SELF APPRAISAL REPORT

For
Assessment and Accreditation

JAIN INSTITUTE

SURVEY NO. 109, SALUPURA, PIPROLI-SHIVPURI LINK ROAD, GWALIOR (M.P.)

Recognized by NCTE (WRC)
&
Affiliated to

JIWAJI UNIVERSITY, GWALIOR (M.P.)
TRACK ID : MPCOTE22870

Submitted to :

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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

PREFACE

It is with immense pleasure that we submit the self appraisal report (SAR) of our college to the National Assessment and Accreditation council, Bangalore. This report has been prepared with almost sincerity and honesty to the best of our knowledge and belief. This report is prepared according to the guidelines and instruction laid down by website of NAAC which includes two main parts:

(i) Institutional data

(ii) Evaluative report

Jain Institute constituted a committee of dedicated faculty members to prepare self appraisal report (SAR) covering almost all activities, various aspects and new dimensions of teacher education programme. The present self appraisal report is the outcome of sincere efforts, dedication and series of meetings of faculty and staff members with the principal. Feedback, valuable comments and suggestions from faculty, staff, pupil teachers, Principal, staff of practice teaching schools and stake holders are seriously considered for its improvement while giving final touch to this report.

Future teachers are trained by inspirational preaching to Lord Mahavira Truth, Non-violence, control of temptation accepting what is right, Non-Accumulation to spread universal brotherhood and love for their fellow person.

Jain Institute is striving its best for providing, value, need and Quality based teacher education. NAAC has developed certain Parameters for continuous improvement of higher education. Jain College is committed to the core values of NAAC. In the present self appraisal report we tried our level best to meet the benchmark laid down by NAAC.

Dr. Brahmnanad)
Principal
Jain Institute,
Gwalior (M.P)

JAIN INSTITUTE
(Run by Sparsh Education & Welfare Society, Gwalior)

Salupura, Piproli-Shivpuri Link Road, Lashkar, Gwalior (M.P.), Mob. : 8818888772
Visit us at : www.jaininstitute.in, Email. info@jaininstitute.in

Ref. No. ....   Date ....

Principal's Message

"To provide every individual an environment which is suitable to achieve his/her career goals, with a strong emphasis on personality development and to offer the academically inclined resources to gain quality education in all spheres of Education without compromising on the quality and code of ethics to each student of the institution".

The global technological scenario is changing faster than ever and there is a great demand for technical professionals who can keep pace with the change. With this end in view, the President of Sparsh Education and Welfare Society established Jain Institute to impart high quality education in the field of Teacher Education. The prime concern is to empower young boys and girls joining our institution, with talent and creativity to meet the challenges they encounter in the 21st century which is regarded as 'the era of technology'.

Over the years, the institution has achieved excellence in providing state-of-the-art infrastructure, equipments, experienced and dedicated faculties with commendable background on their respective subjects. Our institution facilitates innovative thinking by presenting students with an exclusive learning ambience & extraordinary teaching learning process.

 The prime focus of the Institute is to ensure good quality education and to make our students capable to compete & withstand in the today's competitive environment.

Principal
JAIN INSTITUTE
Shivpuri Link Road
Lashkar Gwalior (M.P.)

(Dr. Brahmnanad)
Principal
Jain Institute,
Gwalior (M.P)

INDEX

SELF APPRAISAL REPORT

PART-I INSTITUTIONAL DATA

PART- II EVALUATIVE REPORT

PART- III MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

ANNEXURES

INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution:

   JAIN INSTITUTE, SURVEY NO.109, SALUPURA, PIPROLI-SHIVPURI

   LINK ROAD, LASHKAR, GWALIOR (M.P.)

