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SELF – APPRAISAL REPORT (SAR)

SUMBITTDED TO NAAC FOR INSTITUTIONAL ACCREDITATION



MAGADH COLLEGE OF EDUCATION (B.Ed.)

(ISO 9001:2008 Certified Institution)

PLOT NO.-362, DUBHAL

P.O- CHAND CHAURA, GAYA, BIHAR – 823001

TEL:- 0631 – 2200083, MOB:- 9308891881

Email : mcegaya@gmail.com

PREFACE

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

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

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

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

Our Steering Committee includes

I. Chairperson

Mr. Sanjeev Kumar – Secretary
(Magadh College of Education)

II. Members

1. Dr. Anant Kumar Srivastava – Assistant Professor
2. Dr. Dr. Amresh Kumar – Assistant Professor
3. Mr. Sunil Kumar Rahi – Assistant Professor
4. Mr. Santosh Kumar Vishwakarma – Assistant Professor
5. Ms. Pushpa Kumari – Assistant Professor

This report consists of the following contents.

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

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

CO – ORDINATOR

(Amitabh Kumar Sharma)

(Assistant Professor)

PRINCIPAL

(Dr. M.S. Jamal)

PART – I

INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

A. Profile of the Institution

1. **Name and address of the institution:**
Magadh College of Education , Plot No. – 362
P.O. – Chand Chaura , Dubhal, Gaya, Bihar – 823001
2. **Website URL** <http://www.mcegava.com>
3. **FOR COMMUNICATION :**

Office

Name	Telephone Number with STD Code	Fax No	E-mail Address
Head/Principal Dr. M.S. Jamal	0631-2200083	0631-2200083	sanjeev021@gmail.com mcegaya@gmail.com
Self – appraisal Co-ordinator (Amitabh Kumar Sharma) (Assistant Professor)	0631-2200083	0631-2200083	sanjeev021@gmail.com mcegaya@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number	E-mail Address
Head/Principal Dr. M.S. Jamal	0631-2200083	09661362433	sanjeev021@gmail.com mcegaya@gmail.com
Self – appraisal Co-ordinator (Amitabh Kumar Sharma) (Assistant Professor)	0631-2200083	09308891881	sanjeev021@gmail.com mcegaya@gmail.com

4. **Location of the Institution:**

Urban Semi – Urban Rural Tribal

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Course, Month & Year

B.Ed.	October	2009-10
-------	---------	---------

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

Magadh University, Bodhgaya, Gaya, Bihar - 823234
--

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

Month & Year –

2f	<table border="1"><tr><td>MM</td><td>YYYY</td></tr><tr><td>-</td><td>-</td></tr></table>	MM	YYYY	-	-
MM	YYYY				
-	-				

Month & Year –

12B	<table border="1"><tr><td>MM</td><td>YYYY</td></tr><tr><td>-</td><td>-</td></tr></table>	MM	YYYY	-	-
MM	YYYY				
-	-				

10. Type of Institution

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

b. By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

√
√

c. By Nature

i. University Dept.

ii. IASE

iii. Autonomous College

iv. Affiliated College

v. Constituent College

vi. Dept. of Education of
Composite College

vii. CTE

viii. Any other (Specify
and indicate

√

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

Yes

No

If yes, has the institution applied for autonomy?

Yes

No

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Secondary / Sr. Secondary	B.Ed.	Degree	Degree	1 Year	Hindi/English

13. Give details of NCTE recognition:

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary / Sr. Secondary	B.Ed.	ERC/7-103.4(I).13/2009/2883(1) Date-January 8,2010	As on date	100

SELF – APPRAISAL REPORT

**Submitted to
National Assessment
and
Accreditation Committee
Bangalore
NAAC Track Id : BRCOTE23282**

**Submitted by
The Secretary / Principal**

MAGADH COLLEGE OF EDUCATION DUBHAL, GAYA, BIHAR

**Run by : Magadh Educational Trust
Affiliated to : Magadh University, Bodhgaya Bihar**



PLOT NO.- 362, DUBHAL,
P.O- CHAND CHAURA, GAYA, BIHAR – 823001
TEL : 0631-2200083, MOB:- 9308891881
E-mail : mcegaya@gmail.com

This Self Appraisal Report is the own property of Magadh Educational Trust and Magadh College of Education and Nobody cannot be permitted to copy at any form without the prior permission of Secretary / Principal.

B. CRITERION WISE INPUTS

Criterion I : Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	√	No	
Mission	Yes	√	No	
Values	Yes	√	No	
Objectives	Yes	√	No	

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

Yes	√	No	
-----	---	----	--

If yes,

a) How many programmes?

01

b) Fee charged per programme (B.Ed.).

Rs. 70,000 P.A.

3. Are there programmes with semester system?

No

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

Yes	√	No	
-----	---	----	--

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

01

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

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

M.Ed. (Full Time)	-
-------------------	---

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

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

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

Yes	√	No	
-----	---	----	--

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

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

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

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

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

One Academic Year

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

Yes		No	√
-----	--	----	---

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

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

Yes		No	√
-----	--	----	---

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

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

Criterion II : Teaching-Learning and Evaluation

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

- | | | |
|----|--|---|
| a) | Through an entrance test developed by the institution. | √ |
| b) | Common entrance test conducted by the institution
University / Government | |
| c) | Through an interview | |
| d) | Entrance test and interview | √ |
| e) | Merit at the qualifying examination | √ |
| f) | Any other (specify and indicate) | |
| g) | If more than one method is followed, kindly specify and weight ages | |

2. Furnish the following information (for the previous academic year) : 2013 – 14.

- | | | |
|----|--------------------------------------|------------|
| a) | Date of start of the academic year | 02.07.2013 |
| b) | Date of last admission | 07.06.2013 |
| c) | Date of closing of the academic year | 31.05.2014 |
| d) | Total teaching days | 220 |
| e) | Total working days | 230 |

3. Total number of students admitted : 2013 – 14

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	31	69	100	16	32	48	15	37	52

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

N.A.

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

- | | | |
|----|--------------------------------------|--------------|
| a) | Unit cost excluding salary component | Rs. 64778.63 |
| a) | Unit cost including salary component | Rs. 86408.75 |

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2013-14).

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	88	70	83	74

7. Is there a provision for assessing student's 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	10
b) Minimum number of pre-practice teaching lessons given by each student	10

11. Practice Teaching at School.

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

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

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

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
B.Ed.	14%	86%

16. Examinations

a) Number of sessional tests held for each paper

02

b) Number of assignments for each paper

02

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

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

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

Yes No

Number

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

Yes No

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

Compulsory Optional

Criterion III : Research, Consultancy and Extension

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

No. of Teacher's with Ph.D.	03	Percentage of Ph.D. Holder	43%
-----------------------------	----	----------------------------	-----

2. Does the Institution have ongoing research project?

Yes		No	√
-----	--	----	---

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

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

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

N.A

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

- Teachers are given study leave
- Teacher are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

√
√
√
√
√

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

Yes		No	√
-----	--	----	---

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

Nil

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

Yes		No	√
-----	--	----	---

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

	Yes	No	Number
International journals	√		2
National journals – referred papers Non referred papers	√		2
Academic articles in reputed magazines/news papers	√		2
Books		√	

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	16	-
International seminars	05	-
Any other academic forum	04	-

11. What types of instructional materials have been developed the institution? (Mark √ for yes and × for No.)

• Self-instructional materials	√
• Print materials	√
• Non – print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
• Digitalized (computer aided instructional materials)	√
• Question bank	√
• Any other (specify and indicate)	×

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

Yes	√	No	
-----	---	----	--

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

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

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

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

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

2

16. Does the institution provide consultancy services?

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

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

N.A.

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

Local level	Yes
State level	No
National level	No
International level	No

Criterion IV : Infrastructure and Learning Resources

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

1682 sq. mts.

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

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

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

20

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

Rs. 69,550 /-

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

Rs. 15,550/-

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

Rs. 31,000/-

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

Rs. 10,00000/-

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

Yes	√	No	
-----	---	----	--

9. Total number of posts sanctioned

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

10. Total number of posts vacant

		Open		Reserved	
		M	F	M	F
Teaching		0	02	0	0
Non-teaching		01	0	0	0

11. (a) Number of regular and permanent teachers

(Gender-wise)

		Open		Reserved	
		M	F	M	F
Lecturers		03	01	03	-
Readers		-	-	-	-
Professors		-	-	-	-

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

		Open		Reserved	
		M	F	M	F
Lecturers		-	0	01	0
Readers		-	-	-	-
Professors		-	-	-	-

(c) Number of teachers from

Same state	04
Other states	03

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	8:100

13. (a) Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		04	02	03	-
Temporary		-	-	-	-

(b) Technical Assistant

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

14. Ratio of Teaching – non-teaching staff

8 : 9

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

40.28%

16. Is there an advisory committee for the library?

Yes	√	No	
-----	---	----	--

17. Working hours of the Library

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

18. Does the library have an open access facility

Yes	√	No	
-----	---	----	--

19. Total collection of the following in the library

a) Books	4848
- Textbooks	3837
- Reference books	1011
b) Magazines	32
c) Journals subscribed	21
- Indian journals	04-15
- Foreign journals	09-91
d) Peer reviewed journals	-
e) Back volumes of journals	04
f) E-information resources	05
- Online journals/e-journals	02
- CDs/DVDs	120
- Databases	-
- Video Cassettes	-
- Audio Cassettes	-

20. Mention the

Total carpet area of the Library (in sq. mts.)	92.90 Sq. mtr
Seating capacity of the Reading room	60

21. Status of automation of Library

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

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

Circulation	√
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 literary	√
Any other (please specify and indicate)	×

23. Are students allowed to retain books for examinations?

Yes	√	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

30

Maximum number of days books are permitted to be retained

by students

15

by faculty

30

Maximum number of books permitted for issue

for students

4

for faculty

10

Average number of users who visited/consulted per month

800

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

15:1

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

0.61%

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

Particulars	2011-12		2012-13		2013-14	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	350	67000	429	75000	259	45000
Other books	130	14040	60	6480	37	3996
Journals/Periodicals	72	11500	65	9000	24	5566
Any others specify and indicate (Great Authors)	20	2500	10	1250	10	1250

Criterion V : Student Support and progression

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

Programmes	2011-12	2012-13	2013-14
B.Ed.	00	05	00

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

Yes	√	No	
-----	---	----	--

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

10

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	√	No	
-----	---	----	--

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

	UG (B.Ed.)		
	I 2011-12	II 2012-13	III 2013-14
Pass percentage	97%	93%	100%
Number of first	99	95	100
Number of distinctions	99	54	65
Exemplary Performance, Gold Medal and University Ranks	NIL	NIL	NIL

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

	I 2011-12	II 2012-13	III 2013-14
NET	01	01	02
SLET/SET	NIL	NIL	NIL
Any other (Specify and indicate)	NIL	NIL	NIL

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

Financial Aid	I 2011-12	II 2012-13	III 2013-14
Merit Scholarship	NIL	NIL	NIL
Merit-cum-means scholarship	NIL	NIL	NIL
Fees concession	NIL	NIL	10
Loan facilities	NIL	NIL	NIL
Caste wise Scholarship	10	23	16

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	
-----	---	----	--

Non-teaching staff

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	00
Women	08

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

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

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

Gymnasium	Yes	√	No	
-----------	-----	---	----	--

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for Men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other (specify and indicate)	Campus Tour, Teachers Day, Children's Day, Gandhi Jayanti		04	76, 80, 83, 74	X	76, 80, 85, 74

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	No	No
Regional	No	No
National	No	No
International	No	No

18. Does the institution have an active Alumni Association?

If yes, give the year of establishment

Yes	√	No	
-----	---	----	--

30.04.2013

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

Yes	√	No	
-----	---	----	--

20. Does the institution regularly publish a college magazine?

Yes	√	No	
-----	---	----	--

21. Does the institution publish its updated prospectus annually?

Yes	√	No	
-----	---	----	--

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

	2011-12 (%)	2012-13 (%)	2013-14 (%)
Higher studies	8	8	10
Employment (Total)	18	22	20
Teaching	15	20	18
Non-teaching	3	2	2

23. Is there a placement cell in the institution?

Yes	√	No	
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If yes, how many students were employed through placement cell during the past three years.

2011-12	2012-13	2013-14
11	15	12

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

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

Criterion VI : Governance and Leadership

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

Yes

No

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

Governing Body/management	02
Staff council	02
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	04

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

Loan facility

Yes		No	√
Yes	√	No	
Yes	√	No	
Yes	√	No	

Medical assistance

Insurance

Other (specify and indicate)

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

-	-	-
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5. Furnish the following details for the past three years

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

N.A.

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

National	0	0	5
International	0	0	3

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

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

0	0	2
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- e) Research development programmes attended by the faculty

-	-	-
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- f) Invited/endowment lectures at the institution

0	1	0
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6. How does the institution monitor the performance of the teaching and non-teaching staff?

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

7. Are the faculty assigned additional administrative work?

Yes	√	No	
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If yes, give the number or hours spent by the faculty per week

6 hours

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

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

9. Expenditure statement (for last two years)

	2012-13	2013-14
Total sanctioned Budget	5576400	5965875.46
% spent on the salary of faculty	34%	40.28%
% spent on the salary of non-teaching employees	8%	11%
% spent on books and journals	0.8%	0.61%
% spent on developmental activities (expansion of Building)	24.66%	31.92%
% spent on telephone, electricity and water	2.74%	0.90%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities etc.	0.50%	0.52%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.30%	0.40%
% spent on research and scholarship (seminars, conference, faculty development programs, faculty exchange, etc.)	1.23%	1.08%
% spent on travel	1.70%	1.22%
% Any other (specify and indicate)	1.05%	1.08%
Total expenditure incurred	74.98%	89.01%

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

	Surplus in Rs.	Deficit in Rs.
2012-13	Rs. 197974.00	NIL
2013-14	Rs. 637890.00	NIL

11. Is there an internal financial audit mechanism?

Yes

No

12. Is there an external financial audit mechanism?

Yes

No

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

Administration

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes		No	√

Finance

Student Records

Career Counseling

Aptitude Testing

Examinations/Evaluation/Assessment

Any other (specify and indicate)

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

Yes

No

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

Yes

No

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

Yes

No

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

Yes No

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

a) for teachers
b) for students
c) for non – teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion VII : Innovative Practices

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

Yes No

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

Yes No

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

B.Ed. 2013-14

	Category	Men	%	Women	%
a	SC	03	9%	02	3%
b	ST	-	-	-	-
c	OBC	13	42%	30	43%
d	General Category	15	48%	37	53%
	Total	31		69	

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

	Category	Teaching staff	%	Non – Teaching staff	%
a	SC	-	-	01	11%
b	ST	-	-	-	-
c	OBC	02	28%	4	44%
d	General Category	04	57%	02	42%
e	Women	01	14%	02	22%

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

Category	At Admission		On completion of the course	
	Batch I 2012-13	Batch II 2013-14	Batch I 2012-13	Batch II 2012-14
SC	6%	5%	4%	5%
ST	2%	-	2%	-
OBC	51%	43%	49%	43%
General Category	41%	52%	40%	52%
Total	100%	100%	95%	100%

Part – II

Evaluative Report

Magadh College of Education Dubhal, Gaya

1.EXECUTIVE SUMMARY

This is the summary of the Self appraisal Report Prepared and provided by MAGADH COLLEGE OF EDUCATION which is going to be submitted before the NAAC committee for accreditation of our college.

This is exclusively prepared by our Prosperous Dedicated committee of our college which has been formed particularly for this conceptual duty by our principal with the concurrence of Management. It includes our Invaluable Faculties, on teaching staffs, Students and others.

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

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

Principal

(Dr. M.S. Jamal)

Coordinator

(Amitabh Kumar Sharma)

(Assistant Professor)

2. CRITERION WISE - ANALYSIS

Criterion I : Curricular Aspects

1.1 Curricular Design and Development

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

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

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

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

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

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

The methods which are followed the emerging teacher education are:

- Informative technology in education
- Research methodologies in learning
- Positive approach in environment
- Decision making ability
- Up dative scenario in global trends
- Psychological approach
- System aided teaching
- The Mentors and Faculties are motivated to attend seminars/ international/National conferences to provide knowledge and updation in emerging studies.

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

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

Environment:

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

Value education:

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

ICT:

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

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

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

1.2 Academic Flexibility

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

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

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

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

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

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

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

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

We have given training on the following aspects:

- Adult Literacy Programme
- Personality development
- Leadership quality
- Spoken English
- Computer literacy
- Psychology
- Moral and value education
- SUPW
- Earn while you learn

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

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

Multi-skill development:

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

Inclusive education:

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

Practice teaching:

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

School experience / Internship:

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

1.3 Feedback on Curriculum

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

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

- Teachers
- Parents
- Practice teaching schools

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

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

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

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

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

1.4 Curriculum Update

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

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

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

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

- Students / faculty
- Teachers / Practice teaching school

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

1.5 Best Practices in curricular Aspects

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

For the effective training of trainees

- Seminars are conducted.
- Trainees are given training on individual project related to students.
- Students are preparing practice in the A / V equipments.
- Various elective papers such as physical education, health education, human rights education, library management, safety education have been introduced.

2. What innovation/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

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

Students are assessed and evaluated after training.

- Multi-skill development training
- Inclusion of value added courses
- Active learning
- Updation of curriculum through feedbacks
- Implementation of actions by internal quality assurance cell
- Campus development
- Extension of library activities
- Monitoring the student during their teaching
- Effective evaluation depend by teacher educator

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

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

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

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

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

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

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

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

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

- Backward class – I
- Backward class – II
- SC / ST – Scheduled Castes / Tribes
- Physically / Visually Challenged

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

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

Yes.

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

- A test is administered to all the students to assess their basic knowledge in different subjects.
- Orientation programmes and Bridge Courses are conducted through which the students are appraised about the programme and initiated towards the teaching profession.

2.2 Catering to Diverse Needs

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

- The institution has developed excellent physical and academic infrastructure and thereby ensuring good learning experience and environment.
- Democratic atmosphere prevails the college. Tutorial system is being followed and teacher educators take care of teacher-students professional and personal development.
- The institution is equipped with well maintained laboratories and library, computer center, rest rooms, canteen, R.O. water facilities, toilets, playfields and spacious & ventilated class rooms capable of adapting to technological teaching aids and hygienic surrounding are available.
- By providing a calm atmosphere inside the college premises, the monitors students activities are provided a very conducive environment for learning.

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

- The learners are encouraged and facilitated to enlarge learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library, internet access.
- Remedial teaching is conducted periodically for slow learners and Modules are given for self-study with respect to core papers and handouts are designed for higher achievers.
- ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.
- Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.
- Computer literacy, spoken English, SUPW, handwriting classes, personality development programme, practical class in laboratory are also arranged to cater the needs of the students.

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

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

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

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

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

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

2.3 Teaching – Learning Process

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

Students are engaged in active learning by the following methods.

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

- The library is having text books, Reference books, Magazines, e-information resources – CDs, DVDs, Periodicals, Journals and Back Volumes.
- Self learning activities are creative and innovative methods are preferred to traditional method.
- Book review, lesson planning, debate, team work, seminar, work shop and field work are arranged.
- Group and individual projects are assigned to students in their respective optional subjects.
- Group discussions are conducted.
- Class seminars are arranged.
- Peer-teaching is encouraged.
- Simulation technique is used during micro-teaching.
- Brainstorming and co-oprative learning are done for active learning.
- Facilities such as LCD Projector, OHP, Computer and Internet are being used for teaching and learning in the college where such facilities are available.
- The establishment of Language Laboratory has helped the students to keep pace with modern technology in learning process.
- The students undergo a supervised practice teaching in a recognized school as apprentice under a selected teacher in that school and under the general supervision of the principal and the teacher-educators of the college.

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

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

- Students are involved in tutorials, laboratories and seminars
- Life skill courses are imbibed
- Knowledge management skills are inculcated by inviting students ideas and concepts in projects
- By encouraging them to use the institutional facility like digital library and educational gadgets
- By encouraging them to present papers in national seminars
- Quiz programmes, Field trip, Citizen camp activity etc. are conducted by involving the students
- Preparing assignments
- We have shifted to student-centered-pedagogy with the active participation of students in project work and discussions.

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

- Technology is used to enhance learning
- In order to make instructional approaches effective, various models of teachings are used
- Low cost teaching materials are used
- Students prepare PLM using Power Point Slides
- Hardware technological equipment like still pictures, motion pictures, transparencies, overhead projectors, T.V, VCD player, LCD projector and Computers are used as supporting devices to make the instructional methodology effective

- Effective learning is ensured by using internet facilities in teaching learning process
- Language lab is used to develop listening, speaking, reading and writing skills, comprehension ability to facilitate individual in language learning
- Brainstorming sessions are developed in our college to actively stimulates the students to participate in real time problem and issues faced in the society

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

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

- Behavioral Modification Model
- Inquiry Training Model
- Concept Attainment Model
- Taba's Inductive Thinking Model
- Advanced Organized Model
- Cognitive Growth Model

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

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

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

- Skill of introduction
- Skill of stimulus variation
- Skill of explaining
- Skill of reinforcement

- Skill of using blackboard
- Skill of demonstration
- Skill of probing questions
- Skill of closure

The episode is recorded using a coding sheet and students re-teach based on feedback.

