. Number of teacher who have availed the faculty Improvement Program of the UGC/NCTE or any other recognized organisation

   | 03 |

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

   | 05 |

   National

International ☐☐

c. Number of the faculty development programmes organized by the institution:

☐☐

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

☐☐

e. Research development programmes attended by the faculty

☐☐

f. Invited/ Endowment lectures at the institution

☐☐

Any other area (Specify the programme and indicate)

☐☐

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

a. Self- appraisal   Yes ✓ No ☐

b. Student assessment of faculty performance   Yes ✓ No ☐

c. Expert assessment of faculty performance   Yes ☐ No ✓

d. Combinational of one or more of the above   Yes ✓ No ☐

e. Any other (specify and indicate) | Yes | | No | |

7. Are the faculty assigned additional administrative work

| Yes | ✓ | No | |

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

| 1 Hour |

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

Grant –in-aid | -- |

Fees | 28,70,000 |

Donation | -- |

Self- funded courses | N/A |

Any other (for last two years) | -- |

9. Expenditure statement (for last two years)

	Year 1	Year2
	2011-12	2012-13
Total sanctioned Budget	29,70,000	28,70,000
% spent on the salary of faculty	39.32%	45.02%
% spent on the salary non- teaching employees	16.26%	20.86%
% spent on the book and journals		1.96%
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and Water	1.36%	1.16%
% spent on maintenance of building, sports facilities, hostels , residential complex and student amenities, etc.		7.40%
% spent on maintenance of equipment, teaching aids, contingency etc.	6.40%	12.03%

% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
%spent on travel		0.90%
Any other (specify and indicate)		
Total expenditure incurred		

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

<div style="text-align:center">Surplus in Rs.   Deficit in Rs.</div>

2012-13   2,99,979

2011-12   3,63,369

2010-11   12,77,467

11.   Is there an internal financial audit mechanism?

Yes

12.   Is there an external financial audit mechanism ?

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

Administration   Yes   No

Finance   Yes   No

Student Records   Yes   No

Career Counselling   Yes   No

Aptitude Testing   Yes ☐   No ☐

Examination/Evaluation/   Yes ☐   No ☐
Assessment

Any other (specify and indicate)   Yes ☐   No ☐

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

     Yes ☐   No ☐

15. Dose 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.   Dose the institution have the freedom and the resources to appoint and pay temporary/ ad hoc/ gust teaching staff?

     Yes ☑   No ☐

18.   Is a grievance redresses mechanism in vogue in the in the institution?
   a.   For teaching   ☑

   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 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 Mechanisms?

Yes [✓]   No [ ]

2. Do students participate in the quality enhancement of the institution?

Yes [✓]   No [ ]

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

	Category	Men	%	Woman	%
a	SC	03		03	3.03
b	ST	17		51	51.51
c	OBC	04		06	6.06
d	Physically challenged				
e	General Category				

f	Rural	23		47	47.47
g	Urban	12		18	18.18
h	Any other ((Specify)				

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

	Category	Teaching Staff	%	Non-Teaching Staff	%
A	SC	NIL		NIL	
B	ST	05	71.43%	07	87.50%
C	OBC	NIL		NIL	
D	Women	04	57.14%	02	25%
E	Physically challenged	NIL		NIL	
F	General Category	02	28.57%	01	12.5%
G	Any other (specify)	-		-	

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

Category	At Admission		On completion of the course	
SC	1	1	NIL	
ST	58	58	NIL	1
OBC	14	12	NIL	
Physically challenged	No	No	NO	
General Category	27	28	2	1
Rural	70	74	1	1
Urban	30	20	1	1
Any other (specify)	N	N	N	

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the institution and 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)

Objectives:

i. To accompany and guide our student teachers in their search for sound knowledge,

ii. To form our student teachers as persons of competence, conscience, compassion and commitment,

    iii. To emphasize excellence in all spheres of life our student teachers and educators,

    iv. To develop leadership qualities in our student teachers so that they become committed leaders,

    v. To foster in our student teachers an intellectual curiosity, a culture of hard work, a growing sense of personal responsibility for one's training and openness to lifelong growth in other areas of life,

    vi. To cultivate more self-confidence,

    vii. To strengthen their ability in communication of their views effectively,

    viii. To equip the student teachers with thorough theoretical input and provide them practical training so that teaching –learning process becomes effective.

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

Various steps in curricular development process:

- Assessment of curriculum is made among faculty members,
- At the institution level faculty members make an inventory of educational and societal needs,

- Needs are forwarded to alumni and stakeholders,
- Finally need based priority is passed on to SCERT for further study.

It is the curriculum board of the university with consultation of SCERT who develops and frames the curriculum. At last NCERT takes up the proposed initiatives for recommendation.

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

- Common thrusts of nation are included in the teacher education for understanding and analysis.

1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?
- Through orientation and practice students are led to focus on common issues.
- Caring the earth is every individual's response.

Values enshrined in the constitution of India : equality, liberty, justice and truth are emphasized in day to day programmes (academic and non-academic programmes)

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

Yes, it does use ICT in the classroom, during prayers and many other activities. Each faculty member is encouraged to use internet for the preparation of lessons. Visual aids through computers are promoted.

1.2 ACADEMIC FLEXIBILITY

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

Experiential knowledge, learning, teaching and living is reflected through following activities -
- Well prepared classes are put across the student teachers,
- Simulation is used to inspire the student teachers,
- A few topics are dealt with team teaching,
- Discussion and library inventory is practiced,
- A half an hour is allocated to write a journal daily.

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

Keeping in mind the objectives set, institution promotes participatory approach in achieving the goals. A prepared Morning Assembly is conducted every day by ten student teachers for six days. Proficiency in expression (verbal-non verbal) is demonstrated. Immediate evaluation is done by the educator. Every weekend has fixed co-curricular activity .e.g. Presentation of writing style, ample opportunities to lead variety of programs in the stage and classrooms, participating in framing a grounds (Kabbadi, Khokho, Volleyball for boys and girls) with the help of physical director, opportunities are provided to experience of work culture through gardening, chalk making, drawing & painting, flower plantation etc.

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

Social responsibility: Visit to special school, visit to old aged and sick centre Raghavpuri, Participation in the rally e.g. Nirbhaya case, Aids Day, Procession on Vivekanand Jayanti, Career guidance, **community orientation**: Three-Four days social camp, **Develop communication skills (verbal &written)**: Spoken English, Speech Contest (Hindi and English),Writing Assignments, Articles for college magazine, Using display board for articles, thought, carton. Pictures; **ICT skills**: Using LCD projector, OHP, Power point presentation etc.

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

    i.   Interdisciplinary/Multidisciplinary

    ii.   Multi-skill development

    iii.   Inclusive education

    iv.   Practice teaching

    v.   School experience/internship

    vi.   Work experience/SUPW

    vii.   Any other(specify and give details)

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

Teacher in Emerging Indian Society: This reflects the integration of philosophy of education, Sociology, Anthropology and Political science. These disciplines direct us towards learner, learning system and its environment of socio-economic, political situation of yester and today.

Development of Learner and Teaching-Learning Process: Learner is pivotal point of learning system. He/she is child of an environment and belongs to particular social background. Learner difference calls for depth level study of learner's mind and body mechanism.

Education System of India: Having understood the complex reality of learner and its environment, varied series of policies were implemented in India and elsewhere. Previous glimpse of education system enabled the policy makers to renew the present system which will satisfy and fulfill aspiration of modern India.

Essentials of Educational Technology and Management: This is a follow up program of other disciplines. Inputs of multidisciplinary are presented through various channels. Methods and techniques are used in the classroom situation. ICT is made involved regularly to inputs effective.

All these multidiscipline are interconnected. Process of teaching-learning is certainly interdisciplinary. Practical disciplines are comprised of school subject I and school subject II.- **Science, Social Science, English, Hindi and Mathematics. These subjects are dealt in secondary and higher secondary classes. Beside above disciplines, Environmental Science, Mental Measurement and Educational Administration and Management are applied in the programs**. All these disciplines necessarily need for practical expressions. For example, Practice Teaching, Work Experience SUWP, School experience/Internship develop many skills for imparting education.

2.3   Feedback on curriculum

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

- Face to face feedback: While meeting individual feedback is asked from the above group.

- Interaction in different forums: On different occasion feedback is sought from stakeholders and parents.

- Students give feedback through evaluation sheet.
- Daily journal is comprehensive feedback of the students.

1.3.2 Is there a mechanism for analysis and use 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.

- Impact of the curriculum is reviewed. Student's council collects data and presents to the staff and management.
- At times student's representatives are invited to the university together with Principal.
- Note: Where ever it is possible to improve it is done at the local level(e.g. co-curricular programs).

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

Fr. Jerome Minj s.j. was invited by SCERT Raipur for consultation of revision of school curriculum. He was invited to participate in national consultation teacher education program at Raipur. It was organized by NCTE on the zonal level.

1.4 Curriculum Update

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

So far no change has taken place in the curriculum during last five years. Curriculum which was framed by Guru Ghasidas University is at work in the Sarguja University also.

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

- Institution follows the curriculum which framed by the university experts.
- At the institution level we make it relevant and appealing for the students.
- Institution contextualizes the curriculum.

1.5 Best Practices in curricular Aspects

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

- Ongoing orientation and motivation
- Guest lectures

- Sharing of invited judges
- Seminars and workshop
- Career guidance and career conference

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

- Writing daily journals
- Maximum use of library
- Computer assisted teaching
- Unit wise test and assignment
- Feedback on activities by students
- Faculty feedback on students attendance
- Arranging community experience in the villages
- Arranging educational study tour (excursion)
- Simulation for model teaching presentation
- Organizing year mark competition among students
- Promoting communication skills

CRITERION II: TEACHER LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Admission Process and Admission Policy of the Institute: Eligibility conditions for taking admission in B.Ed. are :

50% marks for General candidates in graduation and

45% marks for ST, SC candidates and women in Graduation.

80% Seats are reserved for Chattisgarh domicile students while 20% seats are allotted for All India Quota. 50% seats are taken admission by Minority candidates. Procedure of taking admission for Minority seats is arranged according to the provision of CG government. Other 50% seats are filled by online option filling form by the students. All the necessary documents are submitted in the college along with the admission fee decided by the Fee Regulatory Committee in Raipur. The admission process in our college is done on the basis of merit. Our admission process is conducted at three stages namely first online, second online and third online at given different times. Finally eligible and willing candidates are admitted. The College follows the admission policy which is prescribed by C.G. government.(Rules and Regulations for Admission 2006).

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

Every year Chattisgarh government takes the initiative to advertise for teacher education in the state. (Teacher Education: D.Ed. and B.Ed.). The advertisement specifies the date of Pre B.Ed. centralized examination. It also conveys what are the areas of test content. The details of examination centre, roll number etc. are systematically given to the candidates so that they could write their test conveniently. Thereafter qualified candidates are asked to go for option filling for the desirable institute. This advertisement for entrance test is published by SCERT Raipur. The advertisement generally provide the following information: (1) Admission Process (2)

Dates given and submitting online entrance test forms (3) Fees (4) Contact number, address, and website etc.

Prospectus: The teacher trainees are provided prospectus of the institution along with the admission form. It includes the following information: (1) Information about our parent Institution (2) Information about the B.Ed. College (3) infrastructure facilities, rules and discipline, curriculum etc. The programmes are advertised by the website, circulars, Newspapers and even display board in which the fees structure, Eligibility, the aspects of teaching as well as the Curricular and Non-curricular activities are presented and the facilities which are provided in the institution too.