2. Website URL **www.jaininstitute.in**

3. For communication:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Brahmanand (Head/Principal)	08818888772		principal@jaininstitute.in
Dr. Kamlesh Singh (Vice-Principal)	08818888993		vprincipal@jaininstitute.in
Mrs. Mayuri Chaudhary (Self - appraisal Co-ordinator)	08818888771		info@jaininstitute.in

4. Location of the Institution:

   Urban ☐   Semi-urban ☐   Rural ✔ Tribal ☐

   Any other (specify and indicate)

5. Campus area in acres:

   1.03 Acres

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

7. Date of establishment of the institution:

   Month   Year

MM	YYYY
10	2008

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

> JIWAJI UNIVERSITY GWALIOR

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

Month & Year

	MM	YYYY
2f	---	---

Month & Year

	MM	YYYY
12B	---	---

10. Type of Institution

a. By funding	i. Government	☐
	ii. Grant-in-aid	☐
	iii. Constituent	☐
	iv. Self-financed	☑
	v. Any other (specify and indicate)	☐
b. By Gender	i. Only for Men	☐
	ii. Only for Women	☐
	iii. Co-education	☑
c. By Nature	i. University Dept.	☐
	ii. IASE	☐
	iii. Autonomous College	☐
	iv. Affiliated College	☑

v.   Constituent College ☐

vi. Dept. of Education of Composite College ☐

vii. CTE ☐

viii. Any other (specify and indicate) ☐

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

Yes ☐   No ☑

If yes, has the institution applied for autonomy?

Yes ☐   No ☑

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

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

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary	D.El.Ed	WRCAPP1502/DElEd/199/MP/2012-13/13142	Forever	50
Secondary/ Sr.secondary	B.Ed.	WRC/5-6/109th/2008/45525	Forever	100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

    Vision   Yes ✓ No

    Mission   Yes ✓ No

    Values   Yes ✓ No

    Objectives   Yes ✓ No

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

    If yes,   Yes ✓ No

    a) How many programmes?   Two

    b) Fee charged per programme   B.Ed. – 32,000/P.A
                                    D.El.Ed. –35,000/PA

3. Are there programmes with semester system   NO

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

    Yes   No ✓

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

--

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

D.Ed.	03
B.Ed.	15/17
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

6. Are there Programmes offered in modular form

Yes		No	✓

Number	--

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

Yes	✓	No	

Number	01

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
Number	05		

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

- Heads of practice teaching schools

Yes	✓	No	

- Academic peers

Yes	✓	No	

- Alumni

Yes	✓	No	

- Students

Yes	✓	No	

- Employers

Yes	✓	No	

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

ONE YEAR

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

Yes		No	✓

Number	

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

Yes	✓	No	

Number	01

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

Yes ✓   No

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

Yes ✓   No

Criterion II: Teaching-Learning and Evaluation

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

   a) Through an entrance test developed by the institution ☐

   b) Common entrance test conducted by the
      University/Government ☑

   c) Through an interview ☐

   d) Entrance test and interview ☐

   e) Merit at the qualifying examination ☑

   f) Any other (specify and indicate) ☐

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

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

a) Date of start of the academic year	01/04/2013
b) Date of last admission	25/03/2013
c) Date of closing of the academic year	30/12/2013
d) Total teaching days	209
e) Total working days	219

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

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	37	13	50	05	02	07	32	11	43
B.Ed.	34	59	93	31	40	71	03	19	22
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?   Yes ☐   No ☑

   If yes, how many?

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

    a) Unit cost excluding salary component

    b) Unit cost including salary component

30204
5938

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	77.4%	52%	77.4%	46%
B.Ed. (2014-15)	70.2%	51%	78%	45%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

    Yes ✓   No ☐

8. Does the institution develop its academic calendar?

    Yes ✓   No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	64.10%	20.50%	15.40%
B.Ed.	60%	25%	15%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days | 1 | 5 |

    b) Minimum number of pre-practice teaching lessons given by each student | 2 | 1 |

11. Practice Teaching at School

    a) Number of schools identified for practice teaching | 0 | 5 |

    b) Total number of practice teaching days | 4 | 2 |

    c) Minimum number of practice teaching lessons given by each student | 4 | 0 |

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

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

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

Yes ✓   No ☐

14. Does the institution provide for continuous evaluation?

Yes ✓   No ☐

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

Programmes	Internal %	External %
D.Ed.	37%	63%
B.Ed.	35%	65%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

       a) Number of sessional tests held for each paper

0	2

       b) Number of assignments for each paper

0	1

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

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

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

Yes	✓	No	

Number	As per Requirement

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

Yes	✓	No	

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

Compulsory	✓	Optional	

Criterion III: Research, Consultancy and Extension

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

Number	3	25	%

2. Does the Institution have ongoing research projects?

Yes		No	✓

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

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

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

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

NIL

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

   O Teachers are given study leave | ✓ |

   O Teachers are provided with seed money | -- |

   O Adjustment in teaching schedule | ✓ |

   O Providing secretarial support and other facilities | ✓ |

   O Any other specify and indicate | -- |

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

Yes		No	✓

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. | 01 |
   b. M.Phil. | -- |