Two lessons are given to each student per skill.

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

- Training and guidance is given to the student-teachers on micro-teaching, preparation of lesson plan, preparation of blue prints and question papers, case studies, achievement tests and model preparation before extending in school for teaching practice.
- Student-teachers are required to do a teaching practice for 40 days which includes twenty days of observation.
- They are deputed to schools in accordance with the approved list given by the District Educational Officer (DEO).
- This practice teaching covers 40 lesson plans along with relevant teaching models and charts.
- Diagnostic tests and achievement tests for students are conducted by the trainees during and at the end of the internship to evaluate their performance.
- Slow learners are identified and special classes are conducted by the student-teachers.
- They are required to do case study (Identifying fast or slow learners or problematic students) and action research at school level.
- They suggest recommendations for the improvement and submit a record to the college.
- The trainees are evaluated by their respective guide teachers. They submit a evaluation sheet to the college.
- The concerned teacher educators of the college visit the school and assess the performance of student-teachers periodically.

- A feedback on the performance of the trainees in general is collected from the Head master of the school concern and guide teachers.
- Students are asked to give feedback related to their experience in the school.

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

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

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

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

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

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

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

- To keep the classes in learner centered mode
- To follow the school rules and regulations
- To maintain the classes in activity based learning
- To deal with the students psychology
- To motivate the students by asking relevant questions
- To make learning effective through active learning

- To follow the utilization of as many teaching learning aids as possible
- To deal with exceptional children using a special methods
- To conduct special classes for slow learners after school hours if necessary. The trainees are trained to conduct slip tests for students during breaks
- Counsel and motivate the weak students

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

- Marks are allotted for preparing teaching practice aids. We stress that learning could be effective only with the help of learning aids.
- Students get exposed to computers, LCD projectors and OHPs during their stay at the learning place and tend to use the same during their practice training at schools.
- Student-teacher prepares minimum one slides OHP sheet and power point presentation for each subject.
- At the same time effective black board usage is also judiciously practiced.

2.4 Teacher Quality

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

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

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

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

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

- The teacher educator as well as the peer group provides feedback to the student teachers
- Verbal suggestions are given then and there after the class hours
- Observation is shared with the students and they are made aware of the corrections to be made for further improvement
- The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach
- An observation schedule is attached with every lesson plan. During the subsequent visits, teacher educators monitor the improvement of the student-teachers.

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

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

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

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

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

- Availing library and Internet facility
- Book review for the school subjects
- During the practice teaching the students are supposed to write the lesson plan so that they go through the subjects truly
- Faculties before they are going to access the schools, should have thorough knowledge on school subjects
- Block resource teachers are invited for workshop on innovative teaching methodologies like A.L.M. In this workshop student-teachers are trained to write lesson plan and update their knowledge in A.L.M.

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

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

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

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

- Faculty Performance Appraisal based on students feedback and Students Performance in University Examinations is made and teachers with best performance are rewarded.
- Teachers producing 100% pass percentage paper-wise are regularly awarded.
- Teachers are awarded for their best research papers presented in the seminar.
- The management appreciates the teaching facilities who secured University ranks and District ranks with a certificate of achievement and a memento.

2.5 Evaluation Process and Reforms

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

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

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

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

Theory Examination: Student-teachers are evaluated on seven core subjects and in seventh core subject. Students have two elective options. Student's continuous internal evaluation carry 20 marks and external, term-end university examination carry 80 marks.

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

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

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

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

- The detail of evaluation is explained in the Bridge course. Further the details about Continuous Internal Assessment (CIA) would be provided to the students in the college hand book.
- Answer scripts are returned to the students after evaluation.
- The rest papers and assignments are evaluated and feedback is given as soon as the test is over.
- During the seminars the trainees are given immediate feedback.
- Letter is sent to the parents about the performance level and the marks acquired by the students.

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

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

2.6 Best Practices in Teaching-Learning and Evaluation Process

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

- Students are assigned projects; they are encouraged to take part in group discussions.
- Self evaluation, class evaluation and teacher evaluation are followed.
- Students are encouraged to take part in various competitions.
- Charts, models, CDs are used to help teaching and learning.
- Role-play and dramatization skills are used in teaching.
- The records are evaluated by parallel staff as well as by the Principal. Hence, records undergo double valuation scheme.
- Feedback obtained from students.
- The teachers and students use ICT for developing teaching and learning strategies.
- Remedial classes for weak students.
- Group and self learning through assignments, seminars, practical session etc.
- Bridge courses on communication skills, management studies.
- Visit to important places in and around our district.

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

- Classroom teaching with LCD is utilized.
- Classroom preparation using Internet.
- E-journals, e-library, periodicals and reference books are utilized.
- Power point presentations in classroom teaching.
- Faculty Development Programmes are organized regarding models of teachings.
- Tutorial system is implemented seriously.
- Faculty members are trained to teach ICT.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

- Teachers are given study leave for pursuing their research degrees.
- The management regularly organizes special lectures / training for faculty members to take up research projects.
- Adjustment in teaching schedule for their research activities.
- Providing secretarial support and other facilities to those who have registered for Ph.D.
- Teachers without Ph.D. degrees have been encouraged to register for Ph.D. programme.
- The teachers who complete the research degree are given lucrative increment.
- The Faculty members are freely allowed to use internet facilities at any time.
- Usage of library is encouraged.
- Thus, teachers are encouraged to participate in research related seminars / conferences / workshops.

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

Research on all aspects of education is encouraged. It depends on the researchers own interest like Psychology, Technology, Attitude, Aptitude, Achievements etc. As part of our curriculum, the student-teachers conduct case studies and action research. The action research is directly related to the problem faced by the school students and in the administration of the schools. The teacher trainees take steps and give suggestions to solve the problem.

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

- Achievements.
- Computer assisted learning.
- Moral Education.
- Curriculum Development.
- Psychology aspects.

- Educational administration.
- Health and Physical Education.

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

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

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

STAFF MEMBERS PAPER PRESENTATION IN THE SEMINAR

Name of the Faculty: Dr. M.S. Jamal (Principal)

S.No.	Name of the University / College	International / National / State level	Topic
1	A.N. Sinha Institute of Social Sciences, Patna	International /I.A.T.E. XXXXII Annual Conference	The challenging Scenario of Teacher Education
2	St. Xavier's college of Education, Patna.	National	Prospectus and challenges
3	Akhil Geet Shodh Drishti Azamgarh (U.P.) India	International Research Paper	ICT in Teacher Education
4	Sodh Amrit Azamgarh (U.P.) India	International Research Paper	Effective Teaching and learning strategies
5	A.N. Sinha Institute of Social Sciences, Patna	National Conference	Relevance of ICT "Components Teacher Education"
6	AL – IQRA T.T. College (Dhanbad)	National	Effective Teaching and learning strategies

7	Patna Women's College, Patna	National	Educational Technology in Teaching & Learning
8	Magadh University, Bodhgaya	International	Rule of Media in women's Empowerment
9	Patna Training College, Patna University	National	Teacher Education in the age of Globalization
10	Geeta (P.G) College of Education, Panipath	National	"Administration and Management of Higher Education"
11	Oriental College of Education, Dharbhanga	National	Status of Teacher Education of India
12	National Institute of Technology (NIT), Patna at Patna Women's College Patna University, Patna	National	Awareness of National Mission on Education Technology through ICT (NMEICT)

Name of the Faculty: Dr. Amresh Kumar, Assistant Professor

S.No.	Name of the University / College	International / National / State level	Topic
1	S.N. Sen B.V.P.G. College, Kanpur	National	Quality Enhancement in Higher Education
2	Department of women education, M.U. Bodhgaya	International	Women Studies – issues and challenges
3	College of Commerce, Patna	National	Inclusive Education
4	Bharatiya Shiksha Shodh Sansthan, Lucknow	National	Prampragat Bhartiya Shikshan Padhaurtiya
5	Bharatiya Shiksha Shodh Sansthan, Lucknow	National	Sariric Mansik, Bodhic Vikas Ke Sandharbh Me 'Patanjali'.
6	Bharatiya Shiksha Shodh Sansthan, Lucknow	National	

7	Shri Agrasen Snatkothar Shiksha Mahavidyalaya, Varanasi	National	Prampragat Bhartiya Shiksha Vyawastha Awam Prabandhan Me Anushashan
8	Veerayatan B.Ed. College, Pawapuri, Nalanda	International	Quality teacher education – issues, challenges and solution
9	Patna women’s college, Patna University, Patna	National	Management of Stress Among Children and Adolescents
10	Lalit Narayan Mithila University, Darbhanga	National	Philosophy of Education
11	P.G. College Chakkery Jaunpur, U.P.	National	Right to Education
12	St. Xavier’s College of Education, Patna	National	Application of I.C.T. for quality enhancement in teacher education
13	Anvikshiki, The Indian Journal of Research	International ISSN 0973- 9777	Prathamik vidyalayo me “MDM” Avam Nihashulk Pustako ke Vitarana Karyakram Ka Vidyarthiyo Ke Namankan, Baudhic Vikash Avam Adhyayan Adato Par Parane Wale Prabhav Ka Adhyayan.
14	Anvikshiki, The Indian Journal of Research	International ISSN 0973- 9777	Unnao Jile Me Prathamik Shiksha Ke Antargat MDM Bhojan Awam Nihsulk Pustak Witaran Karyakaram Par Wiwechana
15	IGNOU Workshop	Workshop	Education at your door

	Al-Momin College of Education (PSC-05134P) Cherki, Bishunpura, Gaya (Bihar)		steps: Learn & be prosperous...
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Name of the Faculty: Dr. A.K. Srivastava, Assistant Professor

S.No.	Name of the University / College	International / National / State level	Topic
1	Veerayatan B.Ed. College, Pawapuri, Nalanda	International	Quality teacher education – issues, challenges and solution
2	S.N. Sen B.V.P.G. College, Kanpur	National	Quality Enhancement in Higher Education
3	National Institute of Technology (NIT), Patna at Patna Women's College Patna University, Patna	National	Awareness of National Mission on Education Technology through ICT (NMEICT)

Name of the Faculty: Mr. Santosh Kumar Vishwakarma, Assistant Professor

S.No.	Name of the University / College	International / National / State level	Topic
1	IBAM – 2009 B.H.U. Varanasi	International	Higher Education : Global Perspective and Indian Vision
2	Department of Education Kuteer P.G. College, Chakkery Jaunpur, U.P.	National	Right to Education
3	B.H.U. Varanasi	Workshop	Increasing Research Out
4	B.H.U. Varanasi	Others	Certificate course in Yogic Practices for Better Living

5	Dr. Hari Singh Gour Vishwa Vidyalaya Sagar M.P.	National	Pariksha Sudhar Me Sikshak ki Bhumika
6	Director of Distance Education M.U. Bodhgaya	Workshop	ICT in Education

Name of the Faculty: Ms. Puspa Kumari, Assistant Professor

S.No.	Name of the University / College	International / National / State level	Topic
1	Nehru Yuva Kendra, Patna University, Patna	Others	1. Organised various literacy awareness programme. 2. Aids Awareness Communal Harmony Programme with the help of NSS.
2	Patna Women's College, Patna	Others	Participated in various seminars and workshop at state and National Label on different social problem/programmes.

Name of the Faculty: Ms. Sunil Kumar Rahi, Assistant Professor

S.No.	Name of the University / College	International / National / State level	Topic
1	Department of Education Patna Women's College Patna	National	Educational Technology in Teaching, Perspective and Challenges.
2	Dr. Hari Singh Gour Vishwa Vidyalaya Sagar M.P.	National	Pariksha Sudhar Me Sikshak ki Bhumika

3	Director of Distance Education M.U. Bodhgaya	Workshop	ICT in Education
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SEMINARS ORGANIZED BY THE COLLEGE

S.No.	Name	Level State / National / International	Topic
1	-	-	-
2	-	-	-
3	-	-	-

3.2 Research and Publication Output

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

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

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

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

- Computer
- OHP and LCD Projector
- Digital Camera
- Internet facility
- Printer, CDs, Pen Drives

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

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

The college and the faculty members have developed ICT and Technology based resource materials like OHP sheets, materials for CAI on core, elective and optional subjects for student-teachers.

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

- **Organized by the institution**

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

- **Attended by the staff**

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

- **Training provided to the staff**

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

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

Name of the Staff	Journal	National / International level	Topic
Dr. M.S. Jamal (Principal)	Akhil Geet Shodh Drishti Azamgarh (U.P.) India	International Research Paper	ICT in Teacher Education
	Sodh Amrit Azamgarh (U.P.) India	International Research Paper	Effective Teaching and learning strategies
Dr. Amresh Kumar	Anvikshiki, The Indian Journal of Research	International ISSN 0973- 9777	Prathamik vidyalayo me “MDM” Avam Nihashulk Pustako ke Vitarana Karyakram Ka Vidyarthiyo Ke

			Namankan, Bauddhic Vikash Avam Adhyayan Adato Par Parane Wale Prabhav Ka Adhyayan.
	Anvikshiki, The Indian Journal of Research	International ISSN 0973- 9777	Unnao Jile Me Prathamik Shiksha Ke Antargat MDM Bhojan Awam Nihsulk Pustak Witaran Karyakaram Par Wiwechana

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

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

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

S.No.	Name of the Staff	Topic	Area	Year of Completion
1	Nil	Nil	Nil	Nil

3.3 Consultancy

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

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

- Time to time, the faculties and experts give personal and group guidance to our trainees.
- Our institution provides Educational Stationery materials to the Primary, Secondary and Higher Secondary students through the departmental clubs.
- The institution provides consultancy services for the nearby schools in relation to various educational problems faced by the school.

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

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

- Training in communicative skills.
- Stress management for students.
- Computer skill development for school students.
- Coaching candidates for BTET, SLET & NET examinations.
- The available expertise is published in the college advertisements, college hand book and Magazine.

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

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

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

No revenue is generated. Consultancy is offered free.

3.4 Extension Activities

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

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

- Literacy awareness programme for the nearby village.
- AIDS awareness programme & Rally.
- Computer training programme for school students.
- Road safety and traffic awareness programme.
- Conducting science exhibition.
- Conducting cultural programmes.
- Tree plantation.
- Book fair.

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

- Parents-Teachers Association contributes to development and welfare of the institution.
- Our trainees are given opportunity to serve as teachers in the schools through placement service of our college.
- The Government schools and corporation schools allow our students to undergo internship in their schools.
- Annual day celebration conducting science exhibition, festival and Alumni association.
- The institution maintains a cordial relationship with the community. The college arranges the citizenship camp in nearby villages.
- Science exhibition in the college is arranged for the benefit of the nearby schools.
- Environmental awareness rally conducted in nearby village.

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

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

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

- To create awareness about the traffic regulation.
- To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.
- Health awareness campaign and Two wheeler trainings are provided.

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

Yes,

- College conducted creating awareness programme on global warming in Sep. 2013
- Road safety and traffic rules programme at College and a Rally was conducted.

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

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

3.5 Collaborations

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

Nil

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

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

Nil

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

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

- Curriculum development : The Principal of the institution is the member of BoS of affiliating university for curriculum development committee.
- Teaching : Teacher Educators act as a resource person for part-time courses.
- Training : Spoken English and computer literacy.
- Practice teaching : In the same institution and others.
- Research : Nil
- Consultancy : Guidance and counseling.
- Extension : Health awareness programmes are conducted.
- Publication : Nil
- Student placement : The same management has one school nearby the campus and one is just for away from here and some other schools in which placement has been made for the B.Ed. students of this college.

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

- The institution has link with nearby schools.
- Our student-teachers practice teaching in 10 nearby schools.
- Placement has been arranged for the student-teachers at the end of the completion of their course (B.Ed.)
- The same management has one schools in the campus another is 30 k.m. for away from here and some other schools in which placement has been made for the B.Ed. students of this college.
- Spoken English skill is given importance and school pupils are trained in that skill.

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

- The design of practice teaching is done with the consultation of school authorities and teachers.
- The permission for practice teaching is granted by the Chief Educational officer (DEO) for Government schools and by the heads of the other private schools for practice teaching in schools.
- The duration of practice is fixed with the concurrence of the schools concerned. The portions to be covered are received well in advance.
- The lesson plans and teaching aids are prepared under the supervision of the teacher-educator.
- During practice-teaching, the trainees are monitored. Instructions are given by the guide teachers at schools. They are also supervised by the teacher educators regularly during practice teaching.
- The teaching methodology is observed and evaluated by both the guide teacher and the supervisor in the profile meant for observation of teaching practice. The necessary comments are given by them.

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

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

- In sharing teaching techniques.
- In curriculum designing.
- In evaluation process.
- In guidance and counseling.
- Research and Guidance.

3.6 Best Practices in Research, Consultancy and Extension

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

- The institution invites resource persons from various universities and colleges to share their research ideas with faculty members and student-teachers.
- Our staff members are permitted to attend research programmes in the colleges and universities.
- Staff members are encouraged to offer academic consultancy to the nearby B.Ed. colleges and universities free of cost.
- The institution motivates faculty members, to register for research degree by making adjustment in teaching schedule and providing secretarial support.

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

- The faculty members of our college have helped the weak students doing 8th std, in subjects like English, Mathematics, and Science in nearby schools. Competitions are conducted for the school children.
- Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school children.
- Our students have conducted health camp, citizenship training camp, traffic awareness programme, AIDS awareness programme, in nearby village. We also provide internet awareness programme to the nearby Government school children.
- Special leave is granted for the faculties for doing Ph.D. Expenditure related to the presentations of research papers in the seminar conducted in colleges & universities is borne by the management.
- Faculties are allowed to visit and refer to the books necessary for their research in the university libraries.

Criterion IV : Infrastructure and Learning Resources

4.1 Physical Facilities

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

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

- Each class room's provisions are modernized for teaching learning process with seating capacity of 60 seats.
- Modernized educational technology lab, well equipped science and psychology lab, advanced computer technology laboratory, improvised gadgets, peripherals and instruments, Art and Craft room with sufficient seating capacity.
- Spacious administrative building 24 hours mineral water supply and power supply with UPS and generator connections.
- Playground and sports room with all sports materials and excellent transport facilities.
- Semi-Automated and very spacious well stacked Library with seating capacity of 60 seats.
- Spacious and well ventilated multipurpose hall of 200 seats.
- Hostel facility available. As maximum students hail from nearby villages, only female students stay in hostel.
- The college has enough furniture and equipments. Every year the management allots funds for the maintenance of building.
- The master plan of the college campus indicating the existing building is given in appendix.

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

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

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

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

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

- Modernized Educational Technology Laboratory, well equipped science and Psychology laboratory, Advance Technology computer lab, improvised gadgets, peripherals and instruments and Audio visual facilities.
- Spacious and well ventilated multipurpose hall for cultural activities.
- Well arranged games room for indoor games like carom and chess.
- Yoga and meditation hall.

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

The playground are shared by (DPS) School under the aegis of Magadh Educational Trust which is the parent society of both the institution. As far as the infrastructure is concerned the college itself is self sufficient. There is no need for sharing with other colleges.

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

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

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

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

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

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

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

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

4.2 Maintenance of Infrastructure

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

Particulars	2013-14		2012-13		2011-12	
	Allo.	Util.	Allo.	Util.	Allo.	Util.
Building	8700000	463340	1425000	1422435	275000	274705
Laboratories	35000	31000	16000	15500	67000	65520
Furniture	84000	82396	190000	186622	26500	26025
Equipments	177000	175536	33000	32205	80000	78956
Computers	70000	69550	80000	79730	72500	71642
Transport Vehicle	190000	210000	185000	186000	175000	179240

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

- The needs of the students based on the feedback obtained from the students are discussed in the IQAC every year.
- Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways:
 - The buildings are used for administration, teaching and accommodating students.
 - Library is used for keeping books for reference and enrichment of knowledge by students and staff members.
 - The playground is used for training the students in physical fitness and game activities.
 - The audio-visual materials are utilized for training the students in developing teaching skills.
 - The computer laboratory is used by students to prepare power point slides for presentation, for browsing, doing ICT related project works etc.

- Language laboratory is used for developing language skills in English-correcting and bettering the pronunciations of students-teachers.
- Science laboratory in each subject is used for developing experimental skills, demonstration skills, problem-solving skills, construction skills and improvisation skills.