For the admission of Minority seats a separate advertisement is done by way of sending circular in places. Information is given through institutional website. The criteria of admission are displayed in the notice board as well as in the leaflet. Merit is maintained according to the rules and regulations. They have to appear in the Pre B.Ed. Test by all means. 50 seats are sorted out on the basis of teaching experience, scoring of interview, Baptism Certificate, marks obtained in graduation and post graduation, skills acquired in his/her studies in the past. A panel is constituted to conduct counselling for the candidates.

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

The documents of each candidate are verified by the institution authorities according to the rules and norms laid down by the SCERT. If lacunae are found, the case is referred by the Principal to the concerned authority of Admission. The documents of the qualified and okayed candidates are verified by the counselling panel which is formed by the institution. Having checked and verified documents, qualified candidates are passed through counselling. Each candidate is animated and guided by another group of delegated staff members. Thus, the institution monitors admission decisions and ensures that the admission criteria are equitably applied to all applicants. The institution regularly keeps in touch with the number of seats filled and left vacant.   The institution monitors admission decisions. And according to the norms of SCERT, the head of the institution gives final confirmation of admission. The institution involves the whole panel in the admission decision. The decision and guidelines are followed without any prejudice.

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

The strategies of taking admission of candidates are following: SCERT has fixed the seats in each College. 50 % of the students should belong to general category, 21 % of candidates belong to ST and 15 % of candidates to SC. Accordingly the college admits 100 students belonging to various communities as per the norms of SCERT Chhattisgarh. On the other hand the provision received from the CG government, the Christian Minority candidates are admitted irrespective of gender, their economy, culture, religion, linguistic background and caste. The candidates are admitted to the institution through the guidelines and norms of admission policy of the state.

Commonly observed practices adopted by college are:-

1. **Cultural and religious diversified group** : The institution has adopted secular approach in all the practices. All the main festivals of different cultures and religions are celebrated in the institution. The college believes in secularism and celebrates these festivals. The institution mainly celebrates Christmas, Deepawali, Holi, Id, Onam, etc. at the college level. The College keeps cultural programmes such as Karm, (Tribal cultural dance), Bhangra, Bharat Natyam etc. Teacher trainees sing a secular prayer daily. All the teacher trainees are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution. Conducive climate is maintained in the campus.

2. **Gender diversified group:** The institution is a co-educational. There is an increase in female teacher trainees taking admission for B.Ed. course. Last three years Gender wise record of Male –Female students is as follows:

Year	Male	Female	Total
2010-11	49	51	100
2011-12	29	71	100
2012-13	34	64	98

Separate Girls' common room for girls is provided. There is a cell for Women Wefare. One of the faculty members is the person in-charge of the cell. The problems of girls are discussed with the female faculty and solved accordingly.

3. **Linguistic diversified group**: Here the medium of instruction is bilingual. English and Hindi Languages are used as a medium of instruction for the teacher trainees.

4. **Physically challenged group**: A special provision is made in order to admit and look after such challenged candidates. A ramp is provided at the entrance gate and seating arrangement fixed. So far no physically handicapped teacher trainee has come for admission in our institute.

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

Pre service programme is time of acquiring knowledge and skills for teaching students. Micro Teaching is one of the powerful processed of getting confidence in teaching. These activities are observed by the peer groups and teacher educators. Every candidate's performance is assessed and evaluated. During this time student teachers are given direction to do better. Students are given opportunity to show their abilities to prepare teaching aids. Teaching aids are checked whether it is appropriate or not. Accordingly student teachers are promoted to have creative demonstration in the classroom situation. Student teachers are also provided opportunities to work among themselves so that they are enabled to assist one another in the groups. In all these processes check and balance are maintained in order to empower the student teachers for the better teaching services. Some of the strategies in the syllabus like some psychological tests are taken to know their intelligence, interest, adjustment and other traits to know their level of individual differences. We conduct viva- voce. Such assessment programme helps students to remedy their deficiency in communications and teaching skills.

2.2 Catering to Diverse Needs

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

Orientation Programme: The institution starts the session with the orientation programme. This is organized for three days. The dynamics of orientation programme leads each individual to know each other; to come closer to one another more over it discloses the ethos of the institution. Through various games and discussions the whole group is led to focus their minds and hearts to become aware of their vocation. Orientation of this sort enables the group to be sociable and to discover the needs of their training. The teacher trainees are made aware of their objectives of being teacher trainees. It is a fitting period to make aware of collective responsibilities to know the syllabus and whole B.Ed. curriculum. All these programmes are field based which are experiential of various fields. On the other hand orientation programme helps the

teacher trainees to modify and rectify their adjustment problems towards curriculum and their teaching-learning environment.

Morning Assembly: The day is begun with morning assembly every day. Morning assembly consists of various items to be presented. It draws the minds and hearts of the student teachers and teacher educators together to express their conviction in the Supreme being. A few mental and physical exercises are conducted prayerfully which moulds their positive outlook towards self and others. A few challenges are thrown by way of asking thought provoking questions. A thought of the day is reflected in the mimes and skits. All the items of the day is concentrated for preplanned message. This group of ten student teachers creates a union of minds and hearts to make the morning assembly fruitful.

Teacher educator's role is to assess their individual as well as group performance. He/She encourages to do better by way of correcting and suggesting some additions to their performance that builds up their self esteem.

Campus of Institute: - The institution has developed an adequate campus set up. It ensures all the inmates faculty, non-faculty and student teachers to become eco friendly. Surrounding and greenery create an atmosphere of physical fitness. Its set up is away from noisy and disturbing situations that make all the inmates willing to do good studies and training. It gives ample place to move around and enjoy nature. It has multi-faceted dimension of landscape to play and dance on the ground.

The institution building is conducive for teachers' training programme. It is double storied building. It has properly ventilated structure which keeps the learning atmosphere healthy and live. There are sufficient rooms for various needs. The building is well maintained by the institute.

Classrooms: - There are mainly two classrooms i.e. section one and section two and in each room there are 50 students teachers. These classrooms are spacious with a seating capacity of fifty teacher trainees. Besides these classrooms there is a big classroom in which 100 student teachers sit together when there is combined class of both the sections. Each classroom is well ventilated with sufficient natural light. Sufficient number of tube lights and fans are provided in those classrooms. Benches in

the classrooms are adult sized and made up of iron, are comfortable to sit. All the facilities in the classroom help to keep the environment conducive for learning.

Library: - It is well equipped with many text-books, good reference books, periodicals, research journals, and dictionaries. Books are available in both English and Hindi. It is also equipped with a photocopy machine. The library is spacious and 50 teacher trainees are accommodated when there is library period of one section. There are sufficient tables and chairs in the library. This library provides an inspiring learning environment for the teacher trainees.

Educational Technology Room: - The institution has a well equipped Educational Technology (ET) room. It consists of television, overhead projector, LCD, and laptop. The teacher educators use these technologies while teaching. It helps the teacher trainees to develop their skills regarding the use of electronic gadgets, so that they can easily handle these equipments during their practice teaching sessions. Teacher trainees also prepare and use various models, PPT and teaching aids required for the teaching sessions throughout the academic year.

Multipurpose Hall: - There is a multipurpose hall available for the teacher trainees to carry various co-curricular activities, cultural programs, annual function and prize distribution. It is also useful to conduct various lectures, workshops, seminars, symposium and conferences. Orientation programme for the teacher trainees takes place in the multipurpose hall.

Psychology laboratory: - Psychological instruments, equipment and tests are available in the laboratory. There are psychology practical prescribed in the syllabus and for all these practical necessary equipments and instruments are available.

Village Camp: Field experiences are also given to the teacher trainees to apply and reflect on their content. Every year all the staff and student teachers go for community experience to some rural area and stay there for three days. They visit people around that particular place. They also go to different schools and take some classes. This is meant for the community experience of the teacher trainees. They experience the rural life. Some awareness programmes related to education, health, human rights, etc. are organized.

Educational Tour: Every year educational tour is arranged by the institution. The educational tour widens the perspective of the teacher trainees.

Visit to Asha Nikunj Patparia: Students and staff spent one full day with special children. Handicapped children, dumb and deaf children were given special attention

to them by way of presenting singing and dancing for them. Students provided Christmas gifts to the children.

Micro-teaching and Teaching Practice: Microteaching programme is arranged for the teacher trainees. The student teachers practice skills. After microteaching they go for practice teaching in different neighboring schools. The teacher trainees do their internship in these schools.

Community work: The institution conducts Chalk Making, Gardening, Drawing & Painting, Tailoring & Embroidery, Games and sports. So, there are curricular as well as co-curricular activities for the students for creating over all environment conducive to learning and development of the students.

Various Competitions: Teacher students are also involved in variety of school based activities like organizing Quiz, Essay Competition, Handwriting Competition, Speech Completion, Best out of Waste Competition, Singing Competition, Dance Competition, Debate, Extempore, etc.

All the above mentioned points are helpful in creating over all environment conducive to learning and development of the students. Also the teacher educators and teacher trainees make the environment rich and conducive to all kind of learning and development.

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

Spoken English programme is organized by the institution. Bilingual method is used in the class in the teaching-learning process and study materials are provided according to their needs in bilingual form. The teachers give extra classes. They have conversation with students to know their problems, backgrounds etc. They have very friendly relation with the students. Hence they give diverse learning needs of the students.

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

Most of the B.Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process.

- The first theory paper "Teaching in Emerging Indian Society" which deals with various basic concept in relation to society, social interaction, social barriers, various philosophers and their philosophies are discussed.

- In the second theory paper "Development of Learner and Teaching Learning Process" the units such as Learning and Motivation, Intelligence and Creativity, Exceptional Children, Individual Difference, Personality etc. are incorporated in the curriculum. These units lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process.

- Besides this, various practical, practice teaching lessons and activities conducted under the working with community are useful for the teacher trainees to understand the role of diversity and equity in the teaching learning process.

- Practice teaching program gives the teacher trainees an opportunity to apply their knowledge regarding the diversity and equity, which is gained in the classroom. While teaching, they find out the diversity in the classroom and try to create equity through the teaching learning process.

- There are various curriculum activities like Micro-teaching, Rural camp, Educational tour and Internship, Teaching programmes etc. In this the curriculum there are parts like getting knowledge about the things and things related to teaching, facts and knowledge. They get other knowledge too besides bookish knowledge.

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

The institution ensures that the faculty members are knowledgeable and sensitive to cater to the diverse teacher trainee needs by the following ways:

- Qualified and competent teachers are selected through proper selection procedure of college code 28. The experts of the selection committee select the lecturers by testing their knowledge and sensitivity to cater the diverse teacher trainee needs.

- Our faculty members participate in the professional development program like seminars, conferences, workshops, at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs. This keeps them updated regarding new trends and contemporary issues.

- Some of them also participate in these professional development programmes as resource persons and disseminate the knowledge.

- The institution ensures that the teacher educators are knowledgeable and sensitive by taking feedback from the students even by the meeting and by Reflection book in which everyday teaching is recorded of the teacher educators.

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

The various practices are as follows that help teacher trainees develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations:

Developing skills through demonstrations given by the faculty members:

The teacher educators give demonstration just before the micro teaching starts. All the skills of microteaching are demonstrated by the faculty members. The teacher educators develop the skills of teacher trainees regarding the diversity and inclusion through live demonstration during their teaching sessions.