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

Yes ☑ No ☐

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

	Yes	No	Number
International journals	--		02
National journals – referred papers Non referred papers	✓	--	12
Academic articles in reputed magazines/news papers	✓	--	17
Books	✓	--	14
Any other (specify and indicate)	--	--	

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

Yes ☐ No ☑

Number ☐

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

	Faculty	Students
National seminars	65	10
International seminars	0	--
Any other academic forum	0	--

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

Self-instructional materials

Print materials ☑

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.) ☑

Digitalized (Computer aided instructional materials) ☑

Question bank   ☑

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   ☐   No   ☑

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

    Yes   ☑   No   ☐

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

    02

16. Does the institution provide consultancy services?

    Yes   ☑   No   ☐

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

    N/A

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

Local level	☑
State level	☑
National level	☑
International level	--

Criterion IV: Infrastructure and Learning Resources

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

   | 4128Sq.mts. |

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

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

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

   | 60 |

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

   | 50000 |

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

   | 15000 |

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

   | 35650 |

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

   | - |

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

   Yes ✓ No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	02	08	0	03
Non-teaching	02	04	01	01

10. Total number of posts vacant

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

11. a. Number of regular and permanent teachers

	Open		Reserved	
	M	F	M	F
Lecturers	--	10	--	--
	M	F	M	F
Readers		01	--	--
	M	F	M	F
Professors	01	--	--	--

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

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

c. Number of teachers from

Same state	12
Other states	01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:12
B.Ed.	1:15
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

Permanent

Open		Reserved	
M	F	M	F
01	04	--	--

Temporary

M	F	M	F
--	--	--	--

    b. Technical Assistants   Permanent

M	F	M	F
01	01	01	--

Temporary

M	F	M	F
--	--	--	--

14. Ratio of Teaching – non-teaching staff

1:2

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

67.83

16. Is there an advisory committee for the library?

Yes   ✓   No ☐

17. Working hours of the Library

On working days

On holidays

During examinations

7 hours (10 am-5pm)
--
7 hours (10 am-5pm)

18. Does the library have an Open access facility

Yes	✓	No	

19. Total collection of the following in the library

    a. Books — 4632

       - Textbooks — 4042

       - Reference books — 590

    b. Magazines — 10

    c. Newspapers — 08

    d. Dictionary — 04

    e. Journals subscribed — 12

       - Indian journals — 10

       - Foreign journals — 02

    f. Peer reviewed journals — --

    g. Back volumes of journals — 10

    h. E-information resources

       - Online journals/e-journals — 2

       - CDs/ DVDs — 177

       - Databases — YES

       - Video Cassettes — 06

       - Audio Cassettes — 10

20. Mention the

    Total carpet area of the Library (in sq. mts.) — 97.20 Sq mts.

    Seating capacity of the Reading room — 40 Students

21. Status of automation of Library

    Yet to intimate ☐

    Partially automated ☐

    Fully automated ✓

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

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

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day	15
Maximum number of days books are permitted to be retained by students	Full Session
by faculty	Full Session
Maximum number of books permitted for issue for students	5 Books
for faculty	As per requirement
Average number of users who visited/consulted per month	600
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	10:1

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

3.92%

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

	I (2011-12)		II (12-13)		III (13-14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	493	36817	26	3956	651	38420
Other books	40	22699	10	5000	80	40805
Journals/ Periodicals	07	3450	07	3450	12	5770
News paper	10	8070	09	6789	09	7390
Magazines	10	6500	10	3122	10	6115
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

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

         2010-11   2011-12   2012-13

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	05	0	08
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	✓	No	