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

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

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

4.3 Library as a Learning Resource

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

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

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

Total collection of the following in the library.

i. Book (in volumes)	-	4048
a) Text books	-	3837
b) Reference books	-	1011
ii. Magazines	-	
iii. Journals subscribed	-	21
a) Indian journals	-	15
b) Foreign journals	-	91
iv. Peer reviewed journals	-	00
v. Back volumes of journal	-	04
vi. e-information resources	-	05
a) Online journals	-	02
b) CDs / DVDs	-	120
c) Databases	-	00
d) Video cassettes	-	00
e) Audio cassettes	-	00

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

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

- Purchase of books and journals.
- Automation of the library.
- Suggestion for improvement maintenance of the library.
- Effectively running the book bank for economically backward and deserving students.
- Suggesting necessary infrastructure like books, furniture, computers, almirans to the library.
- Annual stock verification.
- Advisory committee for the library during last two years.

2013 – 2014

Dr. M.S. Jamal	-	Principal
Sandhya Kumari	-	Librarian
Mr. Santosh Kumar Vishwakarma	-	Member
Mr. Sunil Kumar Rahi	-	Member

2014 – 2015

Dr. M.S. Jamal	-	Principal
Ms. Archana Kumari	-	Librarian
Dr. Anant Kumar Srivastav	-	Member
Mr. Abhilash Kumar Sharma	-	Member

This committee further reviews the various library resources for adequate access and it also checks the mechanism adopted from entry to exit.

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

Yes, Library is semi computerized.

- Lending of books, purchase of books, lending of audio–visual CD.
- Book bank.
- Stock verification.
- Circulation control system for maintaining the data regarding book issue, return and reservation details.
- Serial control system for monitoring the receipt of periodicals.

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

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

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

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

No, Internet connection has facilitated.

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

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

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

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

- Circulation
- Information displayed on the journal rack.
- Display of list of new arrivals on the notice board.
- The new arrival resources are kept in the separate rack.

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

Yes, The book bank issues books for the deserving students who are economically backward. The students are provided with text books through the book bank.

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

Audio CDs are available in library for visually challenged persons. Physically challenged students make use of library with the assistance of peers. At present there is no such user in our college.

4.4 ICT as learning Resource

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

- To meet the demands of the teacher education curriculum, the college has one educational technology lab. Students use ICT facilities and prepare MS Power point slides for presentation of important concepts in their subjects.
- A separate computer laboratory has 15 systems and internet facility with the UPS capacity of 5 KVA.

Hardware		Software
DVD -	01	MS – Word
Head phone -	15	MS – Power Point
LCD -	02	MS – Paint
OHP -	01	MS – Excel
Printer -	02	VLC media player
Speaker -	02	Windows XP (OS)
Amplifier -	01	Adobe Reader
Cordless microphone -	02	Windows media player
Stand microphone -	01	Adobe Photoshop
Tape recorder -	01	Winzip
Camera -	01	Adobe image ready
TV -	01	Winrar
Computer -	15	Mozilla Firefox

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

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

- ii. In addition students are trained to
 - Download text, images and web pages.
 - Develop Communication skills.
 - To send E-mail.
 - Drawing skill using paint brush.
 - Data manipulation skill using MS-Excel.

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

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

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

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

4.5 Other Facilities

- 1. How is the instruction optimally used? Does the institution share its facilities with others for e.g. serve as information technology resource in education to the institution (beyond the program), to other institution and to the community.**

The infrastructure already available beholds good and effective for students. The college already owns 0.67 acres of land. This land is enough for any future growth also. The laboratories are also maintained with sufficient equipment required as per norms.

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

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

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

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

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

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

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

The laboratory equipments are maintained by the technical staff.

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

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

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

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

4.6 Best Practices in Infrastructure and Learning Resources

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

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

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

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

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

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

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

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

Criterion V: Student Support and Progression

5.1 Student Progression

- 1. How does the institution assess the students preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students prerequisite knowledge and skill to advance) to completion?**

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

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

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

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

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

Year	2009-10	2010-11	2011-12	2012-13	2013-14
B.Ed.	-	-	-	05	-

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

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

Year	2012-13	2013-14
NET	02	01
SLET	NIL	NIL
BTET	10	NIL
CENTRAL/STATE SERVICES	02	04

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

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

The percentage of student teachers career details –

Details	2011-12	2012-13	2013-14
Higher Education	8%	12%	10%
Employment	8%	18%	20%
Teaching	15%	16%	20%

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

The college provides all the facilities to our students-teachers after graduation from the institution.

- Research guidance is given to the alumni for higher studies.
- Alumni often visits our college seeking academic guidance for higher studies and job information from our faculty members.
- Alumni can access the resources from library, e-journals, computer and internet facilities after getting prior permission from principal.

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

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

- One faculty member is in charge for placement programme.
- Campus interview are conducted towards the end of the every year and students are selected by various schools as per their requirement.
- Every year the placement training programme has been conducted in the college.
- The following students are employed through placement cell.

Year	No. of Students Employed
2012 – 13	18
2013 – 14	20

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

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

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

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

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

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

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

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

- Every year one of the faculty member is assigned the responsibility of co-ordinating the placement activity.
- The management provides funds for hospitality and refreshment to the panel members of selection committee coming for conducting placement interview.
- The classes are re-scheduled and classroom facilities are provided to enable the students to take the classes in front of the panel of selection committee.

5.2 Student Support

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

- Every year the institution assigns a faculty member to act as a coordinator for calendar preparation and plan all activities for the whole year as per the university guidelines.
- Each staff member prepares a weekly plan and its is discussed before the commencement of the academic programme.
- The curricular and co-curricular activities are evaluated by the staff members.
- The overall performance of the teachers is assessed towards the end of the year by getting the students feedback.
- Revision in curriculum is normally done by the Board of Studies (BoS) of the University.

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

- NO special curricular arrangement is followed for physically challenged students.

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

The practice teaching schools are arranged according to their convenience.

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

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

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

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

- To enhance the competence of the teaching faculty, workshops and induction programmes are conducted as part of in-service training.
- The problems of the students are identified through teacher – mentor system by the faculty and discussed with the principal. The institution takes appropriate steps to help the students to overcome their problems.
- Full encouragement is given to the teacher educators to participate in the conferences, workshops and seminars.

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

The institution has its own website namely www.mcegaya.com

It is self explanatory and gives all information about the institution details like admission rules, college history, facilities, contact details and information about infrastructure and other facilities. It also contains information about seminar, workshop, festival celebration, awards received, prize winners etc.

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

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

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

The special strategies adopted for teaching are :

- Advanced learners are helped to enhance their knowledge through library reading and using multimedia facilities.
- The slow learner are guided to prepare for the examination by going through previous years question papers. Special attention is paid to them to get over their difficulties and when it is found not up to the mark, remedial measures are taken to improve their proficiency.
- There are academic counseling programmes to help the slow learners to shed their inhibitions.

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

- **Academic Counseling Service**

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

- **Career guidance service**

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

- **Grievance and redressal cell**

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

- **Personal counseling**

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

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

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

relating to admission procedure, study problem, adjustments, results, payment of fees, assignments and welfare amenities etc are solve through this cell. The system is comprehensive and flexible and has proved effective in promoting management. Drinking R.O. water facility and giving two extra books per students from book-bank where the two importance step taken to redress the grievances of students during the last 2 years.

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

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

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

Major grievances that were redressed:

- Permission for Muslim student teachers to go for Fridays mass.
- Separate vehicle parking for B.Ed., students.
- More number of Volumes added in the library.

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

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

- Pre practice training is arranged at the institution for 10 days.
Each student teacher would take at least two lessons.
- 10 schools are selected for the teaching practice according to the convenience of the student teachers.
- 40 days teaching practice and 40 lesson plans are allowed to practice and take the classes.
- Teacher educators are visiting the concerned schools on more than 50% of the practice teaching days. If they commit any mistakes that is rectified by the teacher educator and get their feedback in the form of record. The teacher educator also discusses with the guide teachers in the school about the performance of the student teachers and take necessary steps for correction.

5.3 Student Activities

- 1. Does the institution have an Alumni Association? If yes, The college has an Alumni association, which began in (2012 – 13) since then it has been quite active and has conducted many activities. The aim of Alumni association in to keep the light burning as men and woman's for others. A new executive team has been constituted. Executive members are as follow :**

(i) List the current office bearers

President – Dr. M.S. Jamal (Principal)

Convener – Mr. Sunil Kumar Rahi (Assistant Professor)

Secretary – Bipin Bihari Prasad (Student – Teacher)

Deputy Secretary – Pravin Kumar (Student – Teacher)

Treasurer – Rashmi Rina (Student – Teacher)

(ii) Give the year of the last election

The Election was conducted on the year 2014.

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

The Alumni involved in

- Citizen Camp-Food provided
- Academic Guidance
- Rendering help in extension activities
- Providing books for economically weak students
- Consultancy services

(iv) Give details of the top ten alumni occupying prominent position.

S.NO.	Name	Designation
1	Jitendra Kumar	Computer Operator in Bihar State Service
2	Kumari Smita	T.G.T. – Teacher Magadh Interaction
3	Alka Rani	P.G.T. Teacher in Bihar State School
4	Abhilash Kumar	P.G.T. Teacher in Gyan Bharti School, Gaya
5	Amrendra Kumar	T.G.T. Teacher in DAV Gaya
6	Chetan Kumar	P.G.T. Teacher in Magadh International
7	Rachna Kumari Gupta	P.G.T. Teacher in DAV Gaya.
8	Prity Singh	T.G.T. in DPS, Gaya
9	Rajesh Kumar Panday	T.G.T. in Public School, Bodhgaya
10	Nitu Chaubey	T.G.T. Teacher in Pram Gyan School Gaya.

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

- Alumni offer their suggestions for institutional development in the meeting.
- Alumni share their experience with current students.
- Alumni have donated books for the book bank.

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

- Our college encourages students to participate in extracurricular activities including sports and games. Every year, our students take part in sports and cultural activities and have got good achievements.
- The expenditure accrued is borne by the management.
- The students are appreciated publicly in the college day function.

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

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

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

Yes, The college has a student council which is constituted on 19.07.2014, attends the need of the students and shoulders the responsibility in co-ordination with the faculty to execute the work related to students activities.

Student's council :

Student Council Chairman : Natasha Sinha – Student Teacher

Student Council Secretary : Veena Kumari – Student Teacher

Student Council Vice Chairman : Arpana Rajgrihar – Student Teacher

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

Alumni Association:

President	: Dr. M.S. Jamal (Principal)
Convener	: Mr. Sunil Kumar Rahi (Assistant Professor)
Secretary	: Veena Kumari (Student – Teacher)
Forum of old student	: It is completely run by the old students meeting conducted by the alumni.

Placement Cell : The placement cell for the academic session 2013 – 14 is being constituted of the following members.

Programme Officer : Dr. Amresh Kumar (Assistant Professor)

Student Secretary : Ghazala Rakhshi (Student Teacher)

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

Cultural and Social Activity :

Coordinator : Mr. Sunil Kumar Rahi (Assistant Professor)

Student Secretary : Rajesh Prasad

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

Sports & Games committee :

Coordinator : Mr. Santosh Kumar Vishwakarma
(Assistant Vishwakarma)

Student Secretary : Kapil Kumar

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

Magazine Committee : Magazine Committee is constituted on 30.04.2014

Chief Editor : Dr. M.S. Jamal (Principal)

Editor : Mr. Abhilash Kumar Sharma
(Assistant professor)

Students – Teachers representatives : Veena Kumari

Activities : Magazine is published every year by getting creative writings from students. .

Discipline & Anti Ragging Committee :

Staff Incharge : 1. Mr. Santosh Kumar Vishwakarma (Assistant Professor)
2. Ms. Pushpa Kumari (Assistant Professor)

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

Internal Quality Assurance Cell (IQAC) :

To develop a system for Conscious, Consistent and Catalytic improvement in the overall performance of the college for Internal Quality Assurance session 2013 – 14 IQAC is being constituted as on 21.04.2013 with the following members.

1. Chairperson : Dr. Md. Sarmad Jamal (Principal)
2. Management : Mr. Sanjeev Kumar (Secretary M.E.T.)
3. Coordinator : Mr. Santosh Kumar Vishwakarma
(Assistant Professor)
4. Senior Administrative offers :
Treasurer : Mr. Anish Kumar
Office Secretary : Mr. Jay Kumar
5. Nominees from Teachers : Dr. Anant Kumar Srivastav (Assistant Professor)
Mr. Sunil Kumar Rahi (Assistant Professor)
Mr. Amresh Kumar (Assistant Professor)
Mr. Manish Kumar Chauhan (Assistant Professor)
6. Nominees from Local Society & Alumni :
Mr. Abhishek Kumar (Principal DPS, Gaya)
Dr. Sanjeev Kumar Panday (Assistant Professor M.U.)
Ms. Priti Kumari (Alumni)
7. Nominees from Employers/Industries/Stakeholder :
Mr. Amit Kumar
Sandhya Kumari
Mr. Sanjay Kumar

Activities : Academic and Administrative activities

Guidance and counseling committee : Guidance and counseling cell has been constituted dated 20.12.2013 to help students to solve their academic, personal and emotional problems to promote the efficiency of students to choose better future options and ways of life.

These are the following members :

1. **Dr. Anant Kumar Srivastava** : Co-ordinator
2. **Mr. Amresh Kumar** : Member
3. **Mr. Sunil Kumar Rahi** : Member
4. **Santosh Kumar Vishwakarma** : Member
5. **Prabhakar Kumar Verma** : Students Representative

Grievance Redress Cell Committee : A cell and their respective committee have been constituted on dated 05.05.2013 to redress and remove students and employ grievances related to the college.

These are the following members :

1. **Dr. Anant Kumar Srivastava** : Co-ordinator
2. **Mr. Amresh Kumar** : Member
3. **Mr. Sunil Kumar Rahi** : Member
4. **Mr. Santosh Kumar Vishwakarma** : Member
5. **Mr. Abhilash Kumar Sharma** : Member
6. **Sandhya Kumari** : Student Representative
7. **Uttam Kumari** : Student Representative

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

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

B.Ed. Graduates suggestions :

- To conduct more internal examinations.
- Practice teaching may be arranged in nearby schools.
- In the club activities the B.Ed. graduate advice are taken into account.

Employer :

- Results improved
- Placement and consultancy services are conducted
- Extension and outreach programme are conducted.

5.4 Best practices in students support and progression :

- To empower the students and to keep them abreast with the latest technology. The college arranges extension lectures, group discussion from time to time.
- To inculcate moral values as one of the objective of the institution which are imbibed by the students through activity like visit to special children school.
- Thrust to progression to higher education, counseling and placement.
- Tutors are provided to student within they are asked to express their views on the current topic of the education field.

Criterion VI : Governance and Leadership

6.1 Institutional Vision and Leadership

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

- **Vision**

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

- **Mission**

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

- **Quality Policy**

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

- **Objectives**

- To make everyone to have the self awareness that nobody is insignificant and everybody is born to do something remarkable, creative and original, without disrupting the innate goodness in every person.
- To develop the competency to teach the subject of one's specialization on the basis of accepted Principles of learning and teaching in the context of the new school curriculum.

- To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching – learning process.
- To enable the teacher trainees develop the right attitude to (a) work (b) socially useful productive work (c) towards community and (d) towards all round growth.
- To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.
- To enable the teacher trainees understand the pupil, guide and counsel them in solving their personal and academic problems.
- To enable the teacher trainees develop the skills related to information and communication technology and to understand the latest trends in teaching and evolution in World Wide Web.

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

- Press
- Pamphlets
- Website
- Brochures
- Orientation programmes
- Alumni

2. Does the mission include the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientation?

Yes,

- The mission includes the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institutions traditional and value orientations.
- Located in a rural background in a district of Bihar, the institution caters to the social needs of rural public. It inculcates in the students, a democratic outlook in shaping the rural public to be responsible, resourceful and enterprising citizens.

- During Independence Day and Republic Day paper flags are issued to nearby school students, college students and public.
- AIDS awareness notice issued to the public.
- Traffic safety measures notice issued to the public.

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

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

- **Composition of the committee :**

Chair person : Dr. M.S. Jamal (Principal)

- Members :
1. Dr. Anant Kumar Srivastava (Assistant Professor)
 2. Mr. Sunil Kumar Rahi (Assistant Professor)

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

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

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

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

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

4. **Library committee :**

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

Composition of the committee :

Chair person : Dr. M.S. Jamal (Principal)

Members : 01 Librarian (Ms. Archana Kumari)
02 Ms. Pushpa Kumar (Assistant Professor)

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

- The management arranges special programmes, seminars, workshops for the benefit of teacher and learners.
- Rewarding meritorious achievements by faculty and students with suitable rewards.
- Granting sufficient funds every year for necessary up – gradation and maintenance of infrastructure, audio visual equipment in class rooms, labs and library.
- The management commits itself by extending its generous financial support and human resources for the academic development of the college.
- The different committees recommendations and suggestions are seriously considered by the management and are implemented.

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

- In the governing body meeting governed by the management, the program for the year is planned after serious discussion and monitored effectively.
- The responsibilities are clearly and precisely defined by the head of the institution.
- Work load is equally distributed by the Head of the institution through regular staff meetings.

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

- The management gets feedback from outgoing students and Alumni.
- Suggestion box is maintained to get the feedback.
- The academic administrative committees informed its achievements to management.
- Self-appraisal by teachers and assessment by the Head of the institution communicated to the Management.
- The Management in the governing body meeting held in the beginning of every academic year. Closely reviews the functioning of the institution and suggests improvements and corrections are made whenever necessary.

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

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

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

- The Management has established good working relationship with the staff which has enabled commendable involvement of them.
- Every year the staff are appreciated with gifts for their performance in the academic year through the evaluation.

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

- Our principal, as the Head of the institution, conducts regular staff council meetings to monitor the performance of the facilities and utilization of the resources.
- The Head of the institution act as a bridge between the management and the employees in maintaining the growth and harmony of the institution.
- To oversee effective implementation of teaching-learning process, overall discipline in the institution etc.,
- Motivating the faculty, staff and students to give away their best in the discharge of their responsibilities.
- To maintain harmonious relations between university and college for smooth academic governance.
- To maintain good rapport with local academic and school managements.
- Finalization and allocation of budget for academic and developmental activities.
- To prepare action plan for future development of the institution.
- Providing leadership and guidance in the college activities. .
- Convening committee / IQAC meetings to discuss academic matters.
- Ensuring democratic way of functioning of the college – all matters are discussed in the meetings and decisions are taken on common concerns.
- Offering academic guidance by inviting external experts.

6.2 Organizational Arrangements

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

- Various committees were formed in the year 2013 – 2014 for managing the activities of the college:

Governing Body :

- Overall meeting of the college was conducted.
- Discussion and suggestion for B.Ed., admission for the academic year.
- Student approval of B.Ed. in the university.
- Proposal for NAAC Accreditation 2014 – 2015.
- Approval of budget planning and recruitment of staff.
- Framing of various committees.
- Preparation of time-table and calendar for the academic year.
- Allotment of subject.
- Preparation of budget for the year.

Academic Administration Committee :

- Interview for new section of staff.
- Orientation for the new staff, about syllabus and the procedure for microteaching, teaching practice and internship.
- Action plan for the academic year.
- Committee formation and selection of committee members.
- Committee meeting for organizing Field Trip.
- Meeting for the organization of the citizenship camp programme.

Examination Cell :

To look into all affairs related to examinations.

- Plan for examination dates.
- Question paper preparation.
- Syllabus coverage.
- Preparation of University Internal and External Examination.

Academic Council :

- Admission procedure, course outline.
- Bridge course, microteaching.
- Assignment plan, observation, lesson plan particulars.
- Permission from schools for teaching practice.
- Preparation of students for writing various records.

Internal Quality Assurance Cell :

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

Grievance and Redressal Committee

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

Placement and Training Cell

- To give career counseling, academic counseling and conduct training programmes pertaining to job opportunities for students.
- To intimate the students on the job opportunities advertised in the news paper.

Alumni Association

To motivate them for professional and personal excellence.