Providing knowledge and skill through theoretical teaching: All the papers of the B.Ed. syllabus are taught by the faculty members. While teaching these papers they also provide inputs to develop knowledge and skills of the teacher trainees.

Use of gained knowledge and skills by the teacher trainees: The knowledge gained and skills acquired by the trainee- teachers are used in the classroom situations during practice teaching. In this way, the teacher trainees get an opportunity to apply the required knowledge and skills. Beside this, teacher trainees observe the schools during the practice teaching.

The knowledge and skills of the faculty members: The institution ensures that the teacher educators are knowledgeable and skillful. The teacher trainees give feedback everyday while they write daily reflection journal. This is a good and very effective tradition of writing reflection every day. Half an hour of time is allotted for reflection writing everyday from 3.00 P.M. to 3.30 P.M.

2.3 Teaching Learning Process

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

The institution engages student teachers, in active learning by giving assignments, journals writing, reading books in library, giving them projects works in group as well as individual, doing peer group teaching in which some talented teacher students teach their peer group, performing some cultural activities etc. Thus it brings interest in them to learn. Role playing, acting and presenting skits etc., make the students active in learning.

Library – There is a college library. The student teachers as well as the staff members make full use of the library. At a time two books are issued to each teacher student. There are enough tables and chairs where more than 50 students can study together. There are library periods for the teacher students and during library period one section of students goes for library study. They observe silence in the library. More than 5000 books are available in the college library. Different types of journals and Magazines are available in library. Photocopy facility is also made available in the library for students and staff. Thus library helps active learning.

Website –Usually the staff members browse website and get the additional and latest information and references time to time. Additional reading material is obtained from the website. The Curriculum of B.Ed. Programme is designed in such a way that the teacher trainees should remain engaged in active learning. The institute makes good use of transacting the curriculum effectively.

Micro-teaching, Simulated lessons and peer teaching – Microteaching is given much importance in the institute. It is the essence of teacher training programme, where the teacher trainees have to remain focused in acquiring mastery over various teaching skills which draws the attention of the learner and all body and mind involved in the learning situation. Therefore, the teacher trainees remain active in this learning process.

Simulation – The core teaching skills are developed in simulated settings. The following core teaching skills are practised in this college by the students in simulated setting.

1. Introducing a Lesson Skill
2. Skill of Reinforcement
2. Skill of Probing Questioning
3. Skill of Explaining
4. Skill of Illustration with Examples
5. Skill of Stimulus Variation
6. Skill of Blackboard Writing
7. Stimulus Variation Skill
8. Integrated Skill

Practice Teaching – Before the practice, the teacher trainees have to write lesson plans and for that purpose they have to do a lot of preparation. The lesson plans are first finalized by the subject teacher and then they go for practice teaching which is

real teaching in classroom situation. The teacher trainees use teaching aids and for the preparation of the teaching aids they make much efforts. For all these activities the teacher trainee- teachers become active and get involved bodily and mentally.

Work Experience: The teacher trainees are engaged in some of the work experiences like gardening, chalk making, drawing & painting, tailoring & embroidery etc. which make the teacher trainees active in learning. Thus, the teacher trainees are engaged in active learning and develop their competencies and commitments required for would be teachers.

Co-curricular activities – The institution has many co-curricular activities which keep the teacher trainees active throughout the year. All these activities mould the personality of the teacher trainees. The co- curricular activities include orientations, essay writing, handwriting, skit presentation, morning assembly conduct, exhibitions, elocution, celebration of festivals of different religion and culture, best out of waist, cooking, workshop and seminar, gardening, chalk making, celebration of various important days, parents day, teacher's day, annual functions etc., all these activities engage the teacher trainees in active learning and develop their competencies and also shape their personality.

Seminar on "Active Learning: A seminar on "Active Learning Methods" is organized by the institution. The faculty members give this seminar to the teacher trainees. This seminar helps the teacher trainees to learn actively.

2.3.2 How 'learning' is made teacher trainee-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 teacher trainees?

Learning is made teacher trainee centred by the following ways:

- Learning is made 'student centered by utilizing Participatory teaching learning strategies
- It is made teacher trainee centred by lectures, practical and field activities.
- Technological approach makes the learning student-centred.
- Various participatory activities like group discussion, seminar, workshop, microteaching, practice teaching, assignment etc. make the learning trainees centred.

- Students are provided with the experience of active learning i.e. they are exposed to learning resources like library of the Institute, individual projects as the part of assignments, and practical in the form of psychological tests.
- Learning is made student-centered by performing non-curricular activities such as involving them in chalk making, gardening, playing different games, having different competitions, conducting assembly in which different group perform different activities such as news, thought for the day, skit etc.

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

Various instructional approaches are used by the teacher educators like self learning material, programmed learning, power point presentations, OHP, models, teaching aids etc. which make the student teachers understand teaching more effective way. Active learning methods are given much importance. To ensure effective learning various instructional approaches are used to provide them experiences.

Innovative approach/ method developed and used: Concept of Active Learning Methods is used in teaching. The teacher trainees are made aware of the Active Learning Methods and they use them in their practice teaching.

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

Institution has provision for training in models of teaching. Teacher-educators of the college are trained in the teaching and using various models of teaching.

2.3.5. Do the teacher trainees use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each teacher trainee per skill.

Yes. The teacher trainees use micro-teaching technique for developing teaching skills, microteaching gives a good start to the fresher in the field of teaching as they have to learn each microteaching skill to get them integrated in the practice teaching session. Each teacher trainees is asked to conduct three lessons on each of the eight skills of micro teaching. The students are taught theory of different Teaching Skills viz. Skill Introducing a Lesson, Skill of Reinforcement, Skill of Probing Questioning, Skill of Explaining, Skill of Illustration with Examples, Skill of Stimulus Variation, and Skill

of Blackboard Writing etc. The teacher gives the demonstration of each skill and afterwards each student teacher completes three microteaching lessons per skill in Simulation. Trainees are supposed to use the different Microteaching skills during practice teaching. The process of Micro Teaching is as under: The College conducts the workshop for Micro Teaching. The workshop is organized by conducting the following steps.

1. Conceptual orientation of micro teaching

2. Conceptual Orientation of Micro skills.

3. Lesson Demonstration by the faculty

4. Preparation of lesson plan

5. Practice teaching of lesson plan

6. Feedback Mechanism by peer group and supervisor.

7. Preplanning of lesson plan.

8. Re teaching of lesson plan.

After orienting the teacher trainees on microteaching skill techniques, every trainee is required to conduct lessons for the development of teaching skills. The following seven skills are practiced by teacher trainees. They are:

1. Skill of Introducing a Lesson

2. Skill of Reinforcement

2. Skill of Probing Questioning

3. Skill of Explaining

4. Skill of Illustration with Examples

5. Skill of Stimulus Variation

6. Skill of Blackboard Writing

7. Stimulus Variation Skill

8. Integrated Skill

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

The practice teaching is conducted in ten secondary schools in and around the city Ambikapur. Available schools for practice are approached by the Principal. Among these schools Hindi Medium, English Medium and Government schools and private Schools are included. Duration the teaching practice is 30 days. Supervision of the teaching practice is done by staff members daily there is good rapport with the staff

and students of those practice teaching schools. The following schools are given to the teacher trainees for practice teaching:

1. St. Xavier's Higher Secondary School, Ambikapur
2. Ambika Mission Middle School Ambikapur
2. Ambika Mission Girls' Higher Secondary School Birnibera
3. Jubilee Memorial English Medium School Nawapara
4. St. John'Higher Secondary School Nawapara
5. Ursuline Higher Secondary School Ambikapur
6. Holy Cross Convent School Patparia
7. Carmel School Namnakala
8. Montfort School Godhanpur
9. Govt. High School Bowripara
10. Govt. Middle School Bowripara
11. Govt. Middle School Sakalo
12. Govt. Higher Secondary School Sargawa
13. Govt. Model School Mendra Khurd
14. Govt. Higher Secondary School Gandhi Nagar
15. Govt. Girls' Higher Secondary School Manipur
16. Montfort School Banea Pratpgarh
17. Govt. High School Kedarpur

Out of these schools, St. Xavier's Higher Secondary School Ambikapur belongs to our institute. Schools are informed regarding the practice teaching programme in advance. After the microteaching, the teacher trainees are sent for practice teaching. Practice teaching is the core element of B. Ed. Curriculum to make the student well versed with the core elements of the teaching, each student has to pre plan the lesson under the guidance of his/ her Method teacher, get it checked and signed by Method teacher and present it in the allotted class. Each teacher trainees has to teach 40 lessons i.e. 20 lessons of school subject I and 20 lessons of school subject II. The Teacher Educator supervises the lesson for about ten minutes and writes his/her observations in the Lesson notebook of the student teacher. After each lesson, immediate feedback is given by the teacher educator, school teachers who observed the lesson, and peer supervisor. While supervising the lesson presentations, teacher educator has to give

remarks in the lesson plan copies by keeping in view the positive feedback first followed by negative feedback and points of improvement.

Observation of the practice teaching by the peer group: Each student is expected to observe 20 practice teaching lessons given in the schools. The students are expected to observe only two lessons in a day. The students are advised to visit maximum number of practice teaching schools for peer lesson observation. A fixed format is prescribed by the college to enable the student to observe the peer lessons. These arrangements enable the pupil teachers to appreciate and imbibe good teaching skills of their classmates and in overcoming their own inadequate aspects.

Observation of the Practice teaching by the teacher-educators: The practice teaching is supervised by the trained staff members of the college. To avoid subjective observation and to avoid inter and intra discrepancies in the feedback, an analytical observation format is prescribed to all the observers. The observers are expected to write their observation analytically and suggestions descriptively. The lesson observing teacher educator evaluates each components of the practice teaching lesson given by the students.

Observation of practice teaching by the school teachers: The subject teacher whose period is taken by the pupil teacher is requested to attend the lesson given by other pupil teachers. The school teachers are requested to observe the teaching of the pupil teacher minutely especially the content part of the teaching. The school teachers are also requested to participate in the feedback session and requested to give their valuable suggestions for the improvement of the lessons given by the pupil teachers. The students are expected to make a note of the feedback given by the supervising lecturer and peer observer. They are required to incorporate the suggestions given by the observers while preparing further lesson plans. The students should reflect on the strength and weakness of their lessons based on the discussion held in the feedback session. The feedback has to be reflected in the future lessons in terms of magnifying their strength and minimizing their weakness.

Feedback mechanism: At the end of the day of practice teaching the teacher educator conducts the feedback session. In this feedback session, the pupil teacher who has given the lesson, the teacher educator who has observed the lesson, the school teacher who observed the lesson the peer group who observed the lesson participate. The pupil teachers are told about the strength and weakness of the lesson given by him. The suggestions, modifications suggested by the observers are discussed in the session. The

pupil teacher is asked to note down the suggestion after thoroughly understanding it. The pupil teacher is expected to modify the lessons accordingly.

Monitoring mechanism: The lesson plans are written by the pupil teachers on the basis of the guidance given in the lesson plan workshop. These rough lesson plans are to be shown to the teacher educator who teaches the subject. The teacher educator goes through the lesson plan and gives suggestions. Based on these suggestions the pupil teacher writes the final lesson plan and once again shows it to the particular teacher educator of the respective subject. The principal gives surprise visit to the practice teaching schools to monitor the practice teaching. In between and after the practice teaching is over, the college conducts mid- term monitoring of the practice teaching. The feedback forms received by the school teachers and head masters are analyzed in the meeting. The pupil teachers and the teacher educators share their experiences on practice teaching. The practical difficulties of the students are also solved in this meeting.