Library Advisory Committee

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

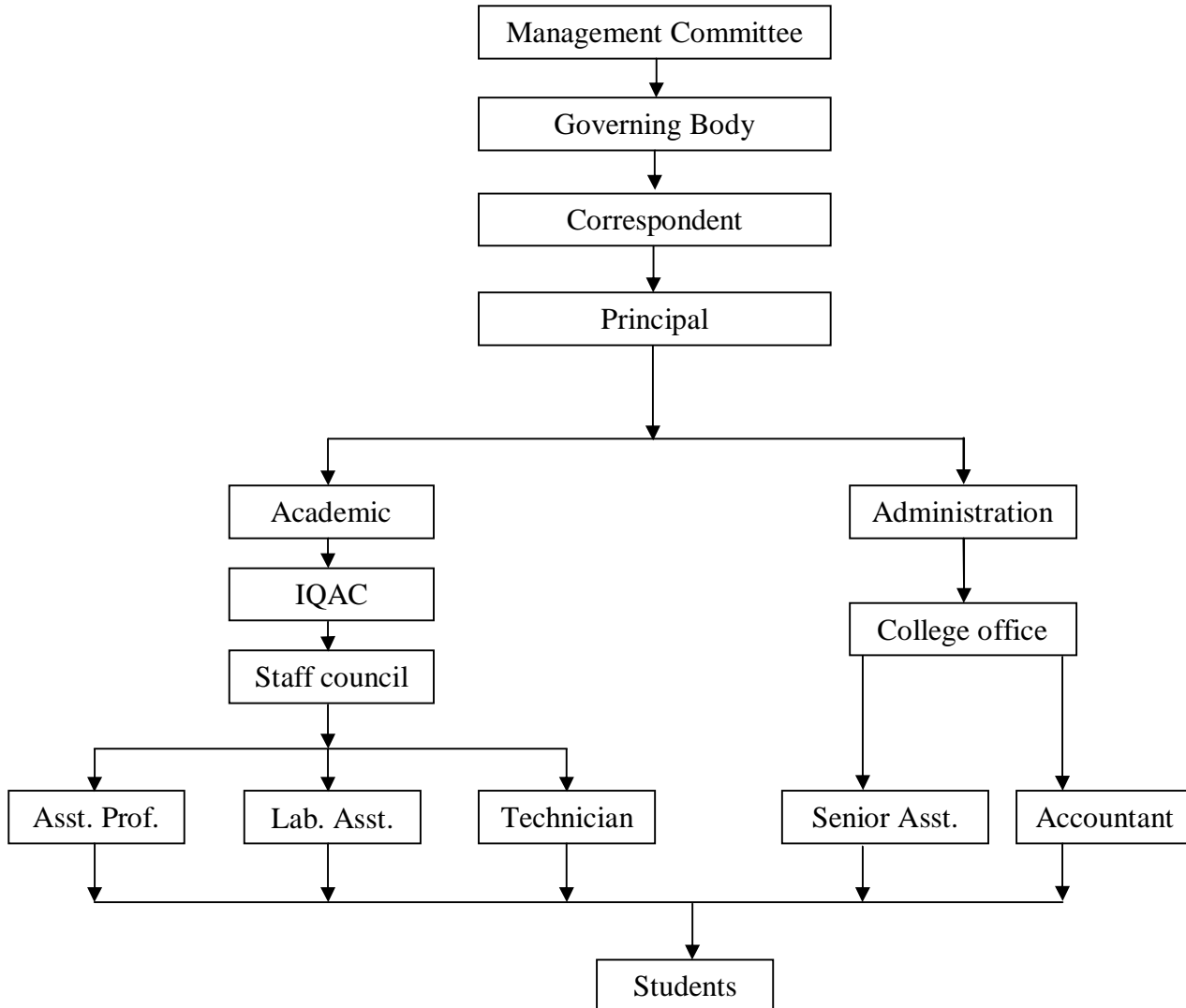
Cultural Social Activity Committee

To encourage extracurricular activities.

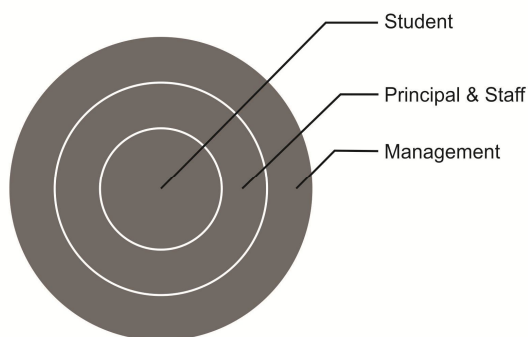
Parent Teacher Association (PTA)

To Create Social Awareness and to initiate social welfare activities.

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



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



- Implementation of all academic programmes is discussed with faculty.
- Budget allotments are made after getting proposals and discussion with faculty.
- Faculty in charge of the laboratories have freedom to choose priorities in procuring department needs.
- The academic programmes are organized in consultation with the faculty and concerned committees.
- The principal provides guidance and leadership.

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

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

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

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

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

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

6.3 Strategy Development and Deployment

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

Yes, the institute has a data center to collect information on

- Students profiles.
- Student attendance.
- Academic performance.
- Result analysis
- Faculty and staff profiles.
- The information related to the college is updated on our website so that parents and students can access it.

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

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

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

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

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

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

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

- The curricular objectives have been highlighted on display boards.
- The goals and objective of the institution have been published in the institute prospectus as well as on the college website.

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

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

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

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

6.4 Human Resource Management

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

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

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

The institution uses self-appraisal report of the teacher educator, feedback from the students teacher, feedback from the experts from the university and colleges regarding teaching and research. Feedback report is evaluated by the Principal. Accordingly, the teaching method and research activities are rescheduled.

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

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

- Provident fund (PF)
- Annual rewards
- Free hostel
- Free transport
- Festival advance
- Study leaves for higher education
- Free concession for employees children studying in the institution.

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

Yes, The institution has taken steps to widen the skills of teaching and non teaching staff members.

- Basics of computer training for non teaching staff.
- Training programmes for maintain account to non-teaching staff.
- English communication skill development for teacher educators.
- Educational technology and internet development programme for teacher educators.
- Workshop for up grading their skill.

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

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

- Welfare measures are given to the staff.
- Offer facilities for doing research.
- Concession, DA and TA will be given for attending research seminar and workshops.
- Increment is given every year for deserving staff members.

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

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

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

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

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

- The institution provides necessary training for the needy faculty, staff to improve their skill professionally as well as personally.
- The faculty members are allowed to attend the in service programmes in various colleges and universities.
- Faculty members are encouraged to present papers in seminars and Conferences.
- They are encouraged to publish Research papers in various journals.

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

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

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

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

- The college website is being updated to give latest information.
- Prospectus and college calendar are provided.
- Every activity in the college is displayed in the college notice board.
- Programmes conducted in the college are published in the newspapers.
- A suggestion box is provided to collect suggestions and complaints.
- The college office provides all the information needed.
- People can seek information through phone.

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

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

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

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

Yes,

- The management recognizes the work of the staff members.
- The management motivates staff members to their higher studies and reward awards for their skillful activities.
- Award for centum result.
- Award for organizing and conducting seminar.
- Rewards for conducting extension and outreach programmes.

6.5 Financial Management and Resource Mobilization

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

No. We don't receive any financial support from the government being a self finance institution. The college collect its revenue from the students as tuition fee.

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

The college has not received any donation from the students.

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

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

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

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

- 5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits.(Major pending audit para's objections raised and dropped.)**

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

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

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

6.6 Best practices in Governance and Leadership

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

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

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

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

Criterion VII : Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, IQAC was established during the year 2013 – 14 (21.04.13) and guidelines of NAAC were followed while constituting IQAC. It consisted of representatives of all stakeholders as its members. The principal is the chairperson of IQAC, and a senior faculty is a coordinator. Teachers, expert members and representatives of all stakeholders are the members. Its main objective is to plan and implement quality initiatives. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations.

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

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

- Heads of practice teaching schools.
- Academic peers.
- Students.
- IQAC.

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

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

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

- Expert review.
- Observation by the Management.
- Observation by Principal.
- Visits by governing body members.
- Regular and periodical checking done by principal.
- Quality Assurance Cell reviews.
- Functioning of Academic calendar.
- Time management.
- Regular feedback from parents, students and Alumni's remedial programmes.
- Internal and external audit process.
- Annual meeting of the governing body.
- Continuous observation through meeting for cell and committees.

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

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

- Internal and external audit.
- Mechanism is followed for the financial management process.
- Achievements of the various committees are also taken into account.

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

Good practices are identified through:

- Self appraisal of staff members.
- Feedback from students.
- Discussion in the IQAC meeting.
- Review of extension and outreach program activities.
- Review of annual governing body meeting.
- Staff council meeting.
- The principal of the college is the chairperson of every forum. So the good practices are identified and share with all the constituents.

7.2 Inclusive Practices

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

Theoretical and practical exposures are given to the students on issue of inclusion.

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

Our college conducted life skill course and moral value education programme for every year. The college invited a lecturer from a nearby university who delivered a lecture on inclusion and empowerment of women. The marginalized students are identified and special attention is given to improve their learning.

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

The following curricular and co-curricular activities are provided to the students for fostering positive social interaction, active engagement in learning and self motivation.

Eco-awareness programmes, field trip, educational tour, national and international festival celebrations, seminar, participation in competitions, using library books, teaching practice, SUPW, Yoga, participation in club activities, personality development sessions, educational technology and other social activities are performed by the trainees.

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

By providing training of various multi sensory teaching methods and use of appropriate teaching aids, the proficiency of trainees are increased. It develop proficiency for working with children from diverse backgrounds. Regular feedback of every practice teaching session also helps them for the same. Along with this, trainee's over all personality are developed by various activities such as news reading and speech. Our college student teachers made a visit to schools of special children.

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

Integrated education is given to the physically challenged and differently abled students overall in the institution. Introduction of fee waiver scheme to help economically weaker students.

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

- Students are given orientation on gender equalities during the orientation programme.
- Students are briefed with the problems of eve-teasing and ragging in the class rooms.
- Students are instructed to treat their woman counterpart fairly and equally.

7.3 Stakeholder Relationships

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

The college ensures the access to the information on organizational performance to the stakeholders in the following ways:

- Keeping the information in the college website available.
- College calendar.
- College brochure.
- News Letter.
- News paper clippings.
- News published in the daily newspaper.

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

- The institution gets feedback from staff and principals of schools and students for bringing quality improvement.
- Based on the feedback, remedial measures are taken in faculty meeting to eliminate short comings.
- The programs of the institution are qualitatively improved.

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

The institution collects feedback from students periodically on teachers education, for improving teaching and delivery process. The institution collects feedback from student teachers, parents and alumni which are utilized for improving the quality of the program.

Feedbacks collected from Alumni, Parents, School Headmaster and guide teachers are analysed and discussed thoroughly in the staff council and governing body meeting to arrive at suggestions for quality improvement. After getting approval from governing body the institution takes preventive and corrective action for quality improvement.

Magadh College of Education, Dubhal, Gaya

3. Mapping of Academic Activities (2013 – 14) of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission and Bridge Course / Orientation	■																																			
Theory Classes	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■																
Co-Curricular Activities / Sports																			■																	
General Activities																				■																
Tutorials / Seminars																					■															
Sessional work, Test and Assignment																						■														
Pre. of Internship / Demonstration / observation / Micro teaching / simulations																							■	■	■											
Practice / Teaching / Internship																									■	■	■	■	■	■	■	■	■	■	■	
Working with community / Project work																																		■		
End Term Examination																																			■	
Practical work																																			■	

Note: A week is of six working days and a day is of six clock hours



Magadh College of Education

College Campus: Plot No. 362, Dubhal, P.O. Chand Chaura, Gaya, Bihar
Recognized by NCTE(Govt. of India) and Affiliated to Magadh University, Bodhgaya

An ISO 9001:2008 Certified Institution

Ref. No. MCE/599/15

Dated 16/07/2015

Certificate of Compliance

This is to certify that "Magadh College of Education, Dubhal, Gaya" fulfils all norms.

1. Stipulated by the Magadh University, Bodhgaya, Bihar, and
2. National Council for Teachers Education. (NCTE) and
3. The Affiliation and Recognition is Valid as on date.

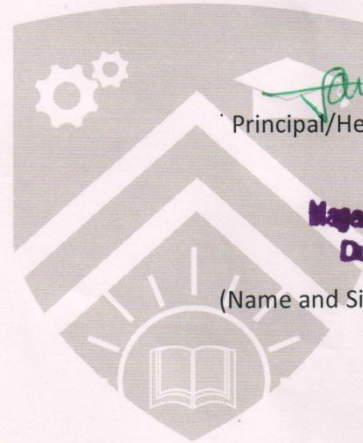
In case, the affiliation/recognition is conditional, then a detailed enclosure with regards to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date :

Place:



Principal/Head of the Institution

Principal
Magadh College of Education
Dubhal, Gaya (Bihar)

(Name and Signature with Office seal)



Magadh College of Education

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Ref. No. MCE./599/15

Dated 16/07/2015

Declaration by the Head of the Institution

I certify that the data included in this Self – Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

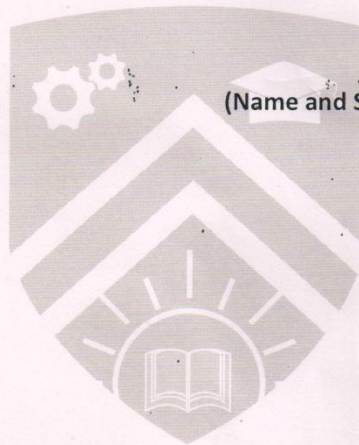
I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Date :

Principal/Head of the Institution

Place:

Principal
Magadh College of Education
Dubhal, Gaya (Bihar)
(Name and Signature with Office seal)



C : APPENDICES

ANNEXTURE NO. – I

A BRIEF NOTE ON TEACHER EDUCATION

INTRODUCTION TO TEACHER EDUCATION

The role of the teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a 'change agent' and not as a mere transmitter of knowledge and culture.

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained in Article 45 enjoins that "the state shall Endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Article 29 (1) provides that any citizen having a distinct language, script or culture will have the right to conserve it. Moreover, special care of the economic and educational interest of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as an obligation of the State under Article 46.

In fulfilling these objectives, the role of the teacher must naturally be seminal. Apart from funding and building institutional structures, the diversity and complexity of India requires teacher of special vision and sensitivity, if the goals enunciated in the Constitution, specially pertaining to the underprivileged and the minorities are to be fulfilled. In this context, teacher training and the caliber of teachers are of prime importance.

National Policy on Education in 1968 emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education for girls was stressed. About a decade and a half later, the National Policy on Education (NPE-1986) was formulated which was further updated in 1992.

In the NPE 1986, improvement in the status and professional competence of teachers is envisaged as the cornerstone of educational reconstruction. It emphasizes that teacher education is a continuous process which new programmes of teacher education must reflect.

To ensure greater participation in education by all section of society and also to improve quality, decentralized management structure are being introduced in states. It gives importance to pre-service teacher education.

- Teacher Educations are move away from past models of development to new models that embed in development into the daily lives of teacher educators.
- Restructure teacher's work to create the mental space necessary for ongoing development.
- Assess how current development resources are being used and design strategies for securing additional resources as needed or for reallocating them.
- Development strategies for informing and convincing the public and policy makers that development not only critical but also as much a part of teacher's work as instruction.

Thus the teacher educator should be

- Employing cognitive strategies
- Being up-to-date
- Having a passion for teacher
- Working collaboratively
- Demonstrating strong communication skills
- Creating independent learners

The world around us has changed dramatically but education continuous to operate in the old policy itself, So there is a need for paradigm shift. Another challenge the teacher has to meet is Technological advancements. The teacher, teacher educators must have keen knowledge about them. Then only we can achieve good quality of education.

Need for Training :

Training is necessary for efficient work in a particular job.

Training is needed for the following:

- In order to perform the job successfully and effectively.
- A trained person learns affectively in a lesser time than untrained person.
- Through training good deal of waste in teacher efforts can be saved.
- In training programme many pleasant experiences are provided to student teachers by whom he can develop favourable attitude towards himself, his job and his students.

- Technical knowledge and skill can be developed in the teacher through the training. Therefore, training is necessary for all teachers.

Need of education of teachers:

1. All the teachers should be trained, but there should not be and also cannot be a specific training of teachers. Even the born teachers have to study the techniques of teaching craft.
2. He has to help his students to develop certain personality traits and also to realize desirable values.
3. The school of today laid emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today must be the teacher of a whole man. He can never be this unless he is himself a complete man. We teach more by our actions than by our preaching.
4. Today's teacher needs a philosophy primarily concerned with human being to interact with each other. Humanistic programme for Teacher Education, seeks to develop a human teacher possessing such qualities as spontaneity, acceptance, creativity and self-realization.

Objectives of Teacher Education :

1. To understand to role of the school and the teacher in changing the society.
2. To develop competence to teach the subject of this specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by striving to keep in touch with the latest developments in both the subject and methodology of teaching.
3. To undertake investigatory projects, Action research and experimental projects, both in education and specialized subject areas.
4. To develop skills in guiding and counseling the children in solving their personal as well as academic problems.

5. To develop values of education such as non-violence, truthfulness, self-discipline, self-reliance and dignity of labour.
6. To act as a liaison between the school and the community and employ suitable ways and means for integrating community life and resources with school work.
7. To help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.
8. To possess warm and positive attitude towards children and their academic, socio-emotional and personal problems, and skills guide and counsel them.

Specific Objectives of Teacher Education :

The specific objectives of teacher education are :

1. Understanding Objectives:

- a. Knowledge of the structure, functions and interaction of society.
- b. Understanding of child development and learning process.
- c. Understanding of problems of growing child.
- d. Knowledge of school organization and administration.
- e. Knowledge and understanding of examination and evaluation techniques.

2. Skills Objectives:

- a. Ability and skills to use various teaching methods.
- b. The skills for effective communication and harnessing motivation.

3. Attitudes Objectives:

- a. Scientific and objectives attitudes towards the problems of teaching.
- b. Healthy and positive attitude towards teaching profession.

4. B.Ed. Programme :

In views of the above objectives the following courses of theory and practice are taught.

1. Theory courses carry 700 marks.
2. Practice of Teaching 300 marks.

Methods of Teaching:

The following are school subjects of which any two subjects are offered for teaching practice.

Hindi, English, Sanskrit, Urdu, Mathematics, Physical Science, Biological Science, History, Civics, Geography, Commerce, Economics, Home Science. (Total No. – 13)

Each student teacher has to teach at least 20 lessons on each subject. Thus forty lessons are compulsory for practical final examination. Model lessons or demonstration lesson are given by the subject experts. Micro-Teaching and simulated lessons are organized in most of the B.Ed., college of education. In the final examinations two lessons one in each subject are taught by the student's teachers. 100 marks are assigned to each lessons of the final examinations. In B.Ed., examination separate divisions are given in theory and practice of teaching.

The minimum education required for secondary teacher trainees is Graduation and for Higher Secondary Education the minimum qualification is Post Graduation. The duration of training is one year.

As per the guide lines and rules of the NCTE and Magadh University, Bodhgaya our college offers the B.Ed., course to all eligible graduates and Post Graduates, giving importance to proper training and teaching.

“Teachers are literally the arbiters of a nation's destiny”, Teachers influence is everlasting. He shapes the destiny of future citizens. Considering above wise saying our object is to produce well trained and dedicated teachers. Our adage is not only giving teacher education to get a job but for the all round development in the field of education.

ANNEXTURE NO. – II

Magadh College of Education Dubhal, Gaya

(Sample format for Questionnaire for Feed Back from Students)

Course : _____ Session : _____

Students are required to rate the courses on the following attributes using the 4 – point scale as under. The format given is for one course. Do the same for other course on separate page.

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
Very Good	Good	Satisfactory	Unsatisfactory	

Course – I

S.No.	Parameters	A (Very Good)	B (Good)	C (Satisfactory)	D (Unsatisfactory)
1	Depth of the course content including project work if any				
2	Extent of coverage of course				
3	Applicability/relevance to real life situations				
4	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5	Clarity and relevance of textual reading material				
6	Relevance of additional source material (Library)				
7	Extent of effort required by students				
8	Overall rating				

Date :

Signature of Students

ANNEXTURE NO. – III

Magadh College of Education Dubhal, Gaya

Questionnaire No. 3

Students' Overall Evaluation of the Programme and Teaching
(To be filled only after the course result are declared)

Course : _____ Session : _____

(You need not disclose your name if you do not wish to.) Yours responses will be seen only after your course results have been finalized and recorded. The information will be used only for the improvement of the course and teaching in future. You may tick more than one answer to a question to the extent that they do not contradict each other.

1. How much of the syllabus was covered in the class?

- | | |
|----------------|------------------|
| a) 90% to 100% | b) 75% to 90% |
| c) 60% to 75% | d) Less than 60% |

2. The Teacher's Approach can be best described as

- | | |
|---------------------|-----------------------|
| a) Always Courteous | b) Sometime helpful |
| c) Sometime rude | d) Always Indifferent |

3. Was the course easy or difficult to understand?

- | | |
|--------------|-------------------|
| a) Easy | b) Manageable |
| c) Difficult | d) Very difficult |

4. To what extent were you able to get teaching learning material for the prescribed course from teachers?

- | | |
|------------------|--------------------|
| a) All material | b) Mostly material |
| c) Some material | d) No material |

5. **How well teacher come well prepared of subject matter, to the class?**
a) Thoroughly b) Moderately
c) Satisfaction d) Poorly
6. **How far the teacher encourages student's participation in the class?**
a) Always b) Mostly
c) Sometimes d) Rarely
7. **What comments do you have about your experiences in this institute?**
a) Positive b) More positive less negative
c) More negative less positive d) Negative
8. **How do you feel about availability of Library resources?**
a) All material available b) Mostly material available
c) Some material available d) No material available
9. **Which method was used mostly in classroom?**
a) Get involved in discussion b) Often involved in discussion
c) Sometimes involved in discussion d) Not discussion at all
10. **What effect do you think the internal assessment will have on your course grade?**
a) Very helpful b) Sometimes effective
c) No special effect d) Discouraging
11. **Were the assignments & Question paper discussed with you?**
a) Yes, Always b) Yes, partially
c) Sometimes discussed d) not discussed at all
12. **How often did the teachers provide feedback on your performance?**
a) Regular with helpful comments b) Often with comments
c) Sometimes with comments d) without any comments

- 13. Internal assessment was**
a) Always fair
b) Sometimes unfair
c) Usually unfair
d) Sometimes unfair
- 14. How helpful was the teacher in advising?**
a) Very helpful
b) Sometimes helpful
c) Not at all helpful
d) did not advice
- 15. Where your assignments discussed with you?**
a) Yes, fully
b) Yes, partly
c) Not discussed at all
d) sometimes discussed
- 16. Where you provided with a course contributory lecture too at the beginning?**
a) Yes,
b) No
If yes, was it helpful?
c) Yes
d) No
- 17. How well was the teacher able to communicate?**
a) Always effective
b) Sometimes effective
c) Just satisfactorily
d) generally ineffective
- 18. If you have comments to offer on the course and suggestions for the teacher you may do so in the space given between or on a separate sheet.**

ANNEXTURE NO. – IV

BEST PRACTICES OF THE INSTITUTION

Best Practice of the Institution

1. Title of the Practice: Differentiated Teaching for Slow Learners

Introduction of Differentiated Teaching for Slow Learners, and strict adherence of the College Dress Code have been the two important Best Practices undertaken by our College in recent years.

The long drawn self-study process has been a valuable learning experience for the faculty, students, and non-teaching members of Magadh College of Education, Dubhal, Gaya, Bihar. Led by a dedicated Steering Committee, the College carefully considered its educational programmes and services – with particular attention on student learning and achievement – to determine how well the institution accomplishes its goals, fulfils its mission, and meets the standards of the higher learning. The process of self-study confirmed both strengths and challenges in relation to the Criteria for Accreditation and highlighted the continued work we must do to re-establish the College as a nationally recognized leader in liberal and professional education.

Following this in-depth analysis, we are confident that the evidences provided is sufficient to conclude that all Eligibility Requirements and Assumed Practices have been met, and that the College has the capacity to join the elite club of 'NAAC' Accreditation college of India.

2. Goal:

To address the expectation gap and the achievement gap among our Students particularly from disadvantaged section of the Society

3. The Context:

Of late we have observed some learning and achievement gaps among our students. Such gaps have been noticed at two different levels: first, many of

our students are achieving less than they should at UG (B.Ed.) levels. Second, there is a performance gap between students of upper class and lower class SC and minority students. Clearly, while former is a problem of expectation gap, later is related with achievement gap. We intend to minimize both of these gaps by increasing our students learning and achievement.

4. The Practice:

In the beginning of every academic session the first few classes for the new entrants (i.e. B.Ed.) are held with a view and in a manner to locate the advanced and slow learners among our Students. This is done primarily through classroom discussions and home assignments. Once identified properly we try to make up the gap felt by our slow learners through organising special classes for them keeping in view their preparedness level. We also try to make the composition of class, assignments differentiated-one, for advance learners and another for slow learners. In order to save them from being stigmatized as slow learners among their fellow students we usually spell out both type of assignments before them and give a choice to choose as they like.

5. Evidence of Success:

The efforts have recently earned good results in the form of improvement in success rate and performance level of our students in University Exams. In addition to this we have noticed remarkable improvement in class room engagement of our students and their level and quality of response.

6. Problems Encountered and Resources Required:

Acute shortage of faculty has been the prime handicap for us. Besides shortage of classrooms has also been a bottleneck.

Financial constraints have inhibited us from hiring Guest Teachers to feel the faculty gap and deficiency of classrooms.

ANNEXTURE NO. – V

Questionnaire NO.2

Magadh College of Education Dubhal, Gaya

(Sample format for Student feedback on Teachers)

Course : _____ Session : _____

Please rate the teacher on the following attributes using tick (√) on the 4 point scale shown.

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
Very Good	Good	Satisfactory	Unsatisfactory	

Name of Teacher:

S.No.	Parameters	A (V. Good)	B (Good)	C (Satisfactory)	D (Unsatisfactory)
1	Effectiveness in communication				
2	Sincerity/Commitment				
3	Variety in Teaching methodology				
4	Generated Democratic Atmosphere and Motivational Environment				
5	Class room Management				
6	Integrated content with other courses and use of varied Stimuli				
7	Creativity in Assignment & Evaluation Techniques				
8	Regularity in feedback and performance improvement of students				
9	Command & Clarity in subject matter				
10	Overall rating				

ANNEXTURE NO. – VI

Magadh College of Education Dubhal, Gaya

Appendix – 2

PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL OF TEACHERS

i. General information

- a) Name:
- b) Date of Birth:
- c) Address:
- d) Designation:
- e) Department:
- f) Area of Specialization:
- g) Phone No. :

A) ACADEMIC QUALIFICATIONS

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma/Certificate etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at time of joining of the institution.

ii. Research Experience & Training

Research Stage	Title of work/Theses	University Where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of student guided successfully)		
Training (please specify)		

B) REAARCH PROJECTS CARRIED OUT

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia, Workshops etc. attended

Name of the Seminar/Conference/Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

D) Teaching Experience

Courses Taught	Name of the University/College/Institution	Duration
iv) U.G. B.Ed. (B.A./B.sc., etc. Pass) B.A./B.sc. etc. Hons.)		
v) P.G. M.Ed. (M.A./M.sc., etc.)		
vi) M. Phill		
vii) Any other		

Total Teaching Experience:

- i) a) Under-graduate (Pass):
- b) Under-graduate (Hons):
- c) Post-graduate:
- d) B.Ed.
- f) M.Ed.

ii) Detail of participation in the following:-

- a. University Education
- b. Internal evaluation
- c. Paper setting
- d. Conduct of Examinations

E. Innovations/Contributions in Teaching

1. Design of Curriculum
2. Teaching methods
3. Laboratory experiments
4. Evaluation methods

5. Preparation of resources material
Including books, reading materials,
Laboratory, manuals etc.
6. Remedial Teaching / Students Counseling (academic)
7. Any other

F. Extension Work/Community Service

- a) Please give a short account of your contribution to :
 - i) Community work
Such as values of National Integration,
Secularism, democracy, socialism, humanism, peaces)
Scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with
Extension
Work and National Service Scheme (NSS), or NCC or any other similar
activity

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostel, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership / Participation in Bodies / Committees
on Education and National Development
- f) Professional Organization of Teacher's.

- H.**
- a) Membership of Professional Bodies, Societies etc.
 - b) Editorship of Journals
 - c) Any other information

ANNEXTURE NO. – VII

**Magadh College of Education
 Dubhal, Gaya**

(Sample format for Feedback from Practice Teaching School)

Session : _____

School : _____

Full Signature of the Supervisor/s _____

Instruction: - Please tick mark (√) under Poor, Average, Good, Very Good and Excellent.

S.No.	Items	Rating				
		Poor	Average	Good	V. Good	Excellent
1	Using of previous knowledge for arousing interest of Pupils.					
2	Pupil Teachers created such lesson plans that encouraged student's attention required.					
3	P.T explained all essential points with relevant examples.					
4	Appropriate selection of instructional material to develop lesson.					
5	Blackboard work was systematic legible and done side by side.					
6	Students were involved in the lesson properly.					
7	Questions were grammatically correct and evenly distributed.					
8	P.T. linked the aids with content matter and displayed it properly.					
9	P.T. used the praise words, gestures and non – verbal actions properly.					
10	Sectional recapitulation as well as final recapitulation was done while delivering lesson.					
11	The closure of the lesson was done properly.					
12	Students were punctual in attending classes.					
13	P.T. helped the staff of the school in creating values among children.					
14	Any other remarks.					

प्रेषक

प्राचार्य

पत्रांक

दिनांक ०५.०२.२०१४

राजकीयकृत उच्च माध्यमिक (+2) विद्यालय, बोधगया
गया (बिहार) पिन - 824231

सेवा में,

विषय :-

प्रमाण - पत्र

महाशय,

प्रमाणित किया जाता है कि मन्नाथ कालेज आफ स्ट्रुक्चरल इंजीनियरिंग, गया के बी. एड. पाठ्यक्रम सत्र 2013-14 के छात्राध्यक्षों द्वारा इस विद्यालय में दिनांक 08.12.2013 से 30.01.2014 तक अभ्यास शिक्षण का कार्य किया गया। अध्यापकों ने श्रेष्ठ तरीके से शिक्षण कौशल का प्रयोग करते हुए सफलतापूर्वक अध्यापन सम्पन्न किया। हमारे विद्यालय के हित। छात्रों को अध्यापन कार्य से बहुत लाभ पहुंचा है। मैं सभी अध्यापकों के उज्वल भविष्य की कामना करता हूँ।

05/02/14
PRINCIPAL
+2 HIGH SCHOOL BODHGAYA
GAYA

ANNEXTURE NO. – VIII

BACHELOR OF EDUCATION

DURATION OF COURSE :

- (a) The duration of the course shall be of one academic session.
 (b) The final examination leading to the award of the degree shall be held at the end of the academic session on the date notified by the University.

COURSE CURRICULUM:

The programme essentially a mix of theory and practical course to develop knowledge, skills, and attitude in practicing teachers. Illustration and cases of relevant situations and activities comprise the core of each paper. The core subject is suitably supported by theoretical aspects to the extent needed.

Thus, the programme consists of ten papers of 100 marks each. Out of ten, there shall be seven theoretical and three practical papers.

Paper	Course Content	Marks
I.	Education and Society	80 + 20
II.	Educational measurement and Evaluation	80 + 20
III.	Educational Psychology,	80 + 20
IV.	Application of Computer in Education and Development of Communicative Skill	80 + 20
V.	Women Education	80 + 20
VI.	School Organization, Administration and Supervision	80 + 20
VII.	Select any Two of the following :	40 + 10
	Teaching of Social Science : History/Geography/Economic/Civics (Pol. Sc.)	40 + 10
	Teaching of Physical Science Teaching of Primary Education	
	Teaching of Sanskrit Teaching of Commerce	
	Teaching of Science Teaching of Life (Biological) Science	
	Teaching of Mathematics Teaching of English	
	Teaching of Modern Indian Language Hindi/Urdu.	
VIII.	<u>Practical Teaching</u> Method - I Method - II	100
IX.	<u>Craft Work and Extra Moral Activities</u> (a) Craft Work (b) Extra Moral Activities (i) Physical Activities (ii) Educational Survey of a village or Mohalla/Community outreach programme with reference to various problems arising out of population growth such as illiteracy, child marriage, reproductive rate, family sizes, standard of living, health etc. (ii) Cultural Activities	100
X.	<u>Sessional work on each of the two practical teaching subjects.</u> (i) Record of Participation in Criticism lesson (ii) Records of practice lessons and accounts of Teaching Aids. (iii) Viva-voce particularly on the contents of related school subjects.	100

MAGADH COLLEGE OF EDUCATION
 Plot No. 382, P.O. Chand Chaura
 Dubhal, Gaya (Bihar)

EDUCATION & SOCIETY

UNIT - I. CONCEPT OF EDUCATION:

Meaning of Education, Education & Philosophy - Naturalism, Idealism, Pragmatism, Child-Centered Approach - With reference to Monterseri and Giju Bhai.

UNIT - II. CONSTITUTIONAL PROVISIONS RELATED TO EDUCATION:

Knowledge about the Indian Constitution and its directive principles; various articles mentioned in the constitution that are related to education, meaning of secularism, social goals; democracy & socialistic pattern of society; Meaning and importance of the term National Integration and Emotional Integration in respect to human rights.

UNIT - III. EDUCATIONAL & SOCIOLOGY:

Sociological Bases of Education, Relationship between individual and society, in terms of norms given by the existing social order, society and utilitarian function of education, education as tool of economic development, education as an instrument of social change,; education and human resource development.

UNIT - IV. CRISIS AND CHALLENGES IN INDIAN EDUCATION:

- * Universalization of Elementary Education.
- * Vocationalization of Education.
- * Education of Disadvantaged groups.
- * Environmental Education for a green and clean society.
- * Value crisis and role models for students.
- * Human Rights and promotion of quality of life in the Indian Context.

UNIT :V. EDUCATIONAL THINKERS AND THEIR CONTRIBUTION :

(A) Indian Thinkers :

- | | |
|----------------------|--------------------------|
| (a) Swami Vivekanand | (b) Rabindra Nath Tagore |
| (c) Mahatma Gandhi | (d) Arbindo |

(B) Western Thinkers :

- | | |
|---------------|----------------|
| (a) Aristotle | (b) John Dewey |
| (c) Rosseau | |

PAPER-II

EDUCATIONAL MEASUREMENT AND EVALUATION

Ten questions (preferably two from each-unit) to be set five questions to be answered.

UNIT - I. EVALUATION:

Need and objectives of evaluation, Types of examination, Relative efficacy and merits & demerits of essay type and objective type of examination system. Types of Evaluation. Difference between measurement, Tools of testing.

UNIT - II. PSYCHOLOGICAL TESTS:

Construction and standardization of Psychological tests and classroom teacher made test; Psychometric properties of tests Objectivity Reliability, Validity & Norm. Characteristic of test.

UNIT - III. ACHIEVEMENT TEST:

Meaning & nature of achievement test, kind of achievement test; difference between achievement test and intelligence test.

UNIT - IV. INTELLIGENCE TEST:

Classification of intelligence test, Groups Vs Individual tests, verbal & nonverbal (Performance) test - their merits and demerits. Uses of intelligence test.

UNIT - V. STATISTICS:

Nature and applications of statistics, Frequency distributions; Graphical representations of Data - Polygon & Histogram.

Measures of Central Tendency - Mean, Median & Mode. Standard deviation & their application.

Correlation : Rank difference and product moment.

PAPER-III

EDUCATIONAL PSYCHOLOGY

UNIT - I. BEHAVIOUR OF THE LEARNER:

- i) Definition of Educational Psychology, Meaning, nature, Scope, Aims and Objective of Educational Psychology.
- ii) Stages of adolescent development, Stage Specific-Physical, Cognitive, Social and Emotional Development.
- iii) Problem behaviour in schools & its solutions.
- iv) Guidance : Meaning and its distinction from counselling, types of guidance. Aim of guidance, Need of Educational guidance in school, Techniques of Educational guidance, Role of teacher in guidance programme.
- v) Relative role of Heredity and Environment in growth: Individual differences and their educational implication.

UNIT - II. LEARNING AND MOTIVATION:

- i) **Learning :**
 - (a) Concept and nature
 - (b) Factors Affective Learning
 - (c) Theories of Learning : Trail & Error, Insight and Conditioning.
- ii) **Motivation :**
 - (a) Concept of Motivation
 - (b) Theories of Motivation
 - (c) Techniques of motivating children in classroom situation.

UNIT - III. PERSONALITY AND CREATIVITY:

- (a) Personality : Nature, Types and Measurement.
- (b) Creativity : Factors and Measurement.

UNIT - IV. SPECIAL EDUCATION:

Physically challenged students, gifted, backward & slow learners. Intervention and special education for various forms of exceptionality.

UNIT - V. REMEMBERING & FORGETTING:

Nature, Process & Causes of Forgetting.

PAPER-IV

APPLICATION OF COMPUTER IN EDUCATION & DEVELOPMENT OF COMMUNICATIVE SKILLS

UNIT - I. CONCEPT AND USE OF COMPUTER IN EDUCATION:

- (a) Fundamental and Functioning of the computer.
- (b) Multimedia : Concepts and uses in Education.
- (c) Internet, E-mail and world wide web.

UNIT - II. COMPUTER ASSISTED INSTRUCTION (C.A.I)

Contribution, Importance and use of Programmed Instruction & Computer Assisted Instruction (C.A.I)

UNIT - III. COMMUNICATION PROCESS:

Meaning & Significance of Communication process in teaching learning situation. Factors affecting communication. Traditional and Modern means of Communication (Projective, Non Projective and Mass Media)

UNIT - IV. INSTRUCTION TECHNOLOGY:

Meaning, Scope and Relevance of Instructional Technology, Overview of Software and Hardware, individualized Instruction; programmed learning, principles and types of Instruction Technology, group instruction, class teaching, types of lessons, small group teaching; tutorial, seminar, brain storming.

UNIT - V. CLASSROOM SKILLS:

- (a) Teaching skills, Teaching Aids & Classroom Management.
- (b) Methods of Teaching : Inductive - Deductive Method, Analytic - Synthetic Method, Lecture-Cum-Demonstration Method, Lecture-Cum-Discussion Method, Heuristic Method, Laboratory Method, Experimental Method, Project Method & Problem Solving Method.
- (c) lesson planning and Importance of Instructional Objectives.

PAPER-V

WOMEN EDUCATION

UNIT - I. NEED & SCOPE OF WOMEN EDUCATION:

Equalisation of Educational Opportunities, Social Stratification and Education Sources of demographic data - Distribution of population position of women in our society and their education.

UNIT - II. PROBLEMS OF EDUCATION:

Literacy percentage of different categories of women, Role of Society towards Women Education, provisions for development of Women Education. Women and their role in the society, leadership of women facing social hazards problems Issues and eradication measures.

UNIT - III. AIMS OF EDUCATION:

Concept of Indian and Western Education, Factors influencing Aims of Education. Education as an Instrument of Social Change and Social Development. Role of Education in Preserving Cultural Heritage, Traditional Values and Developing Human Resource.

UNIT - IV. HISTORY OF EDUCATION:

A brief outline of the Ancient and Medieval Education. History of Modern Education in India beginning from nineteenth Century. Reports of University Education Commission, Secondary Education Commission, Radha Krishna Commission, Mudaliar Commission, Kothari Commission, K.T. Shah Committee, Jawahar Hussain Committee on higher education. National Policy of Education 1986, Plan of Action 1992, UNESCO-1996, NCF-2005.

UNIT - V. COMPARATIVE EDUCATION:

A Comparative Study of India and any two of the following countries U.K., U.S.A., U.S.S.R and China.

SCHOOL ADMINISTRATION, ORGANIZATION SUPERVISION & MANAGEMENT

UNIT - I. EDUCATIONAL ADMINISTRATION:

Meaning, Scope, Process and function of Educational Administration. Types of Educational Administration, Authoritative & Democratic.

UNIT - II. EDUCATIONAL ORGANISATION:

1. **The School :** Its functions and relationship with the Society, its site, design of the building, sanitary requirement and the environment, laboratory apparatus, library, museum and the hostel, school plant, playground, beautification of school.

2. **The School Staff :** Headmaster - his leadership qualities, his qualifications and his duties, his relations with his subordinates, the guardians and the public. The teachers, their qualities and duties. The office staff, records and functions of each record. The service conditions of the staff.

3. **School Finance :** Sources of Income and items expenditure.

UNIT - III. INSTITUTIONAL PLANNING:

Concept, Steps & Areas of Institutional Planning, Role and function of Headmaster in Institutional Planning, School Mapping - Need, Factors and Scope. Community Participation in Institutional Planning. Role Played by different Agencies in Institutional Planning - Central Govt., State Govt., NCERT, NUEPA, SCERT, DIET, Local Bodies, Private Agenceiss & N.G.O.

UNIT - IV. TIME - TABLE AND HUMAN RESOURCE MANAGEMENT:

Nature, Types, Principles to be followed for framing an Ideal Time-table, Factors affecting Time-table, Calculation of Teachers workload, Staffing pattern. Seminars, Workshops, Discussions, Orientation Programmes, Refresher Course, Inservice Programme. Organisation of Co-curricular Activities and Students self Govt. and the role played by them. Health Education.

UNIT - V. SUPERVISION AND INSPECTION:

Concept, Scope, Objectivess and Planning. Distinction between supervision and Inspection.

PAPER-VII

METHODS PAPER : ENGLISH

- I. The position of English as a language in the Indian School Curriculum.
 - II. Aims and objectives of teaching English.
 - III. Methods of teaching English : The Grammar - Translation Method, The Direct Method, the Biolingual. The Structural Approachs, Grading of Structures.
 - IV. Teaching of English Prose, Poetry, Grammar and Supplementary Readers Preparation of Lesson Plans.
 - V. Development of Listening, Speaking Reading and Writing Skills.
 - VI. Use of Audio-Visual Aids in the teaching of Englishs.
 - VII. Evaluation of Language Skills.
- Construction of test items for evaluating students acquisition of listening, speaking, reading & writing skills in English.

PAPER-VII

TEACHING IN SOCIAL SCIENCE : HISTORY

UNIT - I. NATURE, SCOPE AND AIMS OF HISTORY :

Course Content :

Define History, Explain Historiography and its role. The Modern Concept of History. Describe the Nature of History and Scope of History. Evaluate the scope of History teaching at the secondary stage in our schools.