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

The process of Block teaching/ Internship of students in vogue: Internship is combined with practice teaching. The student teachers spent the full time of the day in the school and take part in every activity of the school. They are part of the staff and school. They conduct morning Assembly; present some skits based on value education and issue. Environmental awareness programme, singing and dancing programme so called cultural programmes. The internship of teaching in of 30 days and 18 schools are included in it. The student teacher is sent to other school for internship. The student teacher makes a lesson plan what to be taught in the school, the plan can be shown to the teacher educators as well as the subject teacher of that school. When the student teacher teaches in the school, the subject teacher of that school as well as the teacher educator prepares a feedback for them. The teachers in school help the student teacher in every aspect. In school the student teachers even maintain school register. They help in conducting exams. They take part in conducting assembly actively. They motivate the students to participate in co-curricular activities such as sports, cultural programmes.

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

Yes, the practice teaching sessions/ plans are developed in partnership, cooperatively involving the school and mentor teachers. First of all Principals of different schools are requested for accepting teacher trainees in their schools. Two days before the join the schools for practice teaching they go and meet the principals and get subjects and periods for teaching. So they come prepared with lesson plan. The practice teaching sessions/plans are developed in partnership cooperatively involving the school staff. Teachers guide the student teachers about teaching.

2.3.9.   How do you prepare the teacher trainees for managing the diverse learning the needs of students in schools?

The student teachers start planning to teach in school. They fulfill the basic needs of learning in school by giving extra classes. The faculty members give them training and different techniques of teaching in the school. The student teachers also use OHP, projector, model, chart to teach the student in school.

2.3.10. What are the major initiatives for encouraging teacher trainees to use/ adopt technology in practice teaching?

The various initiatives for encouraging student teachers to adopt technology in practice teaching are OHP, Model, Charts, and Projectors all these things help the student to understand properly and more efficiently.

2.4   Teacher Quality

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

Yes, the practice teaching plans developed in partnership co-operatively involving the school staff. The student teachers themselves don't prepare the portion what to teach but the school staff tells them the portion and help them to teach. The student teachers follow the instructions and improve themselves. They make 30 days plan in which they teach different subjects like science, social science, Hindi, English. School staff motivates our students and cooperate with the students.

Yes the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers. The details are given below

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

The ratio of student teachers is a reliable to the practice teaching in school. The decision has been taken on different basis like; in how many sections the class is divided, according to the size of the school, according to the subject, and what the school desires how many student teachers they need.

2.4.2   Describe the mechanism of giving feedback to the teacher trainees and how it is used for performance improvement.

The mechanism of giving feedback to the students is the educators observe the student teachers; they train and influence them. They have feedback copy; they keep record of their teaching skill. The teaching staff tells the student-teachers about their positive and negative points in their teachings and also tells the area of improvement.

2.4.4.   How does the institution ensure that the teacher trainees are updated on the policy directions and educational needs of the schools?

The educators give them good guidelines and always help them to understand the different technology, the diversity and equity of learning, the facility to teach them how to understand the students needs. The staff uses different technology for the students to teach them and make them upgraded like using OHP, projector etc. They take them to Educational Tour, Rural Camp and also send them for practice teaching. The student teachers are made effective and updated up to the mark.

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

The student and faculty keep pace with the recent developments in the school subjects and teaching methodologies by the help of active learning as they both are connected with new technology. They even understand the things by doing activity and practicing skills.

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

The major initiatives are they send their teaching staff to out station for seminars and to attend workshops. The new facts and knowledge they come to know from the

seminars and workshop they tell their students. So by this the student teacher gains their knowledge and the institution can ensure the student teachers as well as mentor teacher development.

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

Yes, the institution has the mechanism to reward and motivate staff members for good performance. The institution congratulates them in front of all the teaching staff and students when they give good performance. The institution reward them by giving gifts and also motivate them to do hard work and give good performances further.

2.5 Evaluation Process and Reforms

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

The students are provided with all the facilities like good environment, well infrastructure like good quality desk and benches, good classroom. We have well to do environment for the student. We have reliable library for the student where they can borrow book and continue their studies. The faculty use different technology to teach the student.

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

In order to have internal assessment we conduct half yearly and model examination, give assignments; take tests etc. For practical examination, externals come and they give assessment of the teacher trainees.

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

The assessment / evaluation outcomes communicated and used in improving the performance of the students by showing them exam Papers, the papers of their assignment to bring improvement in them.

2.5.4. How is ICT used in assessment and evaluation processes? Use of ICT in assessment and evaluation processes:

ICT means Information Communication Technology. One of them is we record the performance of teacher as well as the students. We come to know about the teachers

and students, how the teacher is teaching and how the student is performing and how much attentive in the class. We also record the performance of the student-teachers how they teach and later we show them their recording for improvement. Recording is another way of evaluation process in which we see and hear the video as well as audio of their teaching.

2.6   Best Practices in Teaching – Learning and Evaluation Process

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

Various innovations are conducted like time to time meeting, holding cabinet group discussion, micro teaching, practice teaching, peer teaching, team teaching, guest lectures, seminars etc. We discuss about the points we need to improve and bring good change in it. The significant innovations in teaching/learning/evaluation introduced by the institution are as follows : (1) Various competitions in different groups, Essay competition, Quiz Competition, Speech Competition, Group dance competition, Salad Making Competition, Cooking competition, Kabaddy, Khokho, Volleyball, Basketball competition, Best out of waist competition, (2) Annual Function (3) Celebration of different occasions viz. Hindi Diwas, Teacher's day, Gandhi Jayanti, Diwali, Holi, Christmas etc.

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

We highlight our programmes, Achievements in Newspaper, college Magazines, Display board etc. We conduct parents - teachers meetings. Every year our college publishes magazine in which we highlight our achievements and other points related to education. The visitors also come to acknowledge our students and give them good thoughts to enhance them.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

- ➢ The institution sends the staff members for seminars / Workshops / Conferences.
- ➢ The institution encourages the staff members to keep themselves up to date.
- ➢ Staff members are trying for their Ph.D. entrance. One of the staff members has already completed his Ph.D. course work and waiting for further information.
- ➢ The Faculty members are encouraged to use Library facilities at any time.
- ➢ Teachers are encouraged to participate in research related seminars/conferences/ workshops. The management of institution sponsors faculty member by giving travelling expenses and Registration fees, and also consider them on duty leave.
- ➢ The management encourages the faculty members for organizing special talks, training and workshop for faculty members to enable them to get research orientation.
- ➢ Teachers are encouraged to register for Ph.D. programme.
- ➢ The college lays emphasis on the concept of promotion of research and on action research amongst the faculty.

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

St. Xavier's College of Education runs only one programme i.e. B.Ed. The following research themes have been identified by the institution for undertaking research study by the faculty.

Continuous and Comprehensive Evaluation

Active Learning Methods

Quality Education

Educational Technology

Value Education

Special Education

Models of Teaching

Development of Instructional Material

3.1.3 Does the institution encourage Action Research / if yes give detail on some of the major outcomes and impact.

So far no action research has been introduced in our college. The institute has keen interest in this area. It can do something but it is only in mind and plan. Here, in our college elective subjects like Educational Administration, Environmental Studies, Educational and Mental Measurement, etc., are taught. In these subjects there are opportunities for action research. Students are motivated to take up simple action research during their teaching practice in schools.

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

The staff members have got many occasions to attend Conference/Seminar/ Workshop. Each staff member has attended different times at different places. The detail is given below:

So far this institute has not organized any seminar or conference. There were some inter-college functions taken place in this college when the B.Ed. colleges of Ambikapur city were invited to take part. The faculty members of the college take part in different conferences/seminars/ workshops. Details of the Conference / Seminar / Workshop attended by the faculty members in last five years are as follow.

Shri Sushil Tigga (Asst. Professor)

Seminar and Conference

1. Presented a paper on - LANGUAGE AND SOCIAL CHANGE IN PROFESSIONAL EDUCATION OF SENIOR SECONDARY TEACHERS in the national seminar on "Future Challenges for Teachers in the Present Scenario" at Kalyan P.G. College Bhilai Nagar (C.G.), on 19-20 November 2010.

2. Presented a paper on – ANALOG TO DIGITAL – AN ICT DRIVEN ECONOMIC DEVELOPMENT PARADIGM FOR CHATTISGARH in the national seminar on "Journalism : Past and Present" at Rajiv Gandhi Government P.G. College, Ambikapur (C.G.), on 2 – 3 March 2011.

3. Attended International Seminar on "ROLE OF TECHNOLOGY IN ENHANCING THE QUALITY OF HIGHER EDUCATION" organized by Kanya Maha Vidyalaya, Jalandhar, on 26-27 October, 2012.

4. Attended National Seminar on "JANJATIYA JIWAN DARSHAN – KAL, AAJ AUR KAL" organized by Holy Cross Women's College, Ambikapur (C.G.) and sponsored by University Grant Commission, on 26 & 27 November 2010.

5. Attended National Seminar on "ENVIRONMENT : CHALLENGES & RESPONSIBILITIES" organized by Gov. Ram Bhajan Rai NES Post Graduate

College, Jashpur (C.G.) and sponsored by UGC central office Bhopal, on 29 & 30 November 2010.

6. Attended in National Seminar on "TEACHING METHODS & LEARNING STYLES" organized by Institute of Advance Study in Education Bilaspur (C.G.), on 25 & 26 February 2011.

7. Attended in National Seminar on "ADVANCES IN BIOLOGICAL SCIENCES" organized by Holy Cross Women's College Ambikapur and sponsored by UGC on 2 & 3march 2012.

Workshop Attended

8. Participated in National Workshop on "YOUNG LECTURERS OF CHRISTIAN COLLEGES IN INDIA TOWRDS SEVELOPING FOUNDATIONAL LEADERSHIP" organized by All India Association For Christian Higher Education, New Delhi, on 17 & 18 July 2012.

9. Participated in National Workshop on "RESEARCH METHODS IN BEHAVIOURAL SCIENCES" organized by Holy Cross Women's College Ambikapur and sponsored by UGC, on 26, 27 & 28 November 2012.

10. Participated in National Workshop on "E- CONTENT DEVELOPMENT OF INDIGENOUS TEACHING PRACTICES IN HUMANITIES AND SOCIAL SCIENCES" organized by the Centre for Education Beyond Curriculum (CEDBEC), Christ University, Banglore, on 15, 16 & 17 May, 2014.

Shri Jerome Minj (Asst. Professor)

1. Attended in National Seminar on "TEACHING METHODS & LEARNING STYLES" organized by Institute of Advance Study in Education Bilaspur (C.G.), on 25 & 26 February 2011.

Nilmani Tigga (Asst. Professor)

1. Attended National Seminar on "JANJATIYA JIWAN DARSHAN – KAL, AAJ AUR KAL" organized by Holy Cross Women's College, Ambikapur (C.G.) and sponsored by University Grant Commission, on 26 & 27 November 2010.

2. Attended National Seminar on "Journalism : Past and Present" at Rajiv Gandhi Government P.G. College, Ambikapur (C.G.), on 2 – 3 March 2011.