Values of teaching History-Disciplinary, informative, Educational, Ethical, Cultural Political, Moral, Nationalistic, Inter-nationalistic, etc. The role of teaching history for national integration and international understanding. Basis of aims of teaching History; General aims of teaching History; difference between aims and objectives; and objectives of teaching history at the senior secondary level.

UNIT - II. HISTORY CURRICULUM : ISSUES AND PRINCIPLES :

Course Content :

Meaning of curriculum; Social, Political and Nationalistic consideration and issues related to the curriculum of History at the senior secondary level of schooling. Principles of selecting History curriculum; different methods for organizing the subject matter of History. Classification of history as world, national, provincial and local History and the need for correlation amongst them.

The organization of the History subject for the syllabus at the senior secondary level. Critical analysis of the existing History syllabus of at least one school board. The concept of correlation with reference to teaching of History; correlation of History with literature Geography, Political Science Economics, Handwork, Social Studies, Science and Music. Utilization of correlation for teaching History.

UNIT - III. HISTORY TEACHER : HER/HIS METHODS AND MATERIAL :

Course Contents:

The role of History teacher as a preserve and propagator of cultural traditions and heritage; as an agent for infusing the feelings of nationalism and national integration, and a developer of international understanding. Essential qualities of a History teacher. Importance of professional growth for a History teacher and the avenues for it.

General principles of teaching History; presentation of History at the secondary level. Need for right methods, meaning of teaching method, difference between method and technique; different methods of teaching history: storytelling method, patch method, Source method, textbook method, assignment method, project method, supervised study, and socialized recitation method. Their advantages and limitations.

The History room; its importance, its equipment, furniture and arrangement; history library resource, qualities of good History textbooks, reference books atlases and maps; the History museum, the collection and upkeep of History sources in it. Utilization of the History resource room facilities for effective teaching and learning of History.

UNIT - IV. TECHNIQUE OF TEACHING HISTORY :

Course Contents:

Techniques frequently used in teaching of History. such as : Questioning, narration, illustration, drill, dramatization, assignment, seminar, panel discussion, conference and workshop etc; their uses and applications. Description and application of teaching learning devices such as : textbooks, supplementary reading material, work books, programmed learning material (PLM), general reference material and other instructional materials for teaching of History.

Importance of Chronology in History, Dimensions of chronology in History, varied time concepts, making pupils chronology conscious, and guidelines for teaching chronology.

Controversial issues as part of History, types of controversies, identifying some major controversial issues in India and World History, Selection of Controversial topics, Teacher's role in teaching them, Teaching controversial issues.

UNIT - V. TEACHING AIDS AND LESSON PLANNING :

Course Contents:

Importance of teaching Aids in teaching History, defining teaching Aids, types of teaching Aids, some important teaching Aids of History.

Use of computers for generating multi-media presentations for teaching History, preparation of power point presentations and slides for projection through computers. Defining a lesson plan, need for lesson planning, Principles of lesson planning steps in lesson planning, different format of lesson plan and writing a lesson plan.

PAPER - VII

GEOGRAPHY

- Unit - I.** - Meaning, Nature & Scope of Geography
- Significance of Geography as a Social and Natural Science
- Need of teaching Geography at School level.
- Unit - II.** - Correlation of Geography with other subjects
- Natural Science, Physical Science, History, Civics, Economics, Language, Mathematics, etc.
- Unit approach, concentric approach.
- Unit - III.** - Aims of teaching Geography
- Objectives of teaching Geography at different stages of school Education (Primary, Secondary)
- Unit - IV.** - Rationale for including Geography in School curriculum.
- Curriculum of Geography at various stages of secondary education and its valuation.
- Role of teaching Geography for developing Nationalism & Internationalism.
- Unit - V.** - Need & Importance of methods in teaching of Geography.
- General methods of Geography teaching at different levels (inductive deductive, project, story telling, Demonstration and discussion method)
- Methods of Geography learning - observation field trip.
- Place of local Geography in the teaching of Geography.
- Unit - VI.** - Instructional Materials for Geography teaching - need importance of instructional materials.
- Various teaching Aids - text books, charts, model, picture, globe
- Use of Audio-visual instructional material in Geography teaching
- Geography room and its equipments.
- Unit - VII.** - Lesson plans in Geography - Need, significance and preparation of lesson plan.
- Unit plans in Geography.
- Unit - VIII.** - Evaluation in Geography - meaning and significance^ evaluation, types and steps.
- Types of test and preparation of unit test.

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Dumrai Gavi (Bihar)

PAPER - VII

ECONOMICS

- Unit - I.** - Aims and importance of Teaching Economics, Stage of Introducing.
- Unit - II.** - Economics curriculum at Higher Secondary level, correlation of Economics with other subjects.
- Unit - III.** - Audio-Visual Aids : Importance, place and operation
The Economics room and its equipment, importance of charts, diagrams and statistics in the teaching of Economics.
- Unit - IV.** - Method of teaching Economics : Descriptive, Logical, Problem, Project, Observational Analytic and Synthetic, Inductive and Deductive Method and Socialized Recitation Method.
- Unit - V.** - Economics Teacher : His awareness, ability and experience to analyse - current and day-to-day economic problems.
- Unit - VI.** - Evaluation of Economics.

PAPER - VII

CIVICS

Unit - I. - CIVICS AS A SCHOOL SUBJECT :

Course Contents :

Meaning and definitions of Civics; scope of Civics; importance of Civics as a school subject; Difference between aims and objectives; General aims of teaching Civics; Objectives of teaching Civics at secondary stage.

Unit - II. - CURRICULUM OF CIVICS :

Course Contents :

Meaning of curriculum; Difference between curriculum and syllabus; Fundamental principles of curriculum construction; Existing content of Civics at Secondary and senior secondary level and its critical analysis; Concept, importance and types of correlation; correlation of Civics with other subjects of Social Studies, Science and Literature.

Unit - III. - METHODS OF TEACHING CIVICS :

Course Contents :

Meaning of teaching method and teaching technique; Difference between these two concepts; various methods of teaching Civics; Lecture method, source method, socialized recitation method, project methods, laboratory method -their application, advantages and limitations.

Unit - IV. - TEACHING AIDS AND LESSONS PLANNING :

Course Contents :

Meaning and Importance of Teaching Aids; Types of teaching aids; Some importance teaching aids for teaching Civics; their preparation and selection; Definition need and principles of lesson plan, steps of lesson planning; Writing a lesson plan.

PAPER - VII

LIFE (BIOLOGICAL) SCIENCE

- Unit - I. : BIOLOGICAL SCIENCE**
- Nature, Scope and Content
 - Correlations with other subjects.
- Unit - II. : Goals of Teaching Biological Science**
- Values of teaching Biological Science.
 - Objectives of teaching Biological Science.
- Unit - III. : Transactions of Contents and Curriculum**
- Curriculum Planning - approaches, principles and projects.
 - Life Science - Curriculum for secondary stage
 - Year Plan, Unit Plan and Lesson Plan.
- Unit - IV. : Teaching of Biological Science**
- Inductive-deductive approach
 - Scientific, heuristic, project, Lecture-cum-demonstration methods. Problem Solving.
 - Laboratory Management and organization.
- Unit - V. : Aids to Teaching Biological Science**
- Importance and use of teaching Aids
 - Types of teaching Aids
 - Biology Museum, Science Club, Field Trips, Exhibitions, Aquarium
Herbarium, Vivarium.
 - Improvised Teaching Aids.
- Unit - VI. : Evaluation in Biology**
- Purpose of evaluation
 - Test type and Construction
 - Qualities of a good (Evaluating instrument) test
- Unit - VII. : Pedagogical Analysis of Following Topics**
- Structure and function of cell organelles
 - Inter dependence of plants and animals
 - Inter dependence of plants and animals
- Unit - VIII. : Bio Science Teacher, Text Book, Library.**

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PAPER - VII

PHYSICAL SCIENCE

1. (a) Nature of Science : Nature and Scope of Science, Structure of Science, Concepts, Principle, theories and models.
(b) Aims and objectives of teaching Physical Science at the secondary level. Types of objectives and stating in behavioural terms.
2. (a) **Teaching Physical Science** : Learner centred and activity based approaches, inductive and deductive approaches, scientific method, heuristic, project & demonstration methods.
3. (a) **Curriculum Transaction** : Stage of Cognitive Development and suitability of a concept in the curriculum, Principles of Curriculum organization, Science Curricular projects - PSSC, Chem Study.
(b) **Transactional Strategies** : Lesson Plan - Its characteristics, Unit plan, Preparation of low cost improvised apparatus.
4. **Evaluation in Physical Science** : Comprehensive and continuous evaluation, specification table (Blueprint) for objective based testing, extended curricular activities in Science teaching and their evaluation method, viz., Science exhibition, Science clubs, etc. Innovative practices, viz, Mobile Science, vans, Ekalavya project. Nehru Science exhibition, etc.
5. **Introduction of Computers** : Introduction to Computing Basic model of digital computer, classification and generation of computers, information representation and manipulation.

PAPER - VII

MATHEMATICS

1. **Nature and Scope** : Mathematical and human civilization. Need for teaching Mathematics, Evolution of Mathematics Education. Historical perspective. Modern Mathematics and its characteristics.
2. **Psychology of Learning Mathematics** : Concept formation with special reference to piaget teaching of Mathematical concepts and principles, Mathematics ability and its structure.
3. **Curriculum Planning** : Place of Mathematics in school curriculum. Aims and objectives of teaching Mathematics. Sources of curriculum concepts. Organization and sequencing the curriculum content. correlation in Mathematics. Evaluation of Mathematics curriculum at different stages.
4. **Teaching Strategies** :
Analytics-synthetic. Inductive-Deductive. Heuristic. Laboratory and Project.
5. **Teaching Aids in Mathematics** :
6. **Evaluation** :
Purpose and procedure of evaluation. Characteristics of a good test. Development test materials for diagnose and assessing achievement,
7. **Preparation of lesson plans and unit plans**
8. **Diagnosis and remedial teaching**, Enriched programme for gifted and retarded children.

7. Reading to follow conversation, various methods of reading. Their relative merits and demerits, Recitation of prose and poetry. Difference in structure Appreciation of the musical quality of Sanskrit passages.
8. Translation. From Sanskrit to mother tongue and Vice-Versa. The practical and linguistic values, stage at which to be introduced.; correlation with grammar.
9. Grammar-Inductive, deductive and concentric methods of teaching grammar. Their relative merits Correlation with study of text. Stage at which the study of grammar should begin. Grammatical drill and comparative grammar.
10. The Sanskrit library and the Classroom. Their equipment.
11. The Sanskrit teacher, his equipment, knowledge of Sanskrit language and literature and Philology

PRIMARY EDUCATION

Importance of Primary Education, Aims and objective of Primary Education; Curriculum for elementary Schools; Text book in Primary Education. Teaching Aids Elementary School Building, Library and Laboratory; Single teacher and multiple Class; Methods of teaching different subjects in Elementary Schools; Elementary School teacher and the community; teaching of language skills.

HOME SCIENCE

Concept and scope of Home Science. Aims of teaching Home Science in School; Methods of teaching. Teaching aids. Home Science Syllabus and its organisaion; Home laboratories. Text books, Teaching of nutrition and food, Home management. Home decoration; Health Science; textiles and clothing; and mother, Craft; General ideas of the different branches of Home Science, valuation, Practical work :- Laundry; Sewing, Cooking. Home decoration, Home economics. Sick diet, first aid.

COMMERCE

1. The nature and scope of commerce.
2. Aim of teaching commerce in School curriculum
3. Syllabus of Commerce in Secondary School,
4. Commerce in daily life and class room.
5. The method of teaching Commerce :
 - (i) Discussion method
 - (ii) The problem method
 - (iii) The project method
 - (iv) The source method
6. Using Audio-Visual materials, specimen visiting Bank and Post Office Excursions.
7. Co-relation of Commerce with other subjects
8. The Commerce teacher
9. Assessment and evaluation in Commerce.

PAPER - VII

MODERN INDIAN LANGUAGE HINDI, URDU

1. The role of the mother tongue in the education of a child development and its relationship to language.
2. The nature of the language (Mother-Tongue) its sounds system, vocabulary system, structure and its writing system.
3. Principles of teaching the mother-tongue, problems of teaching the mother-tongue.
4. Objectives of teaching the mother-tongue.
5. The Syllabus and the text book.
6. Development of the listening and speaking skill.
7. Development of other skills-mechanics of reading skill, various purpose and types of reading.
8. Development of writing skill, various writing exercise, composition, correction of written work, creative writing.
9. Correlation in teaching of the mother tongue with other school subjects - History, Geography, Civics, English, Sanskrit, Persian, Maths, etc.
10. Methods of teaching poetry and prose (different forms)
11. The teaching of grammar
12. Testing and evaluation in the teaching of language.
13. Co-curricular and extra curricular activities in the teaching of language.
14. Different roles of the language.

CLASSICAL LANGUAGE (SANSKRIT)

1. Aims of teaching Sanskrit contrast and comparison with those of a modern Indian language and a foreign language, specially English.
The position of Sanskrit in India. the cultural, practical, literary and linguistic value.
2. The place of Sanskrit in School curriculum; the stage at which Sanskrit may be begun, Sanskrit in the early and later stages differences in scope and standards.
3. The ancient Indian Method of language teaching. The Patshalas and transaction methods. Their advantages and limitations; The direct method. Its main principles, possibilities of the different methods being adopted in combination.
4. Sanskrit phonetics, Ear-training and drill.
5. Oral work, drilling vocabulary buildings, simple oral composition. The use of Kosha and Dhatupathas, visual aids, dramatics, Eurhythmies.
6. Written work- Dictation, transcription, spelling and pronunciation, simple composition exercises, reproduction after oral composition Free composition.

PAPER - VIII

PRACTICE TEACHING

1. Preparation of 40 Lesson Plan.
2. Demonstration of 25 Lesson in real situation under the supervision of subject experts.
3. At least 5 criticism lessons should be demonstrated before colleagues and subject expert in real situation.
4. External Evaluation.

PAPER - IX

CRAFTS WORK AND EXTRA MURAL ACTIVITIES

1. Preparation of TLM for School subject.
2. Construction of achievement test in a school subject.
3. Collection of stories, poems, plays and painting which is useful for children.
4. Organization of Science Exhibition.
5. Prepare case study of a school.
6. **Organisation of Sports**
7. Preparation of Annual Calendar.
8. Preparation of list of Hard spot in any school subject.
9. Improvisation of Apparatus.
10. Designing a comprehensive field trip plan for a group of twenty to thirty student.
11. Study of a selected problem of community life.
12. Map making - expansion, construction, coping.
13. Prepare time links of two rulers and their achievements.
14. Preparation of various handicrafts and wood crafts related to teaching - learning.

PAPER - X

Sessional work on each the two practical teaching subjects.

- (i) Record of Participation in Criticism lesson (Internal)
- (ii) Records of practice lessons and accounts of Teaching Aids.
- (iii) Viva - voce particularly on the contents of related school subjects (External)

MAGADH COLLEGE OF EDUCATION

Dubhal, Gaya

Session : - 2014 - 15

(W.e.f. 01.07.2014)

Periods	Assembly	I	II	III		IV	V	VI	VII	
Durations →	9.45 - 10.00	10.00 - 10.45	10.45 - 11.30	11.30 - 12.15	12.15 - 12.45	12.45 - 1.30	1.30 - 2.15	2.15 - 3.00	3.00 - 3.45	
Days ↓										
Monday	9.45 - 10.00	A - Paper II B - Paper V	A - Paper I B - Paper IV	Group - A	R	L	A - Paper III B - Paper II	A - Paper IV B - Paper III	A - Paper V B - Paper I	Practical Sc. (Phy. & Bio.) E.Tech/Language Group A,B,C & D
Tuesday	9.45 - 10.00	A - Paper III B - Paper V	A - Paper II B - Paper I	Group - B	E	I	A - Paper V B - Paper II	A - Paper I B - Paper III	A - Paper VI B - Paper IV	- do -
Wednesday	9.45 - 10.00	A - Paper II B - Paper VI	A - Paper III B - Paper I	Group - C	C	B	A - Paper V B - Paper II	A - Paper VI B - Paper IV	A - Paper I B - Paper V	- do -
Thursday	9.45 - 10.00	A - Paper I B - Paper VI	A - Paper IV B - Paper V	Group - A	E	A	A - Paper II B - Paper III	A - Paper VI B - Paper II	Craftwork & Extra Moral Activities	
Friday	9.45 - 10.00	A - Paper II B - Paper III	A - Paper III B - Paper I	Group - B	S	R	A - Paper I B - Paper IV	A - Paper V B - Paper VI	Craftwork & Extra Moral Activities	
Saturday	9.45 - 10.00	A - Paper I B - Paper III	A - Paper VI B - Paper I	Group - C	S	Y	A - Paper III B - Paper II	A - Paper IV B - Paper VI	Debate & Seminar	

1. Paper - I Prof. Abhilash Kr. Sharma

2. Paper - II Prof. Santosh Kumar

3. Paper - III Prof. Amaresh Kumar

4. Paper - IV Prof. Sunil Kumar

5. Paper - V Prof. Manju Sharma

6. Paper - VI Prof. Anant Kumar Srivastava &
Dr. M.S. Jamal

7. Paper - VII (Methods of Teaching I & II

and Concerned Teachers)

(a) Hindi / Sanskrit - Prof. Amaresh Kumar

(b) Geography - Prof. Nupur Haldhar

(c) Urdu - Dr. M.S. Jamal

(d) Eco & Comm. - Prof. Nupur Haldhar

(e) Civics & History - Prof. Abhilash Kr. Sharma

(f) English - Prof. Abhishek Kumar

(g) Bio Sc. - Prof. Sunil Kumar

(h) Mathematics - Prof. Santosh Kr. Vishwakarma

(i) Phy. Sci. - Prof. Anant Kr. Srivastava

(j) ART & CRAFT - Shiv Sundar Vishwakarma

(k) H. Science Prof. Shalab Sultan

Method Group

Group - A - Phy.Sc., Eng, Hindi,

Commerce & Urdu, Sanskrit,

Group - B - Hist., Geog., Math, H. Science

Group - C - Bio. Sc., Eco., Civics

Practical Group

Group A - 1 - 25

Group B - 26 - 50

Group C - 51 - 75

Group D - 76 - 100

Principal
Magadh College of Education
Dubhal, Gaya (Bihar)
PRINCIPAL

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4.

**National Council for Teacher Education
Eastern Regional Committee
(A Statutory Body of the Govt. of India)**

15, Neelakantha Nagar, Nayapalli, Bhubaneswar-751012
Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

ERC/7-103.4(I).13/2009/ 288 30

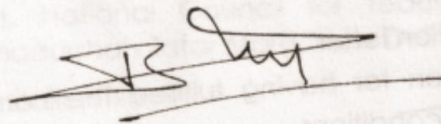
January 8, 2010

Order

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 Magadh College of Education, Vill – Dubhal (Gaya), PO – Chand Chaura, Dist – Gaya, Bihar – 823001 (Code No.APE01116) to the Eastern Regional Committee of NCTE for grant of recognition for conducting B.Ed. Course with an annual intake of 100 (one hundred) on dt.30.10.2008.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education (B.Ed.) programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

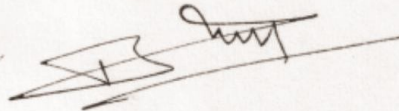
3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Eastern Regional Committee hereby grants recognition to **Magadh College of Education, Vill – Dubhal (Gaya), PO – Chand Chaura, Dist – Gaya, Bihar – 823001** for conducting **B.Ed. Course of Secondary (level) of one year** duration with an annual intake of **100 (one hundred)** from the academic session **2009-2010** under clause 7(11) of NCTE (Recognition Norms & Procedure) Regulations, 2007 subject to fulfillment of the following conditions:



P.T.O.

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- (i) The admission of students shall be made only after affiliation by the examining body before the commencement of the academic session and the admission of students shall be completed well before the cut off date prescribed by the examining body for the academic session 2009-2010 failing which the recognition will be effective from the academic session 2010-2011 only.
 - (ii) Formal orders for recognition/permission will operate for 2009-2010 only if the requirement of 180 teaching days the session is fulfilled as per the calendar of the University/Affiliating Body.
 - (iii) The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund accounts into joint accounts to be operated along with an officer of the Eastern Regional Committee.
 - (iv) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
 - (v) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2007.
 - (vi) The institution shall ensure that the required number of academic staff for conducting the course is always in position.
4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc, as applicable.
5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
6. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-
- (i) Copy of the Application Form
 - (ii) Land and Building Particulars
 - (iii) Staff Profile
 - (iv) Recognition letter
 - (v) Information for having fulfilled the norms & standard and other required conditions.



P.T.O.

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7. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as under the provisions of Section 17(1) of the NCTE Act.