3. Participated in National Workshop on "YOUNG LECTURERS OF CHRISTIAN COLLEGES IN INDIA TOWRDS SEVELOPING FOUNDATIONAL

LEADERSHIP" organized by All India Association For Christian Higher Education, New Delhi, on 17 & 18 July 2012.

Miss Prity Chandola (Asst. Professor)

1. Attended National Seminar on "UCHH SHIKSHA ME SHIKSHAN ADHIGAM MULYANKAN" organized by Swami Lwarupanand institute of Education, Bhilai, Dt. Durg (C.G.) on 26-27 October, 2012

2. Attended National Seminar on "Teaching Methods and Learning Styles" organized by Institute of Advanced Study in Education Bilaspur (C.G.) and sponsored by University Grant Commission, 25 & 26 February 2011.

3. Attended National Seminar on "Examination Reform" organized by Pt Ravishankar Shukla Univeristy Raipur (C.G.) and sponsored by University Grant Commission, 7-9 March 2011.

Miss Prima Tigga (Asst. Professor)

1. Attend National Seminar on "tutkrh; thou n'kZu & dy vkt vkSj dy**" organized by Holy Cross Women's College Ambikapur. (C.G.) and sponsored by UGC on 26 & 27 November 2010

2. Attended National Seminar on, "Journalism : Past and Present" organized by Rajiv Gandhi Gov. P.G. College, Ambikapur (C.G.) and sponsored by UGC on 2 & 3 March 2011.

3. Attended National Seminar on "Faculty Development Programme (FDP) organized by All India Association for Christian Higher Education, New Delhi from 10th to 12 October 2013.

Miss Jagmeet Kaur (Asst. Professor)

1. Attended National Seminar on "Faculty Development Programme (FDP) organized by All India Association for Christian Higher Education, New Delhi from 10th to 12 October 2013.

2. Participated in National Workshop on "E- CONTENT DEVELOPMENT OF INDIGENOUS TEACHING PRACTICES IN HUMANITIES AND SOCIAL SCIENCES" organized by the Centre for Education Beyond Curriculum (CEDBEC), Christ University, Banglore, on 15, 16 & 17 May, 2014.

3.2   Research and Publication Output

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

Power point presentations and transparencies are regularly used for day-to-day teaching. Our faculty members have developed course materials for core paper, elective and optional papers. They also prepare self instructional materials, non print materials for the instructional purpose. The teacher trainees also prepare instructional material for teaching in schools of their respective subjects. Students develop material in the forms of charts, models, etc. as teaching aids for each of their two teaching subjects. They are also required to develop and use their own teaching aids in the form of pictures, charts, maps and models which are used for the micro-lessons and practice lessons. They are also motivated to take technology based lessons using Power-point presentations and Transparencies too.

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

LCD projectors, computers, laptops, transparencies, compact discs, chart papers, stationary and internet facility are made available to the faculty to develop instructional material. Before the practice teaching, the orientation is given for teacher trainees and faculty members to develop useful, interesting and attractive instructional materials and teaching aids.

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

The institution provides freedom to use college facilities both for staff and teacher trainees, like internet, printer, scanner, photocopy and related stationery. Information Communication technology related material has been developed by the faculty and teacher trainees in the institution. The faculty members develop Transparencies and Power Point Presentation. They developed ICT related instructional materials on the following major curricular and thrust areas -

• Microteaching with core teaching skills (PPT)

• Models of Teaching

• Chalk Making

- Practice teaching
- Final Teaching

Teacher educators are developing software (PPT and Transparencies) in their respective compulsory and teaching subjects.

3.2. 4 Give detail on various training programme and/or workshops on material development (both instructional and other materials)

(a) Organized by the institution
(b) Attended by the staff
(c) Training provided to the staff

1. Two of the faculty members Shri Sushil Tigga and Miss Jagmeet Kaur Participated in National Workshop on "E- CONTENT DEVELOPMENT OF INDIGENOUS TEACHING PRACTICES IN HUMANITIES AND SOCIAL SCIENCES" organized by the Centre for Education Beyond Curriculum (CEDBEC), Christ University, Banglore, on 15, 16 & 17 May, 2014.

2. Two of the staff members Shri Kalyanus Minj and Shri Sushil Tigga participated in a workshop organized by SCERT Raipur on "Active Learning Methods".

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

None

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

None

3.2.7 Give detail of the minor/Minor research projects completed by staff members of the institution in the last five years

None

3.3 Consultancy:

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

Yes, the institution provides consultancy services in the last five years. The institution provides consultancy services to several schools, teacher training institutions and other educational institutions. Orientation progarmmes are given to staff members of some schools before the classes begin. The Principal of the College is every year invited by many schools to give orientation programme for the staff members. This year Orientation programmes were given for the staff of the following schools – (1) Loyola

English Medium School Kunkuri, (2) St. Xavier's School Rajpur (3) Loyola H.S.S. Bhaiswar etc. The principal of this college is invited to give talks in various topics by different schools and other institutions. Some of the staff members are invited to give seminar in B.Ed. Colleges of Ambikapur like Saraswati B.Ed. College Subhashnagar, Parvati College Silphili. School administrators and teachers are given guidance on evaluation practices, methodology of teaching and preparation of instructional material.

3.3.2 Are the 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:

- Active Learning Methods
- Continuous and Comprehensive Evaluation
- Micro Teaching
- Practice Teaching
- Educational and Vocational Guidance
- Communicative skills
- IPP
- Orientation Programme

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

The consultancy service is 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. Consultancy fees are not charged by the institution for the consultancy provided.

3.3.4 How does the use the revenue generated through consultancy?

No revenue is generated. Consultancy is offered free of cost.

3.4 Extension Activities

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

Institution regularly organizes informative extension activities for the local community. A programme for deaf and dumb students of Asha Nikunj Ambikapur is arranged every year. Students and faculty both realize that any of the under privileged child should not be neglected as far as possible. Literacy Programme, Environmental Awareness, Working in collaboration with school teachers in the surrounding areas etc are conducted by the institute. Teaching aids prepared by student- teachers that are exhibited in the Multipurpose hall. "Best out of Waste" programme is organized by the institution for the teacher trainees. They are also exhibited in a room of the college. Further, Faculty and Student-teachers are encouraged and supported to participate in various extension activities. Every year our college Participates in Karniwal festival programme. This time Voting awareness programme was held and our college fully participated in this programme.

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

People from different fields of specialization like doctors, lawyers, bank managers, women activists, etc. from the community are invited to deliver talks and extension lectures. On the occasion like Hindi Diwas celebration an expert in Hindi, is called for talk. We have close relation with the schools where we send out teacher trainees for practice teaching. Our staff members go from one school to another while practice teaching goes on. They not only give back for the student teachers but also talk to the Principal and staff members and maintain healthy and friendly atmosphere. Similarly we are closely related with the B.Ed. Colleges of Ambikapur city.

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

In future our Institution plans to conduct major activities like:

- English coaching programme,
- Guidance and Counselling Programme
- Health awareness programme
- Environment protection
- Coaching for writing competition examinations
- M.Ed. Course
- D.Ed. Course

• Computer Course

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

No

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

The institution develops social and citizenship values and skills among its students through:

(1) Celebrating festivals like Teachers day, Independence Day, Gandhi Jayanti, Holi, Parents Day, Republic day, Hindi Day, Christmas Celebration, Organizing programme for deft and dumb students of Asha Nikuj very regularly.

(2) Curriculum, co-curricular activities,

(3) Organizing Sports and cultural programmes

3.5 Collaborations

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

No

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

No

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

Curriculum development, Teaching, Training, Practice, Research, Consultancy, Extension, Publication, Student Placement

Institution takes initiatives to improve in quality of each of these aspects.

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

• The faculty is invited as subject experts to conduct interviews for recruitment of teachers in the schools thereby creating linkages and establishing Institute – School – Community Networking

• The institution's faculty is invited to observe the teaching practices and give valuable suggestions and inputs for enriching the curriculum transaction and methodology of teaching.

• Our faculty is invited to give Seminars in some B.Ed. Colleges of Ambikapur.

- Our faculty is invited by some of the schools for giving orientation programmes for their staff members.

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

Yes, our faculty members are associated with schools where the practice teaching takes place. Before the commencement of school based practice teaching, the faculty and the student teachers interact with the school personnel to chalk out the activities to be carried out during practice teaching. At the time of practice teaching our faculty remains present at the respective school to supervise the performance of the student teachers. The faculty members visit those schools and give feedback to the student teachers. The teachers of the respective school also provide feedback on their performance. The feedback helps the student teachers for enhancing the performance. Faculty members are actively engaged in schools in organizing co-curricular activities and evaluation procedures. They conduct morning assembly and bring some creativity and meaningfulness in the assembly such as they present some skits, ask general knowledge, give value based items etc.

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

- The faculty of our college collaborates with other college for: Preparing the question papers for university exams; evaluating the answer sheets;
- The faculty collaborates with the university faculty for Syllabus revision work;
- The faculty collaborates with the school for practice teaching.
- The College is actively collaborating with various schools, other institutes and university faculty for augmenting teaching-learning activities.

3.6 Best Practices in Research, Consultancy and Extension

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

- The teachers have attended National & International Seminars.
- Staff members are permitted to attend workshop on research paper writing and, data analysis in other institutions.
- The institution motivates faculty members, to register for research degree by making adjustment in teaching schedule.
- Teacher educators are encouraged to undertake new methods of teaching like team teaching, problem solving method, mock parliament in social science etc.

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

- Teachers extend their services for personality development for the teacher trainees.
- Teaching aids have been used in the regular practice of teaching while the trainees go for teaching practice. This helps the pupil teachers to become skillful end efficient teachers.

CRITERION IV: INTRASTRUCTURE AND LEARNING RESOUNCES

4.1 Physical Facilities

1.1 Physical Facilities

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

If yes, the institution has the physical infrastructure as per NCTE norms. Facilities and amount invested for developing the infrastructure are indicated below:

S. No	Description	No. of Room
1	Reception Room	1
2	Principal Office	1
3	Office	1
4	Multipurpose Hall	1
5	Games Room	1
6	Male Toilet	1
7	Male Common Room	1
8	SUPW Room	1
9	Prayer Hall	1
10	Store Room	1
11	Staff Room	1
12	Director Room	1
13	Strong Room	1
14	Female Toilet Room	1
15	Girls Common Room	1
16	Living Room	1
17	Living Room	1
18	Music Room	1
19	Library	1
20	Reading Hall	1
21	Research Room	1
22	Examination Room	1
23	Control Room	1
24	Computer Room	1
25	Class Room	1

26	Language Lab	1
27	Psychology Lab	1
28	Co-ordinator Room	1
29	Class Room	1
30	Ladies Staff	1
31	ET Room	1
32	Class Room	1
32	Science Room	1
33	Science Room	1
Total Built up Area 2572.03		

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

To meet the need for augmenting the infrastructure to keep space with the academic growth, an immediate need is prioritized. Budget is sanctioned to implement the plan by the core committee. Rooms are added or renovated to update the infrastructure. If need arise to go for M.Ed. course more rooms could be expanded.