8. Further, if the institution is not satisfied by the order, they can prefer an appeal to National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadur Shah Zafar Marg, Near ITO, New Delhi-110002 against this order under Section 18 of the NCTE Act, 1993 within 60 days of the issue of this order. The guidelines of appeal are enclosed herewith.



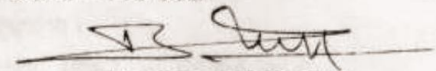
Regional Director

Encl: As above

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

C.C.

- ✓ 1. The Principal, **Magadh College of Education, VIII - Dubhal (Gaya), PO - Chand Chaura, Dist - Gaya, Bihar - 823001.**
2. The Commissioner-cum-Secretary, Primary, Secondary & Higher Education, Government of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
3. The Registrar, Magadh University, Bodh Gaya, Gaya, Bihar.
4. The Director, Department of Secondary Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar- 800015.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi - 110001.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110 002.
7. Office Order file / Institution file.



Regional Director



मगध विश्वविद्यालय, बोधगया

कार्यालय आदेश

बी0एड0 कॉलेजों के सम्बन्ध में समय-समय पर माननीय उच्च न्यायालय पटना एवं उच्चतम न्यायालय, नई दिल्ली द्वारा विभिन्न मामले पर पारित आदेश तथा मगध विश्वविद्यालय, बोधगया के अधिषद की बैठक दिनांक 27/03/2011 के मद संख्या अन्वयान 1 (एक) पर पारित आदेश के आलोक में मगध कॉलेज ऑफ एड्यूकेशन, दुबहल, पो0-चौद-चौरा, गया को N.C.T.E. (राष्ट्रीय अध्यापक शिक्षा परिषद) से मान्यता जारी रहने तक एक वर्षीय बी0एड0 पाठ्यक्रम में 100 (एक सौ) नामांकन सीटों के साथ मगध विश्वविद्यालय, बोधगया सम्बन्धन देता रहेगा, लेकिन महाविद्यालय के विरुद्ध गुणवत्ता या शैक्षणिक एवं परीक्षा से सम्बन्धित किसी प्रकार का शिकायत प्राप्त होने पर उसकी जांच एक उच्च स्तरीय समिति से करायी जायेगी और शिकायत सही पाये जाने पर कॉलेज की मान्यता समाप्त करने का अनुशंसा N.C.T.E. को की जायेगी।

माननीय कुलपति के आदेशानुसार

ह0/-

कुलसचिव

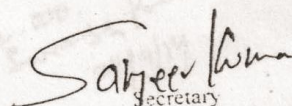
मगध विश्वविद्यालय, बोधगया।

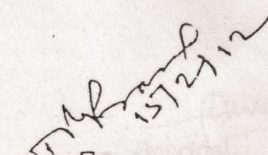
ज्ञापांक सं0 5183/GHIA/B.Ed/155/2011

दिनांक 15/02/2012

प्रतिलिपि निम्नलिखित को सूचनार्थ एवं आवश्यक कार्रवाई हेतु अग्रसारित :-

1. सचिव/प्रधानाचार्य, मगध कॉलेज ऑफ एड्यूकेशन, दुबहल, पो0- चौद-चौरा, गया।
2. परीक्षा नियंत्रक, मगध विश्वविद्यालय, बोधगया।
3. निदेशक, (शोध एवं प्रशिक्षण), प्राथमिक, मध्यमिक एवं जनशिक्षा विभाग, बिहार सरकार, पटना।
4. सहायक कुलसचिव, पंजीयन शाखा, मगध विश्वविद्यालय, बोधगया।
5. विशेष कार्य पदाधिकारी, मगध विश्वविद्यालय शाखा कार्यालय, निकट - कॉलेज ऑफ कामर्स, पटना।


Secretary
Magadh College of Education
Dubhal, Gaya (Bihar)


कुलसचिव
मगध विश्वविद्यालय, बोधगया।



मगध विश्वविद्यालय, बोधगया
MAGADH UNIVERSITY, BODHGAYA

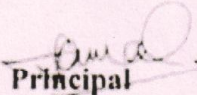
Ref No. 689/14

Dated 17/12/14

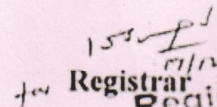
TO WHOM IT MAY CONCERN

This is to certify that Magadh College of Education, Dubhal, P.O - Chand Chaura, Gaya is affiliated to the Magadh University, Bodh-Gaya. since 2009 and recognised by the National Council of Teacher Education and the B.Ed. course is taught in the said college as per approval. The affiliation is valid for the current session (2014-15) so for.

Sl. No.	Name of the Course and Duration	Affiliation	Period of validity for the year(s)
1.	Bachelor of Education (B.Ed.) (1 year)	Permanent	As per NCTE


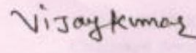


Principal

Principal
Magadh College of Education
Dubhal, Gaya (Bihar)
(Dr. Md. Sarmad Jamal)
Magadh College of Education,
Dubhal, Gaya


for Registrar
Registrar
Magadh University
Bodh Gaya - 824 234
Bihar, India
(D.K. Yadav)

Magadh University, Bodh-Gaya

ANNEXTURE NO. – XI

	MAGADH COLLEGE OF EDUCATION Run & Established by "Magadh Educational Trust", Gaya Plot No-362 Dubhal, P.O. Chandchaura Dist-Gaya (Bihar)	CA VIJAY KUMAR Chartered Accountants
✓	Address: 14/15 Shanti Market, Tekari Road, Gaya	E-mail: cavijayyadav12@gmail.com Mob. No. 08757033877
<u>AUDITORS REPORT</u>		
<p>We have examined the Balance Sheet of "MAGADH COLLEGE OF EDUCATION" (Run & Established by "Magadh Educational Trust", Gaya) Plot No-362 Dubhal, P.O. Chandchaura Dist-Gaya (Bihar) as at 31st March 2014 and the Income & Expenditure account for the year ended on that date which is in agreement with the books of account maintained by the said Institution. These financial statements are the responsibility of the College management. Our responsibility is to express an opinion on these financial statements based on our audit.</p>		
<p>1. We have conducted our audit in accordance with auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.</p>		
<p>2. We have obtained all the information and explanation which to the best of our knowledge and belief were necessary for purpose of the audit. In our opinion, proper books of account have been kept by the institution visited by us so far as appears from our examination of the books, subject to the comments given below:</p>		
<p>In our opinion and to best of our information and according to information given to us, the said accounts give a true and fair view:</p>		
<p>1) In the case of the Balance Sheet of the state of affairs of the above named College as at 31st March, 2014 and;</p>		
<p>2) In the case of the Income & Expenditure account, of the excess of Income over Expenditure of its accounting period ending 31st March 2014</p>		
Place: GAYA Date : 16.09.2014		CA VIJAY KUMAR Chartered Accountants  (Vijay Kumar) M. No. 528269 

MAGADH COLLEGE OF EDUCATION

(Run & Established by "Magadh Educational Trust", Gaya)
PLOT NO :- 362 DUBHAL, P.O :- CHANDCHAURA, DIST:- GAYA-823001, (BIHAR)

BALANCE SHEET AS AT 31ST MARCH 2014

LIABILITIES	AMOUNT	AMOUNT	ASSETS	AMOUNT	AMOUNT
	Rs.	Rs.		Rs.	Rs.
GENERAL FUND			FIXED ASSETS		
Magadh Educational Trust (As per last Account)	3261437.46		As per schedule 'A'		8654850.00
Add:- Excess of Income over Expenditure	637890.00	3899327.46			
DEVELOPMENT FUND			INVESTMENTS		
Building Development Fund (As per last Account)	6009040.00		Security Deposit with Endowment fund	500000.00	
Add:- Addition	1903296.00	7912336.00	Reserve fund	300000.00	
			Magadh University, Bodh-Gaya	250000.00	
			Bihar State Electricity Board, Gaya	6000.00	
			Bharat Sanchar Nigam Limited, Gaya	500.00	1056500.00
SECURED LOAN			LOANS & ADVANCES (ASSETS)		
State Bank of India A.P. Colony, Gaya	189672.00		Magadh Education Trust (As Per last Account)	75000.00	
Less:- Loan Paid	138000.00	51672.00	Add:- Addition	2675000.00	
				2750000.00	
			Less:- Repayment of unsec. Loan	750000.00	2000000.00
CURRENT LIABILITIES			CURRENT ASSETS		
Audit Fee Payable	5000.00		Cash in hand	71104.28	
PF Payable	16647.00		(As Certified by Management)		
T.D.S Payable	2655.00		Cash at Bank		
Scholarship	21555.00	45857.00	Punjab & Sind Bank, Gaya	5627.00	
			Current A/c NO:-1490		
			State Bank of India, A.P. Colony, Gaya (Bihar)		
			Current A/c NO:-31116317270	121111.18	197842.46
	TOTAL Rs.	11909192.46		TOTAL Rs.	11909192.46

As per our separate report of even date

FOR MAGADH COLLEGE OF EDUCATION

C.A.VIJAY KUMAR
Chartered Accountants

PRINCIPAL

SECRETARY

Place: Gaya
Date: 16.09.2014

Vijay Kumar
(VIJAYKUMAR)
M.No.528269



MAGADH COLLEGE OF EDUCATION

(Run & Established by "Magadh Educational Trust", Gaya)
 PLOT NO :- 362 DUBHAL, P.O :- CHANDCHAURA, DIST:- GAYA-823001, (BIHAR)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2014

X P E N D I T U R E	A M O U N T	I N C O M E	A M O U N T
	Rs.		Rs.
Salary paid to Teaching, Non-Teaching & Forth Grade Staff	2304638.00	<u>Fee receipts from students:-</u>	
Employer's Contribution to PF	124276.00	Adm., Academic, Science, Computer, Lab., Exam., Library, Development, Misc., & Other fee etc.	5014154.00
Advertisment Expenses	305400.00		
Bank Charges	3334.00		
Accountancy Charges	60000.00		
National Festival Expenses	71000.00		
Electricity Expenses	49234.00		
Gardening & Plantations	23000.00		
R/M to Vehicle	210000.00		
Insurance Premium of Bus	28411.00		
Office Expenses	12210.00		
News Paper & Magazine	5578.00		
Festival Expenses	13005.00		
Printing & Stationery	108477.00		
Repairs & Maintenance	29000.00		
Rebate Acadmic fee for Students	240000.00		
Miscellaneous Expenses	64493.00		
Telephone & Mobile Expense	4590.00		
Travelling & Conveyance	20070.00		
Audit Fee	5000.00		
Depreciation on Fixed Assets	694548.00		
Excess of Income over Expenditure	637890.00		
TOTAL Rs.	5014154.00	TOTAL Rs.	5014154.00

As per our separate report of even date

FOR' MAGADH COLLEGE OF EDUCATION

PRINCIPAL

SECRETARY

Place: Gaya
Date: 16.09.2014

C.A. VIJAY KUMAR
Chartered Accountants
Vijay Kumar
(VIJAYKUMAR)
M.No:528269



MAGADH COLLEGE OF EDUCATION

(Run & Established by "Magadh Educational Trust", Gaya)
PLOT NO :- 362 DUBHAL, P.O :- CHANDCHAURA, DIST:- GAYA-823001, (BIHAR)

FIXED ASSETS SCHEDULE 'A' FORMING PART OF BALANCE SHEET AS AT 31ST MARCH, 2014

SL. No.	PARTICULARS	Rate of Depr.	W.D.V as at 1/4/2013	Addition During the yr.	Total as at 31/3/2014	Depreciation	Net Block 31/3/2014
1	Furniture & fixture	10%	457331.00	82396.00	539727.00	52153.00	487574.00
2	Library Books	15%	282936.00	36840.00	319776.00	45203.00	274573.00
3	Computer & Accessories	60%	84723.00	69550.00	154273.00	71699.00	82574.00
4	Utility Equipments	15%	55767.00	0.00	55767.00	8365.00	47402.00
5	Laboratory Equipments	15%	340029.00	31000.00	371029.00	55654.00	315375.00
6	Building Construction	5%	5871420.00	863340.00	6734760.00	333041.00	6401719.00
7	Electrical Equipments	15%	70596.00	175536.00	246132.00	36920.00	209212.00
8	LCD/Projector	15%	28404.00	0.00	28404.00	4261.00	24143.00
9	CCTV Camra	15%	33596.00	0.00	33596.00	5039.00	28557.00
10	City Ride Bus	15%	527911.00	0.00	527911.00	79187.00	448724.00
11	Air Conditioner	15%	14923.00	0.00	14923.00	2238.00	12685.00
12	Land	0%	315000.00	0.00	315000.00	0.00	315000.00
13	Mobile	15%	0.00	8100.00	8100.00	788.00	7312.00
	Total Rs.		8082636.00	1266762.00	9349398.00	694548.00	8654850.00

As per our separate report of even date

FOR MAGADH COLLEGE OF EDUCATION

PRINCIPAL

SECRETARY

Place: Gaya
Date: 16.09.2014

C.A. VIJAY KUMAR
Chartered Accountant

Vijay Kumar
(VIJAYKUMAR)
M.No:528269



ANNEXTURE NO. – XII

**Magadh College of Education
Dubhal, Gaya**

**B.Ed. Students
Result of Session : (2013 – 14)**

Roll No.	Candidate Name	Father's Name	Grand Total	Remarks
3515141001	AJIT KUMAR	BHOLA DAS	710	1ST DIVISION U/R
3515141002	AMIT KUMAR	MITHILESH SHARMA	756	1ST DIVISION – D
3515141003	AMITA SONI	BIJAY KUMAR LALL	807	1ST DIVISION – D
3515141004	ANEKHA KUMARI	HARIHAR DAS	786	1ST DIVISION – D
3515141005	ANUJ KUMAR	RAJENDRA PRASAD RAO	766	1ST DIVISION – D
3515141006	ANUJ KUMAR	NANDKISHOR CHAUDHARY	773	1ST DIVISION – D
3515141007	ARPANA RAJGRIHAR	ABHAY KUMAR SINHA	769	1ST DIVISION – D
3515141008	ARUN KUMAR	RUPNARAYAN PRASAD	753	1ST DIVISION – D
3515141009	ASHMITA SINGH	TAPESHWAR SINGH	731	1ST DIVISION
3515141010	ASHOK KUMAR SINHA	PRAMOD KUMAR	738	1ST DIVISION
3515141011	ASHUTOSH KUMAR	NAGENDRA KUMAR	757	1ST DIVISION – D
3515141012	AVIMANYU KUMAR	SRI MUNNI LAL	785	1ST DIVISION – D
3515141013	BABY KUMARI	KAMTA SINGH	715	1ST DIVISION U/R
3515141014	BEAUTY KUMARI	LALAN SHARMA	757	1ST DIVISION – D
3515141015	DEEPA RANI	PRAMOD KUMAR	731	1ST DIVISION
3515141016	DIMPAL KUMARI	KRISHNA DEO SINGH	728	1ST DIVISION
3515141017	DIPAK KUMAR	BRIJNANDAN PRASAD	741	1ST DIVISION
3515141018	GAYTRI KUMARI	LATE NARENDRA SINGH	753	1ST DIVISION – D
3515141019	JOHNEY EMMANUEL TIRKEY	NELSON ANIL TIRKEY	747	1ST DIVISION
3515141020	JULEE KUMARI	NARSINGH PRASAD	808	1ST DIVISION – D
3515141021	JYOTI KUMARI	JANG BAHADUR SINGH	791	1ST DIVISION – D
3515141022	JYOTI SINHA	BALMUKUND PRASAD	790	1ST DIVISION – D
3515141023	KAPIL KUMAR	SRI RAM EKBAL YADAV	794	1ST DIVISION – D
3515141024	KARISHMA SHEKHAR	SRI VIDHU SHEKHAR PRASAD	775	1ST DIVISION – D
3515141025	KUMAR NAVIN DEEPAK PANDEY	LATE SATYA PRAKASH PANDEY	779	1ST DIVISION – D
3515141026	KUMARI ARCHANA SHARMA	MITHILA SHARMA	751	1ST DIVISION – D
3515141027	KUMARI ANITA	ASHOK KUMAR SINGH	784	1ST DIVISION – D
3515141028	KUMARI ANUSHA	RAMBRIKSH PRASAD	760	1ST DIVISION – D
3515141029	KUMARI ARCHANA SINHA	RAMNANDAN PRASAD	747	1ST DIVISION

3515141030	KUMARI POONAM KAVITA	SRI TRIPURARI PRASAD	728	1ST DIVISION
3515141031	KUMARI SANDHYA RANI	RAJ KUMAR SINGH	748	1ST DIVISION
3515141032	KUMARI SUMAN KAVITA	SRI TRIPURARI PRASAD	729	1ST DIVISION
3515141033	KUNJAN KUMARI	CHANDRA MAHTO	793	1ST DIVISION – D
3515141034	LAKSHMI KUMARI	RABINDRA PRASAD SINGH	781	1ST DIVISION – D
3515141035	MAMTA KUMARI	DINESH SINGH	773	1ST DIVISION – D
3515141036	MANISHA RAJ	YUGAL KISHORE YADAV	754	1ST DIVISION – D
3515141037	MD ABDAL	MD KAMALUDDIN	740	1ST DIVISION
3515141038	MD TANWEER ALAM	MD QUMRULL HODA	733	1ST DIVISION
3515141039	MEENA KUMARI	RAJENDRA PRASAD	724	1ST DIVISION
3515141040	MRITYUNJAY KUMAR	RAMASHISH SHARMA	802	1ST DIVISION – D
3515141041	MUNNA KUMAR	MADHU KANT SINGH	765	1ST DIVISION
3515141042	N B VERSA	NARENDRA NARAYAN YADAV	743	1ST DIVISION
3515141043	NATASHA SINHA	SURESHWAR PRASAD SINHA	798	1ST DIVISION – D
3515141044	NEELAM KUMARI	SRI SURENDRA KUMAR	787	1ST DIVISION – D
3515141045	NIMBARK KUMAR	PARASHURAM SINGH	755	1ST DIVISION – D
3515141046	NISHA RANI	RAJIV NAYAN PRASAD	811	1ST DIVISION – D
3515141047	NITU CHOUBEY	DHARAM NATH CHOUBEY	788	1ST DIVISION – D
3515141048	PALLAVI KUMARI	MADHAWENDRA KUMAR PANDEY	775	1ST DIVISION – D
3515141049	NOOR FATIMA	SYED SAIFUL HAQUE	786	1ST DIVISION – D
3515141050	PADMA JETHWANI	MANOHARLAL JETHWANI	791	1ST DIVISION – D
3515141051	PINKEE KUMARI	SHRI KAMLESH PRASAD	764	1ST DIVISION – D
3515141052	PALLAVI KUMARI	SRI UMA SHANKAR SHARMA	771	1ST DIVISION – D
3515141053	POONAM KUMARI	SUBHASH CHANDRA GUPTA	798	1ST DIVISION – D
3515141054	PRABHAKAR KUMAR VERMA	SURENDRA KUMAR VERMA	787	1ST DIVISION – D
3515141055	PRATIBHA RANI	UPENDRA PRASAD	790	1ST DIVISION – D
3515141056	PRATIMA KUMARI	KAMESHWAR SINGH	762	1ST DIVISION – D
3515141057	PRATIMA KUAMRI	ABHIMANYU SINGH	784	1ST DIVISION – D
3515141058	PRAVIN KUMAR GUPTA	CHOTELAL SAW	704	1ST DIVISION
3515141059	PREETI	RAMDHAR SINGH	760	1ST DIVISION – D
3515141060	PRITY SINGH	LATE MR MADAN SINGH	762	1ST DIVISION – D
3515141061	PRIYANKA KUMARI	SRIKANT PRASAD SINGH	737	1ST DIVISION
3515141062	PUNAM KUMARI	RAMESH KUMAR SINHA	740	1ST DIVISION
3515141063	PURNIMA	LATE RAMPRAKASH SINGH	764	1ST DIVISION – D
3515141064	PURUSOTAM KUAMR	BAIJNATH PRASAD	771	1ST DIVISION – D
3515141065	RACHNA KUMARI GUPTA	B K GUPTA	834	1ST DIVISION – D
3515141066	RAJ KUMAR	KISORI PRASAD	744	1ST DIVISION
3515141067	RAJEEV KUMAR	RAM RATAN SINGH	775	1ST DIVISION – D
3515141068	RAJESH KUMAR	ARVIND KUMAR	714	1ST DIVISION