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

Available infrastructure facilities for co-curricular activities and extracurricular activities are enlisted below:

1- Playgrounds –   Basket Ball - 1,
                     Volley Ball - 2
                     Kho-Kho - 2
                     Kabaddi – 2
                     Hockey – 2
                     Football - 2
2- Multipurpose Hall – 1
3- Assembly Court – 1
4- Prayer Hall -1
5- E.T. Room – 1
6- Library -1
7- Computer Lab -1
8- Science Lab - 2
9- Vegetable Garden
10-   Flower Garden
11-   Tree Plantation

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

Playgrounds are share with university, school department of state to organize hockey, football, basketball tournament. Multipurpose hall is shared with government and NGOs meeting, workshops and seminar.

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

Institute provides toilet, wash basin facilities for men and women separately. Common rooms for both men and women are also given separately. Beds arrange for those who fall sick. Hygienic drinking water is provided student teachers and staff. Institute has arranged hygienic canteen which supplies good refreshment for the needy.

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

There is hostel facility for men. Forty seats are allocated in Loyola hostel. Whereas St. Joseph Bhavan hostel is for women in which 25 ladies are accommodated.

4.2   Maintenance of Infrastructure

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

Particulars	2009	2009	2010	2010	2011	2011	2012	2012	2013	2013
Building	800000	749448	50000	00.00	50000	00.00	40000	00.00	200000	212537
Laboratories	40000	35000	40000	68000	30000	00.00	20000	00.00	20000	00.00
Furniture	300000	326742	200000	239440	40000	00.00	150000	139800	150000	237978
Equipments/ Computers	200000	197702	175000	174102	100000	85700	50000	50569	100000	107388
Transport/Vehicle	25000	28043	10000	10965	20000	18537	35000	35604	20000	18238

To meet the objectives the institution has allocated above prescribed budget. There are years were plan budget was sufficient an at times it has surplus amount on the other hand the planed budget did not meet the expense incurred. This kind of fluctuation is seen and experienced because the institution is trying to carry out various planning in a rapid rate. Later on there will be well adjusted.

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

The institution plans and ensures that the available infrastructure is optimally utilized.

- During holidays and Sundays campus is offered to the needy. Infrastructure is given for meetings and seminars.
- Neighboring schools are welcomed to use the multipurpose and E.T rooms.
- Sometimes government uses to conduct examinations.
- Other NGOs also come to have their interviews conducted.

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

Institution has planted number of trees around the infrastructure. It always tries to keep the lawn green.

Flower beds are filled with plants and seasonal flowers.

4.3 Library as a Learning resource

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

- Institution has a qualified librarian and sufficient technical staff to support the library.
  She is able to handle things like computer. And ready to help the willing students.

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

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

Institution has constituted a library committee. It deals with planning for the development of the library and purchasing the books.

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

Yes, our library is computerized. Software is prepared to store Accession No. of book, individual book ID, its location. There is a facility of charging fines etc. Author and Title of the book could be identified.

4.3.5   Does the institution library have computer, internet and reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The institution library has computer to record the books, journal, magazines, and newspapers. There is facility to decipher the books. Book issues are made with computer progaramme.

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

Institution has not yet made use of Inflibnet / Delnet / IUC facilities. Certainly it will be used in the future.

4.3.6   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,)

Working days of library: i. 6 days

ii. 8.00 a.m. to 4.30 p.m.- library is open every day.

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

- Information is given by the librarian to the staff and students about new arrival of books.
- Display rack is indicated that new arrivals are available.

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

Institution has not yet arranged book bank facility.

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

- Technical assistant helps the visually and physically challenged persons.
- He makes arrangement for seating and helps to collect desirable books.

4.4 ICT as learning Resource

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

Institution has established the computer lab. There 15 computer systems available for student teachers. 25 students could take advantage in one session. Student teachers are mostly encouraged to prepare lesson plans.

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

It is a part time programme for the students. We have not included it as one of the primary subjects.

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

The new technologies are used by the teachers in the classroom. Institution use ICT to conduct prayer assembly, meetings and conferences. CCTV is used to control many anti-elements. Library is connected with Wi-Fi broad band.

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

Developing lesson plans is one of the major areas and initiatives for which student teachers use technology. Moreover they use it to prepare teaching aids.

4.5 Other Facilities

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

- Students of St. Xavier's high school come to use the educational technology room. Some classes are taken for them.

- Instruments like LCD machines, projector and screen are share with neighbors.

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

There are various audio-visual faculties/ materials in the library. Audio cassettes for learning English: English Oxford Dictionary and audio-visual cassettes are available in the library.

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

The following are the methods laboratories: Methods – Science, Psychology labs and computers labs. These are available in our institution. Apparatus are added and budget is set for enhancement and maintenance.

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

Facilities in the institution:

Multipurpose hall is equipped with sound system. Lights are sufficient. It is equipped with seating arrangement.

Workshop (SUPW): Store room is arranged with spade, buckets, axes, chalk making instruments, powder, sponge, rope, weeding instruments etc.

Sport room: Nets for hockey, volley ball, football, volleyball, badminton net, Bats, cricket kit etc.

Transport: Two wheelers are available, other four wheelers and buses are hired for different purposes.

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

Two classrooms are equipped with OHP, display boards, LCD TV and LCD projectors.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty seeks to modernize their approach in the classrooms. Perceiving the several of needs of the trainees they would like use electronic gazettes

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

    i. Lessons are presented with visuals aids

    ii. Laptops are used by the teachers

    iii. OHP and transparency sheets are used

    iv. Charts and models are used during teaching.

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

Innovations in 'infrastructure and Learning Resources' –

- Library is computerized
- Constant enhancement of classroom
- Library is added with more books and journals every year
- Reading room are renewed and updated as year passes

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1   Student Progression

5.1.1 How does the institution assess the teacher trainees' preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional education program (Teacher-trainees prerequisite knowledge and skill to advance) to completion?

Through motivating and empowering them with number of life copying skills the institution assesses the students' preparedness for the programme and ensures that they receive appropriate academic and professional advice through the commencement of their professional educational programme to completion.

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

The institution ensures that the campus environment promotes motivation, satisfaction, development and performance improvement of the students by conducting workshop and exposure programme.

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

3- The reason of the drop-out students:-

1-   Some got married.

2-   Some families were unable to support financially.

3-   Some personal reasons

The mechanism adopted by the institution for controlling the drop-out:-

1-   The institute calls for parents meeting & guidance for proper direction.

2-   The staff members personally meet the student teachers and ask their problem and always try to solve their problem.

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

There are many additional services which are provided to the students for enabling them to compete for the jobs and progress to higher education such as the institution

organizes spoken English class, Computer class, carrier & guidance class, Remedial coaching, Computer lab facility and sufficient time to read the journals in the library.

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

About 30% of students go for further studies. Rest 70% chooses teaching as their carrier.

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

Institution provide library for the students. In library there are different kinds of books as well as journals. We give sufficient time to read in library and continue their studies. The institution provides OHP, LCD projector, T.V., Laptop etc. Faculty uses different technology to teach the students. The institution gives full attention to the students and also provides separate computer room for staff as well as students. The institution takes care of the students and teaches them properly.

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

There is no placement cell in our college but we display on the notice board the seats availability in different schools. In this way we help our students. Many students get benefit. Now our students are teaching in different schools such as in Rajpur, St. Xavier's higher secondary school Ambikapur, Holy cross School Ambikapur.

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

As in our institution there is no placement cell. But while overcoming these difficulties we help the students to get jobs in different schools by displaying the vacancies on the notice board.

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

First of all for the practice teaching we contact the principles of different schools and then we arrange the schools for the students. We motivate the student teachers and instruct them. We help them to make lesson plan and time to time we send the teachers for verification and evaluate the student teachers. We request the exiting staff over there to help our student teachers.

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

As the institution the resources we provide by guiding them according to their ability and interest. We judge their yearly performance and suggest them the service opportunity. We search the advertisement from different news paper & magazine and also through website and make aware the students.

5.2 Student Support

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

The curricular, Co-curricular and extra-curricular programmes are planned with the whole panel, as well as including the student cabinet members. The staff discusses the programmes like curricular, co-curricular, and extra-curricular with the students what is to be taught in which date and how much is to be taught.

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

There is separate passage for the physically challenged students at the entrance of the College campus. So far no curricular planning is done for physically challenged students.

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

Yes, our institution has mentoring arrangements. We make five special group of students with each mentor they discuss their problems; they clarify their doubts and even share their experiences. These mentors are like guardians for the students.

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

Our institution provide various provisions for the faculty in teaching and mentoring the students like they provide us separate computer rooms to make our presentation, they even provide us transparency sheet, L.C.D projector for the students to make them understand for student support.

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

Yes, we have our website in which we have our all the information for our institution the admission process, fee structure, culture activities programmes, co-curricular activities, what subjects are there in academics, what we make our students study. And we update our site often to make corrections and bring new changes it.

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

Yes, we have remedial classes but for needy student who require it in appropriate situations.

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

Specific teaching strategies are-

a- Advanced learners present the seminars as they catch up the curricular things efficiently.

b- Slow learners are the viewers in seminars as they gain knowledge from the advanced learner's seminar. We motivate them personally and solve their problems and even present them in seminars.

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

The various guidance and counseling services are career guidance, educational guidance, vocational guidance and personal guidance. Through the guidance we solve the various problems of the students for their support.

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

The grievance redressal mechanism adopted by the institution, are Anti-Ragging committee, Discipline committee. We protect our student from various problems and keep them save.

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

Our students are motivated, oriented introduction are hold, Assignments are given to them and tell them to submit in time. We even call visitors to motivate them and to acknowledge them by their good effective words.

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

The institution ensure the students competency to begin practice teaching by observing the students, we check their performance again and again. We tell their mistakes their flaws and to improve them. We see the students' confidence level and appoint them to school nearer to their home and we even help them in making lesson plans, model, and charts. Where our students are teaching wherever the students go we motivate them.

5.3   Student Activities

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

(i) List the current office bearers

(ii) Give the year of the last election

(iii) List Alumni Association activities of last two years. (iv) Give details of the top ten alumni occupying prominent position.

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

No Alumni Association

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

The point which encourage student to participate in extra-curricular activities including sports and games are:-

1- Body fitness.

2- Skill development.

3- Interest regarding different types of games and their details.

4- Student when involve in different curricular activities they got interested and try to know more about it.

5- Teachers have to develop the managerial task and can regard over sports and games.

Achievement in last 2 years is Carnival in which we achieve 2nd position.

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

There are different points which encourage the students to publish material like catalogues, wall magazine and other material are:-

1. When the teacher encourage the student about the magazine to give any task the student can bring different things like poem, stories so that teachers can identify the thinking of student regarding the task given.

2. Talent in the student can be judged.

3. Student can give their idea and clues in the presentation of magazine.

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

Yes, the institution has a student council. The student council has different institution:-

1. President

2. Vice president

3. Secretary

4. Vice secretary

5. Class captain of Xavier section

6. Class captain of Loyola section

7. Head of various activities

These have different academic position like cultural activities, sports, management, Discipline. Their work is to handle all the activities regarding this post and manage over all the activities.

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

Various bodies are:-

1- President

2- Vice president

3- Secretary

4- Vice secretary

5- Class captain of Xavier section

6- Class captain of Loyola section

7- Head of various activities

These are the various bodies regarding the task and different works or activities are as follows:-

- In respect to cultural activity these bodies has to manage whole programme and also entertain all the audience.

- In respect to sport activities these bodies have to manage and conduct all the games like indoor games, outdoor games and also make out the conclusion regarding that.

- In respect to discipline activity these bodies have to see all the management and give the suggestions and make all in the disciplined manner.

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

When all the activities regarding the institution will be perfect there will be the positive effect according to that and it can be an associated and should managed in the proper way. When the institution will be well managed this will be the main thing for the growth and development of the institution.

5.4   Best Practices in Student Support and Progression

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

Formation of Cabinet

CRITERION VI: GOVERNANCE AND LEADERSHIP

5.2   Institutional Vision and Leadership

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

Institution has stated following purpose, vision, mission and values: "Upholding human person as image of God St. Xavier's College of Education Ambikapur strives for imparting quality education to all, irrespective of caste and creed, leading to integral formation of persons with their cultural heritage, permeated with a deep faith in God, becoming men and women for others, committed to establish truth, justice, love and peace."

'Upholding human person as an image of God' means:

➢ Each human person is created in dignity, freedom and equality to share God's life, love goodness, light, wisdom, beauty and infinite goodness.
➢ Each human person is unique, precious and to be respected.
➢ Each person is full of potentialities to be developed.
➢ Each person grows in a human community with its social and cultural environment having rights and duties in love and service towards one another.
➢ Each person is called to make a better world.

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

Mission is to form our students as person of competence, conscience, compassion, and commitment, To develop the leadership qualities of our students so that they become committed teachers.

The mission includes the institution 'goals and objectives in terms of assessing the needs of the society, the students it seeks to serve the school sector, education institution's traditions and value orientations.

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

Functioning of the management role:

i.   Governing Body
ii.   Advisory Body
iii. Academic Body
iv. Students' Cabinet Body
v.   Anti-Ragging Body
vi. Various students' body of institution e.g. cultural committee.

-Planning the year mark curricular activities: Leader of the institute takes initiatives to plan out the curricular programmes. He takes the help of faculty members to find out the academic and non academic needs of the beneficiaries. Keeping mind the core of five values set by NAAC feasible activities are proposed. It is shared in the GB meeting of the institute.

- Setting goals: In order to meet the needs of the student teachers academic body of the institute finalize the goals.

-Staffing: Management of the institute is responsible to appoint the suitable staff to implement the programmes.

-Direction and Motivation: Staff requires constant direction and motivation accomplish the set plan.

-Organizing: Activities are organized such way so that they become helpful to achieve the goals.

-Reporting: Curricular activities are reported to concerned bodies of management and to the stakeholders. It is constantly reported to the newspapers.

-Coordinating: All the activities need to be coordinated.

-Budgeting: To implement plans and activities of the institution budgeting is an important role of a leader.

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

Each member of the faculty and non-teaching staff is assigned a specific role to play to achieve the goal. The management and the head of the institution are vigilant to coordinate the meeting and evaluate their performance. Terms and conditions are issued

by the head of the institution to the faculty and non-faculty members. Job descriptions are specified for the employees.

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

- The management and head of the institution make use of Feedback of the students.
- Educators provide self appraisal report to the management.
- Face to face and common evaluation is conducted to review the activities.
- Through personal meeting with the faculty.

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

- The management identifies and addresses the barriers through personal contacts.
- Through evaluation sessions
- Heads of various practice teaching schools
- Through stakeholders
- Through student teachers
- Old student teachers

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

The management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes :

By providing opportunities for staff to undergo refreshers 'course, in-service training programmes,

By providing good library

By providing teaching aides: computers, transparency sheets,

By offering incentives to the staff, e.g. T.A. for educational excursion.

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

The leadership role of the head of the institution is reflected in the areas:

i. He plan and implements concrete curriculum programmes,

ii. He leads to prepare a calendar for whole year,

iii. He involves the faculty members and even students to carry out activities,

iv. He facilitates the educators to supervise the progrmmes.

v. He utilizes the budget allocated the particular purpose.

6.2 Organizational Arrangements

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

These are the following committees constituted by the institution:

  i.   Core Committee/ Academic committee

  ii.   Library Committee

  iii. Outreach programme Committee

  iv. Women Welfare Committee

  v.   Anti-Ragging- committee

  vi. Cultural Committee

  vii. Discipline Committee

  viii. Examinations Committee

  ix. Purchasing Committee

  x.   Magazine committee

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

Governing Body (A)

Governing Body (B)

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

Structure of administration: President

               Secretary   Financial Controller

                     Principal

           In charge of Cleanliness of the campus

        In charge of Library

        In charge of Library

        In charge of Maintenance

In charge of Electronics

In charge of Office

To some extent the administration is decentralized. The above structure is maintained with lot of freedom and autonomy.

The president of this institute is overall in charge. He has a deciding power to administer the institute. The secretary is vested with power of intimating information and responsible to keep record of the functioning. The financial controller is responsible to keep account and keep audit report. The practical is indeed a key person to execute all the planning and activities of the institution. He delegates his power to other conveners of the committees. Participatory approach of administration is implemented.

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

On different occasions human resources are shared with other departments. To foster good relationship they believe in sharing of one's life. e.g. faculty members share their resources with other group of people .

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

So far not much is done on this line.

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

Institution's initiatives are in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty.

6.3 Strategy Development and Deployment

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

In this aspect not has been done.

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

The institution allocates recourse for accomplishment and sustaining the changes resulting from the action plans. Area of most needy is focused to accomplish and to sustain the changes resulting from the action plans.

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

To support the implementation of the mission and goal, planned and obtained sufficient number of staff appointed. Financial help is allocated to the needy.

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

At the initiative of Principal/head a meeting takes place. The first procedure is to allot a person to develop academic plans. Permission is sought from local authority. The readymade personnel assigned to the various schools. Assigned persons go to the heads of the schools. And plan out curriculum with the heads. All are expected to interact with local authority. Thus each of the members is considered as planners.

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

The objectives are communicated and deployed at levels to assure individual employee's contributions for institutional development.

1. Prospectus of the institution makes aware of the objectives.
2. Leaflet are printed and sent out to the readers.
3. An individual is reminded to get acquainted.
4. Institutional website is flashed.

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

In the beginning of the session the vision, mission and implementation plans are monitored and evaluated and received. During formative evaluation and after summative evaluation the vision, mission and evaluated and revised.

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

The institution plans and deploys the new technology. The teacher educators are trained to make use of the new teachings aids. And they are equipped with new technology.

6.4 Human Resource Management

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

1. Observation of their willingness to improvement in their profession
2. Student's feed back
3. Teacher's self appraisal

4. Appraisal by stakeholders

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

Institution has not done any systematic evaluation.

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

1. Financial help on special occasion: T.A.
2. To provide finance for training

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

Capacity building programme was conducted at the college by the Sarguja University. It was a three days programme.

6.4.5 What are the strategies sand implementation plan 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.) ?

1. Institution follows the norm of the University (college code 28). There is a selection committee which is constituted by the university. An advertisement is made in the state level newspaper. For one post there has to be minimum five applicants. Having selected from this selection committee proposes to send their names for approval from the university.

2. Selected candidates are appointed by the management with service terms and conditions.

3. Management does abide with direction of the university with regard to salary. A basic pay is paid the faculty members so that they are satisfied with the salary.

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

Criteria of employing part-time /Adhoc faculty: When any faculty member goes for further study or leaves for longer time, management constitutes a panel recommended

by the Governing body. Qualification of the candidate and other needs are kept in mind to maintain the quality of institution.

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

- The institution looks for betterment of the faculty.

- Institution promotes professional development of the faculty and hence every year they are assigned to go such advanced study and research. Expense is born by the institution.

- Institution encourages them to participate in national and international seminars and conferences.

- This institution is member of AICHE All India Christian Higher Education New Delhi, Xavier Board of Higher Education Bangalore, Jesuit Higher Education of South Asia.

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

Following facilities are provided for the faculty:

- Well furnished staff room is provided

- Computers are provided to prepare the class work.

- Separate room is allotted for lady's rest.

-Study room is provided in the Library.

- They access to the internet.

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

The major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints – i. Access to meet the management,

ii.   Queries are welcome through post,

iii.   Space is created through website,

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

- Management of the institution sees the needs of the faculty.
- Post referred by NCTE is fulfilled, namely one unit of B.Ed. course needs 1+7 faculty.
- Subject wise faculty is appointed.
- Each is entrusted to carry out accessory jobs in the institution

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

Mechanisms to reward and motivate staff members:
i. dealing with them amicably.
ii. Encourage them to do better in their professional life,
iv. Arranging fellowship meal
v. To provide just salary.

6.5 Financial Management and Resources Mobilization

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

The institution does not get financial support from the government. Tuition fees are only source of financial support. Tuition fees are also fixed by the fee regulatory committee of Raipur.

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

No, donations are taken.

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

The operational budget is not adequate. Yet, expenditure is done on the priority wise. Other expenditure is waited for next academic year.

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

In order to fulfill the requirement of mission resources are necessarily needed. Kindly budget allocation over the past five years:

2009 - 10
2010 - 11
2011 – 12
2012 – 13
2013   - 14

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

Yes, the accounts are audited regularly. Income and expenditure are recorded by the accountant. Receipts and payment vouchers are submitted to the accountant. Every now and then financial controller checks it. The last years of audits are enlisted.

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

Yes, keeping account of the institute is done with the help of computers. FoxPro progarmme is used for entering the data. Calculation is done fast. Accuracy is result of computerization.

6.6   Best practices in Governance and Leadership

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

- Decentralization
- Delegation
- Participatory approach
- Accountability
- Consultancy

Above said systems are based on democratic principles. Rapport among employees built strongly. Division of tasks makes members efficient.

7.1   Internal Quality Assurance System

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

Yes, the institution established Internal Quality Assurance Cell. The year of establishment is 2009 and the major activities undertaken that are:- Micro teaching, Teaching practice, Internship, Rural camp, Educational tour, Visit to Asha Nikunj. We also conduct co-curricular activities like Sports & Games, Cultural programme, Gardening, Chalk making, Drawing & painting, Tailoring.

Our Infrastructure: It is a double storey building. It provides five class rooms, Library cum reading room, Education Tech lab, Computer lab, psychology lab, Multipurpose Hall, Toilet facilities for male and female separately, common rooms for male and female separately, Drinking facilities, Space for vehicle parking and affordable canteen.

Faculty- The faculty members are experienced in their professional skills. They are capable to inspire the student teachers to multiply their ICT skills and value system. The institute takes qualified teacher and sends the teacher for seminar, workshop for the improvement of the teacher as well as the institute.

Hostel: The College provides hostel facility: St. Joseph of Lyons college hostel Namnakala serves for women and Loyola hostel serves for men.

Library: To make the students teacher equipped with broader knowledge and to motivate them, research oriented a well-furnished library is established. Library extends with spacious reading room.

Education Tech Lab: An audiovisual room is set up to train the student teachers. Role play, Overhead projector, LCD projector, Models and Charts are used in their teaching- learning process.

Psychology Lab: Lab is equipped with various apparatus as per university requirements: such as apparatus for intelligent test (verbal and non-verbal), Ability test, aptitude test, Creativity test, Personality tests & projective technique, attitude scale, Interest scale, Mirror drawing apparatus, Finger maze- shape and other supporting materials.

Multipurpose Hall: It is a spacious hall, which can accommodate more than 150 persons. Co- curricular activities require such venue.

Canteen: The College provides hygienic canteen which serves snacks and good food.

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

The institute provides every specific activity for the development of the institute. It make good discipline, the infrastructure is also good, It appoint the qualified teachers and send the teacher for seminar and workshop, It provide library service for books and good knowledge, it conduct co-curricular activities for the fitness of the student, time to time it take feedback from the students and also provide new technologies like OHP, Projector LCD for audio/video communication for the students.