3515141069	RAJESH KUMAR PANDEY	DAYANAND PANDEY	780	1ST DIVISION – D
3515141070	RAJESH PRASAD	SIDHNATH PRASAD	801	1ST DIVISION – D
3515141071	RAM KUMAR	VIJAY KUMAR	780	1ST DIVISION – D
3515141072	RAM PRAVESH KUMAR	RANA RAMVILASH SINGH	736	1ST DIVISION
3515141073	RASHMI	SRI ABHAY KUMAR PANDEY	806	1ST DIVISION – D
3515141074	RAVI RANJAN VERMA	RAMSHISH SINGH	791	1ST DIVISION – D
3515141075	REKHA KUMARI	RAJENDRA CHOUDHARY	718	1ST DIVISION
3515141076	REKHA KUMARI	PREMNATH SHARMA	744	1ST DIVISION
3515141077	RENU KUMARI	PARMESHWAR PRASAD	785	1ST DIVISION – D
3515141078	ROHIT KUMAR	TRIVENI SINGH	730	1ST DIVISION
3515141079	RUCHI KUMARI	DILIP KUMAR	755	1ST DIVISION – D
3515141080	SANGITA KUMARI	ASHOK KUMAR SINGH	737	1ST DIVISION
3515141081	SANJU VERMA	BHOLA NATH PRASAD	735	1ST DIVISION
3515141082	SATABDI BOSE	SADHAN BASU	788	1ST DIVISION – D
3515141083	SAURABH KUMAR	SRI RATNAKAR PANDEY	733	1ST DIVISION U/R
3515141084	SHABNAM PERWEEN	MD KHALIL AHMAD	780	1ST DIVISION – D
3515141085	SHAHMILA PERWEEN	NEZAM UDDIN ANSARI	718	1ST DIVISION U/R
3515141086	SHYAMALI KUMARI	AWADH BIHARI SINGH	770	1ST DIVISION – D
3515141087	SIMRAN SINHA	SRI ANIL MOHAN LAL	762	1ST DIVISION – D
3515141088	SUSHMITA SINHA	RAM SEVAK PRASAD	747	1ST DIVISION
3515141089	SWATI KUMARI	SRI ANJANI KUAMR	782	1ST DIVISION – D
3515141090	SWEETY KUMARI	SIDHESHWAR PRASAD	797	1ST DIVISION – D
3515141091	SWETA KUMARI	UMESH PRASAD	751	1ST DIVISION – D
3515141092	SWETA SHORAB MINZ	CHANDRA SHEKHAR MINZ	775	1ST DIVISION – D
3515141093	TANISHA RAKSHIT	MAHESH LAL	788	1ST DIVISION – D
3515141094	TRIPURARI SHARAN	LATE RAJENDRA PRASAD	807	1ST DIVISION – D
3515141095	UDAY RAJ NAND	NARENDRA SHARMA	723	1ST DIVISION
3515141096	UTTAM KUMARI	SANJAY PRASAD	745	1ST DIVISION
3515141097	VIBHA KUMARI	SHATRUGHAN SINGH	722	1ST DIVISION
3515141098	VINA KUMARI	RAJ MOHAN SINGH	796	1ST DIVISION – D
3515141099	VINEETA KUMARI	NAGENDRA KUMAR SHARMA	763	1ST DIVISION – D U/R
3515141100	VINEETA RAI	ANAND KUMAR RAI	770	1ST DIVISION – D
3515141101	AJAY KUMAR	YAMUNA PRASAD	753	1ST DIVISION – D
3515141102	ARCHANA KUMARI	SHASHI BHUSHAN SINGH	757	1ST DIVISION – D
3515141103	ARUN KUMAR	SURESH PRASAD	718	1ST DIVISION
3515141104	JAYA KUMARI	SUBHASH GIRI	774	1ST DIVISION – D
3515141105	RANJU KUMARI	RAM VINOD SHARMA	291	
3515141106	VIBHA KUMARI	KISHORI PRASAD MEHTA	744	1ST DIVISION

ANNEXTURE NO. – XIII

Magadh College of Education Dubhal, Gaya

Session 2013 – 14

Academic Calendar

Rules and Regulations:

- Pupil Teacher will not be allowed take the final examination if their attendance will be less than 75%.
- Pupil Teachers have to come daily with their identity card. Entry should not be given if the pupil teachers are not carrying the ID card.
- Use of mobile phone in classroom is strictly prohibited. Disciplinary action will be taken against those pupils who are found using mobile phone in classroom.
- Chewing Tobacco and smoking in campus is strictly prohibited.
- Disciplinary action will be taken against those pupil teachers who are found in these activities.
- A suggestion cum complaint box has been placed on the ground floor. Pupil teacher are welcome to give their valuable feedback/suggestions/complaints directly to the Principal.
- Ragging should be restricted in college campus.

Principal

Magadh College of Education Dubhal, Gaya

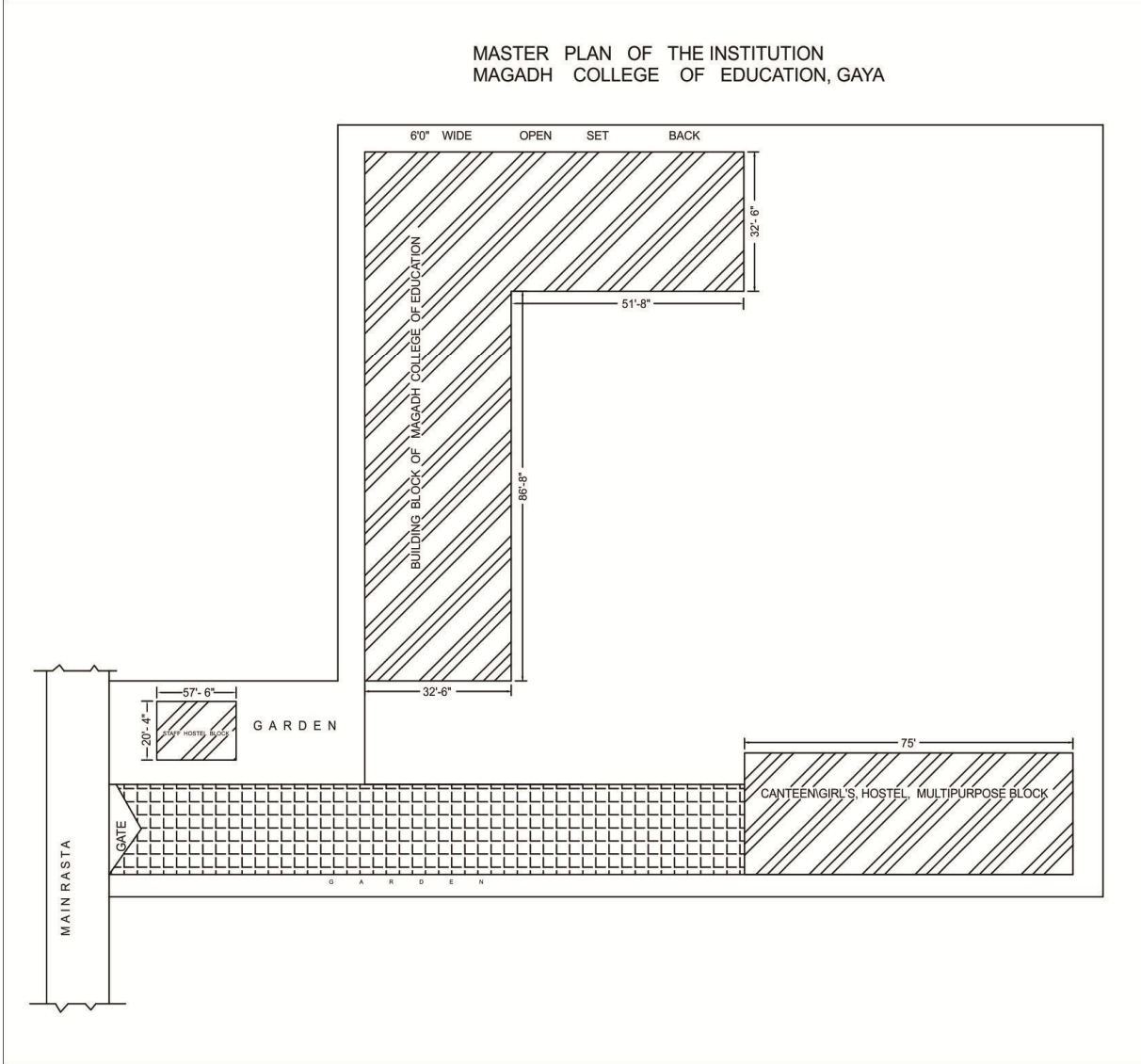
Session 2013 – 14

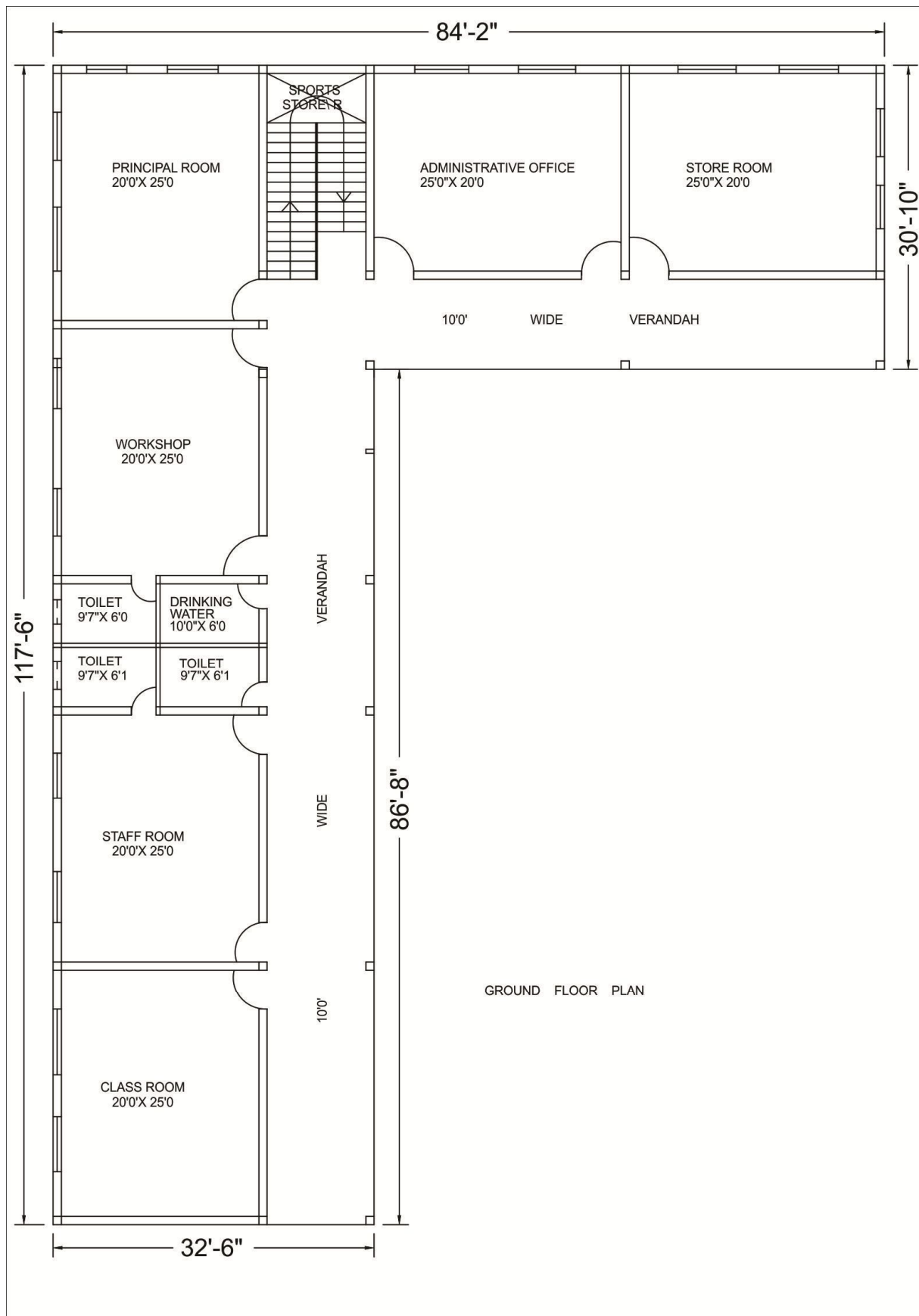
Academic Calendar

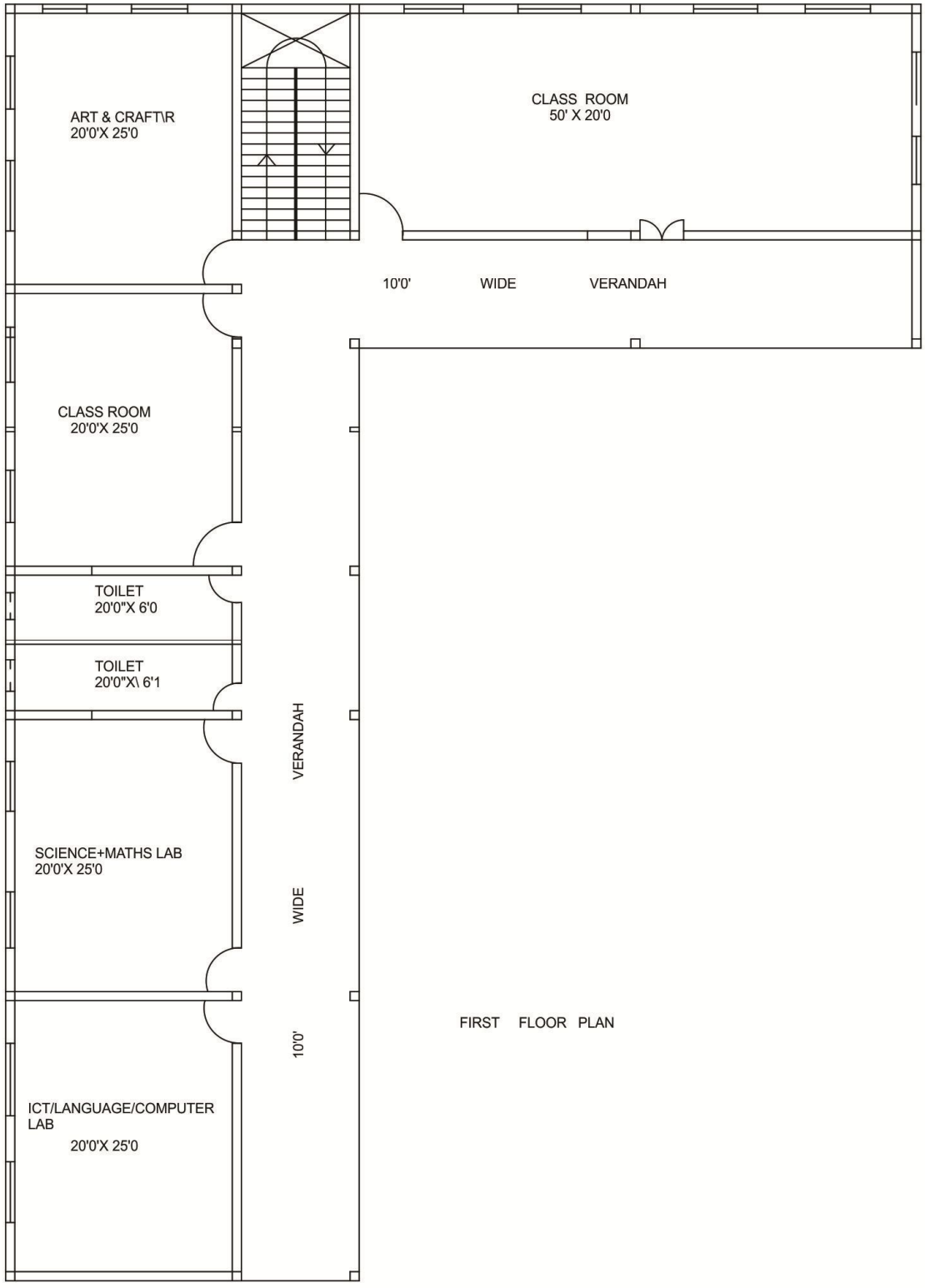
S.No.	Particulars	Period
1.	Admission days / Orientation / Bridge course	02.07.13 to 07.07.13
2.	Teaching classes (Theory)	08.07.13 to 30.09.13
3.	Micro-Teaching (Demonstration & Theory)	03.10.13 to 10.10.13
4.	Micro-Teaching (Practical)	18.10.13 to 25.10.13
5.	Teaching classes (Theory)	26.10.13 to 23.11.13
6.	1 st Terminal Examination and Result Declaration	25.11.13 to 30.11.13
7.	School Teaching (P.T.)	02.12.13 to 30.01.14
8.	Debate	31.01.14 (one day)
9.	Co-Curricular Activities & Sports	01.02.14 to 10.02.14
10.	Teaching Classes (Theory)	11.02.14 to 28.02.14
11.	Essay Writing	01.03.14 (one day)
12.	Psychological Testing	03.03.14 to 10.03.14
13.	Educational Tour	11.03.14 (one day)
14.	Teaching Classes (Theory) and 2 nd Terminal Exam	12.03.14 to 30.04.14
15.	Preparation/Revision final University Examination	01.05.14 to 21.05.14
16.	2 nd Terminal Examination and Result Declaration	22.05.14 to 30.05.14
17.	Closing of the session / Valedictory function	31.05.14 (one day)

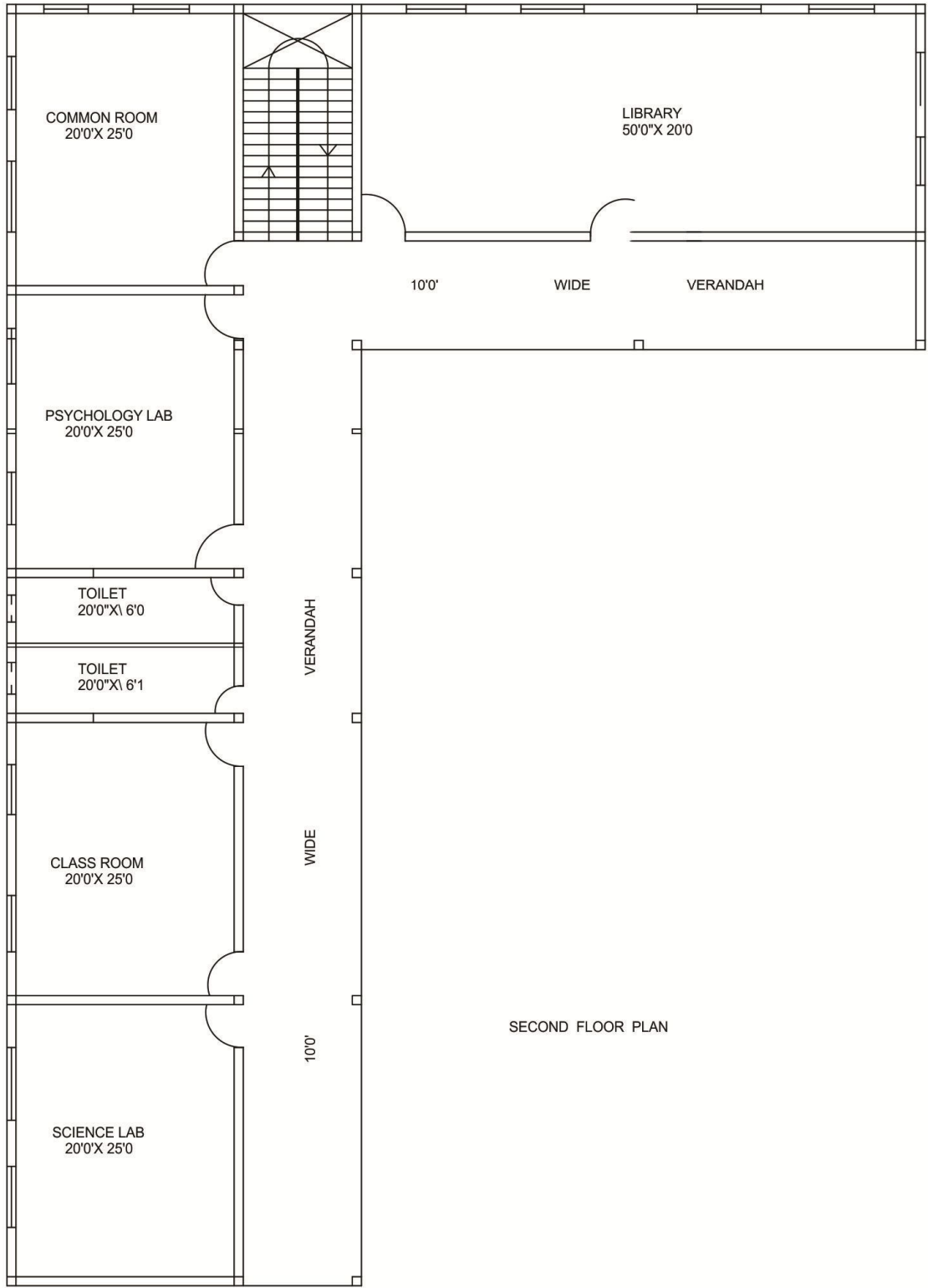
ANNEXTURE NO. – XIV

Master Plan of the Institution









SECOND FLOOR PLAN