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

The institution ensures the quality of academic programmes:-

Academic programmes such as:- Curricular as well as non- curricular programmes. The programmes are as follow:-

Micro teaching, Teaching practice, Internship, Rural camp, Educational tour, Visit to Asha Nikunj, Gardening, Chalk making, Drawing and painting, Tailoring, Seminar, Games and sports.

All these programmes are for the development of the student teachers as well as prepare the student teachers mentally, intellectually and physically.

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

In this institution governing body appoint the head of the institution as a principle. Principle got every right to manage the institution. Every decision what the principle take is for only the betterment of institution. Financial budget is only taken by the principle which is approved by governing body.

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

1. Our institution teaches the student to respect and obey all the religion as God is only one.

2. We celebrate friendship day in which everyone learn how to cooperate with each other and make good relation.

1. We take the students for the rural camp. Rural camp was organized in village. Students have experienced the village life situation in order to help the poor pupils and villagers. Programme was for three days. We take the students for the educational tour. An educational tour widened the perspective of students teaching learning process. Students and staff members visit to Asha Nikunj where we spent one full day with special children. Handicapped children, dump and deaf children were given special attention to them by way of presenting singing and dancing for them. Students provided Christmas gifts to the children. Our student practicing the micro-teaching skills for 10 days. After practicing the micro-teaching skills they had integrated teaching which them for teaching practice in the school later. We also conduct chalk making, Gardening, Drawing and painting, Tailoring, Speech, Best out of waste, Patriotic song, Dance and other competitions. We have curricular as well as non-curricular activities for the development of the students.

7.2   Inclusive practices

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

Teachers and the institution pay main attention to ST, SC, OBC and Handicapped student but also give preference to intelligent students. The student those who are week in their eyesight the institution provide projector and those who are dum institution provide micro phone for them it doesn't mean that we are not giving attention to intelligent students we continue communicate with them.

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

The institution not treat any students different ST, SC, OBC, Handicapped all are equal. There is no gender difference between male and female student. The institution pays equal attention to male and female student. The institution selects two students as class captain male and female. Male pay attention to male's problem and female

pay attention to female's problem. In cultural activities male and female both have one hand. In sports also we motivate both of them. There are two common rooms both for the male and female.

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

For social interaction our institution recognizes educational tour, rural camp, seminar, and visit to Asha Nikunj. For the active engagement in learning our institution recognize ALM method, micro-teaching, teaching practice and for the self motivation our institution recognize cultural activities, chalk making and different competitions that is debate, speech for the mental preparedness foe the student.

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

In our institution teachers pay equal attention to all the students either they week, average or intelligent student. Teacher teaches their student teacher to do the same. Those who are week in their eyesight in that case use projector and those who are dump provide micro phone and ask the question while teaching and always motivate them and encourage them.

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

Either the student is male or female our institution takes admission of every physically challenged student and give them full support and tell the other students to behave properly with them. If the student eyesight is week we use projector and if the student is dump we use microphone and if any of the student in the classroom is not listening to our voice properly we also use mike in our regular class. If the student is week in study we give them extra time so that he or she manages their study properly.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

In our institution there is no gender difference between male and female. The institution treats both as same. There are many activities in which women's are participated they are:-

1. In sports we make separate team of women as women's team.

2. In selection of class captain we make female captain.

3. In cultural activities also we support them

4. Those women's who are married we listen to their problem we motivate them and co-operate them.

7.3   Stakeholder Relationships

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

There are various ways through which the stake holder can get access to the information of the organization performance. Few of them are listed below:--

1. **College magazines**- As college magazine are distributed to all the students which contain several informations about the organization which can be easily brought to the notice of the parents. These are also distributed in the nearby communities through some events. The magazine contain information about the:-

   > Current batch
   > Passing out batch
   > Academic calendar
   > Fees structure
   > Vision and mission of the college
   >
   > List of teaching and non-teaching staff
   > Courses available
   > Admission process
   > General rules and Regulations and so on.

2. **Parents Meet**- The parents are allowed to share problems, feedback, suggestions, complain, advice with the management to add a contribution to the organization. This face to face interaction of the parents with their college mentors to help the management to curve a better path for their students.

3. **Suggestion/ Complain box**- All the institution should have a suggestion box in various places with in the institution. By doing this the stake holder can easily get access or connect to the problems, complains of the teaching and non-teaching staff, students etc.

4. **Interaction with in the institution**- One of the important stake holder of a institution is the teaching and non-teaching staff, who look after the overall performance of the

organization. There should be a face to face interaction of the teaching and non-teaching staff separately with the top management.

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

In today's era sharing of information is the way of showing care. Every institution should share valuable information with their respective stake holder. As every institution has it's up and down but by sharing the success and failure would help to improve the organization performance. The various processes are:-

1. On line portal- Every institution has on line portal which consist various information about academic, admin and other details.

   Messages- Now a days the institution are more techno savvy. They sent bulk messages to the aspirants about the available courses, fees structure, contact details and etc.

   1. Email- This is one of the cheapest and easiest way to send messages over thousands of people just by a single click.
   2. Special events- Institution often share valuable information to the respective crowd on special occasion of foundation day, Republic day, Independence day, Christmas celebration etc.
   3. Print media- Institution often share their important information or data by printing them on local news paper, magazines etc. pamphlets are often printed to spread the information.
   4. Bulletin board- Institution has bulletin boards which contain information about the institution. The boards are generally founds near the principle office or entrance.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Institution uses multiple ways to collect feedback from students, professionals, alumni, community and other stake holder:-

1- Questioner- Questioner are distributed among the students, teachers respectively to collect information about the institution

2- Face to face interaction- Aggrieved party should have easy access with the top management so that the problems can be collected and solved as soon as possible.

3- Meetings- Meetings can be arranged to collect and collate the problems, suggestion, advices of the stake holder.

4. Whenever the management is about to introduce any new curriculum, rules or processor he/she should have a proper vision or he/she can have a demo of that and collect respective feedback.

For the quality improvement-On the process of resolving problem we should whatever the data is collected by feedback. Mechanism should be used for the programme of quality improvement.

1- The problem should be quickly resolved.

2- Advises should be properly looked out before execution.

3- On the process of resolving problem we should regularly follow up with the concerned stakeholder.

BEST PRACTICES

Writing Journals (Daily Reflections)

Context in which writing journal operates: Despite Act of protection of child right 2005 and Right to free and compulsory education 2009, dignity of children are not respected by the teachers today. Children are deprived of their basic needs: food, clothing and house. Quite a few them are abused in the classroom and outside the class. Dealing with children is far and wide not very encouraging. Why? Because some of them have become insensitive to the needs of the children. What is expected of teachers is become reflective teachers.

In this context **writing journal** has become a helpful tool for the formation a student teacher. It is a prayerful exercise of encountering self. This is a record of the personal activities of one particular area of life. St. Ignatius of Loyola had used in his examen of conscience twice a day. Examen is done repetitively which sharpens thoughts and attitudes.

Objectives:

1. To become aware of their feelings of the day
2. To recall the happenings of the day
3. To enable the student teachers assess their learning impact
4. To form them to become reflective teachers
5. To foster sense of gratitude towards one another and educators
6. To create an atmosphere of knowing inner self
7. To foster   spirit of adjustment with the situation
8. To ignite the spirit of openness to undergo learning

Practice of writing journals: The last 25-30 minutes are allocated to spend in this exercise.

As soon as bell goes for period student teachers are led to keep silence and spend a few minutes getting touch with their feelings of joy, success and feelings dissatisfaction. Events are put in the orderly manner in the prescribed copy book. Each hour of the program is recalled in the mind. According to the format student teachers note them. Journal should be written more one and half page. The last statement they make is important. Was that day somewhat different than the previous day? I have grown in the higher level of learning/ this day very helpful/ it did make any difference etc.

Before leaving the campus they submit copy books to the Principal's office. One of the faculty members go through the individual book. Some of main features of student teachers' experiences noted down. Those main features are passed on to other faculty members so that they are aware of movement of the students. At it needs immediate measures to improve upon deficiency. Having checked the books, it is return to the students with comments. According to the seriousness of the journals some require personal guidance. Such needy is asked to meet the principal or particular faculty member to clarify the notes.

Obstacles faced by the institution: 1. Monotony of presentation: Many a times this exercise becomes one type of experience and same type of expression. 2. A few of them present it for the sake of formality. There is lacking of sincerity to be open in sharing of his/her

feelings. 3. A few of them are realistic to write it. 4. Absentees become difficult to be assessed daily.

Strategies to face these obstacles: 1. Follow up – Concept of writing journal is made clear to the student teachers. For sometime mentor has to accompany them while writing it. Meaning and technique is to be told again and again. 2. Encouragement and Appreciation: While confidentiality they are to be encouraged and appreciated for genuine effort. 3. Establishing rapport between faculty and student teachers.

Impact of the Practice:

1. **Relive the events**: Events of the day become vivid. Personal involvement registered in daily reflection book. Reliving the experiences create sweet memory of the event. The way one has learnt the content, brings wonders in the mind and heart. Joyful as well as negative events give new direction to learning. To discover oneself in the particular event would draw ones attention to have a new look.

2. **Learning becomes smoother**: Writing journal leads to remember things taught and learnt. It is said repetition is mother of learning. Remembering taught is near and immediate. It is noted down regularly and jot down on the same day. Deficiency is recalled on the same day. This has greater chance to improve upon the deficiency. Therefore learning becomes easier and smoother.

3. **Problems solving skills**: Journal is to be read and again. At times number of things is not clear, at times it is ambiguous. A journal writer is aware of such problems. Constant dealing with such problems and facing it personally make learner competent to solve it. Such opportunity enables him/her success in life.

4. **Growing in maturity**: Writing journal highlights one's own strengths and shadows. Seeing them he/she tries to overcome shadows and vigilant to grow in strength. Such process enhances him/her to attain mature personality. Attitudes are checked by the learner/student teacher. Thus journal opens a new horizon to look oneself positively

5. **Critical thinking skills**: Writing journal fosters critical thinking in student teacher. He/she has to make choice among thoughts and proper words. Only adequate words can give meaning to the presentation.

6. **Decision making ability**: Author looks for correct and keys points in his own style. Process of purification takes place while journal. Every moment of thinking decision is taken. Thus this exercise enables the student teacher to take bold step in his life.

7. **Discovering comprehensive view of curriculum and Teachers' call:** Within a short period a student teacher collects variety of learning experiences. Throughout the day he/she has to learn number of disciplines. While jotting down the learning from different facet of life he/she is able to integrate them and interlink among them all.

8. **Communication skills:** Writing Journal makes student teacher efficient to express unity of thought. The more he/she practices writing his/her thought in clear words and sentences he becomes polished in communications. Ideas are spelt out distinctly.

9. **Improvement of handwriting**: There is a fixed time and space to practice writing. Thinking and writing go together. Daily combination of wrist and mind embellish the writing styles attractive. Synchrony can lead a writer creating aesthetic sense. Good handwriting is the result of constant practice and appreciating one's own handwriting.

10. **Peace and serenity:** Writing journal purifies our experiences. It enables the exercitant to internalize the purified thoughts. Consequently the profound peace and serene heart is established. Harmony of expressions co-exists between physical activities and mental activities.