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

20

3. Does the institution offer Remedial instruction?

Yes	✓	No	

4. Does the institution offer Bridge courses?

Yes		No	✓

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

	UG			PG			M. Phil		
	I 10-11	II 11-12	III 12-13	I 10-11	II 11-12	III 12-13	I	II	III
Pass percentage	88.04%	91.6%	90%				--	--	--
Number of first classes	36	22	79						

Number of distinctions	--	--	--	--	--	--			
Exemplary performances (Gold Medal and university ranks)	--	--	--	--	--	--			

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

	I	II	III
NET	--	--	--
SLET/SET	--	--	--
Any other (specify and indicate)	--	--	--

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

Financial Aid	I (2011-12)	II(2012-13)	III (2013-14)
Merit Scholarship			
Merit-cum-means scholarship			03(By college)
Fee concession			
Loan facilities			
Government Scholarship	31 SC- 24, OBC 07	04 SC 00 OBC 04	16 SC 00 OBC 16

(Additional rows may be inserted as per requirement)

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

Yes	✓	No	

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✓

Non-teaching staff

Yes		No	✓

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

Yes		No	✓

If yes, number of students residing in hostels

Men | -- |

Women | -- |

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

Sports fields	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 Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		01	✓		04
Inter-university	--		--	✓	--	02
National	--	--	--	--	--	----
Any other (specify and indicate)						

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	✓	No	

If yes, give the year of establishment

2013

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

Yes | ✓ | No | |

20. Does the institution regularly publish a college magazine?

Yes | ✓ | No | |

21. Does the institution publish its updated prospectus annually?

Yes | ✓ | No | |

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	19.56%	33.30%	27.20%
Employment (Total)	42.39%	50%	40.90%
Teaching	27.17%	41.66%	34.09%
Non teaching	15.21%	8.33%	6.81%

23. Is there a placement cell in the institution?

24.   Yes   [✓]   No   [ ]

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

1	2	3
05	06	10

25. Does the institution provide the following guidance and counselling services to students?   Yes   No

- Academic guidance and Counseling   [✓] [ ]
- Personal Counseling   [✓] [ ]
- Career Counseling   [✓] [ ]

Criterion VI: Governance and Leadership

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

   Yes | ✓ | No | |

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

Governing Body/management	02
Staff council	05
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Academic-03 Administrative-03 Research-03

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

Loan facility	Yes	✓	No	
Medical assistance	Yes	✓	No	
Insurance	Yes	✓	No	
Other (specify and indicate)	Yes	✓	No	

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

0	0	2

5. Furnish the following details for the past three years

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

N/A

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

National	-	-	-
International	--	--	--

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

0	0	2

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

-	0	4

e. Research development programmes attended by the faculty

-	-	-

f. Invited/endowment lectures at the institution

-	0	5

Any other area (specify the programme and indicate)

-		

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

a. Self-appraisal

Yes	✓	No	

b. Student assessment of faculty performance

Yes	✓	No	

c. Expert assessment of faculty performance

Yes	✓	No	

d. Combination of one or more of the above

Yes	✓	No	

e. Any other (specify and indicate)

Yes	--	No	✓

7. Are the faculty assigned additional administrative work?

Yes	✓	No	

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

6 Hours per Week

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

Grant-in-aid	NIL
Fees	24,00,000/-
Donation	NIL
Self-funded courses	NIL
Any other (specify and indicate)	1,12,000/-

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	**25,12,000**	**14,37,700**
% spent on the salary of faculty	67.83%	87.54%
% spent on the salary of non-teaching employees	19.!1%	14.87%
% spent on books and journals	3.92%	1.55%
% spent on developmental activities (expansion of building)	0	0
% spent on telephone, electricity and water	2.09%	0.85%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.19%	0.35%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.88%	0.42%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.54%	1.40%
% spent on travel	0.78%	0.35%
Any other (specify and indicate)	8.87%	3.29%
Total expenditure incurred	**108.21%**	**110.61%**

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		1,86,866/-
2013-14		2,06,355/-

11. Is there an internal financial audit mechanism?

Yes [✓]   No [ ]

12. Is there an external financial audit mechanism?

Yes [✓]   No [ ]

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

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

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

Yes [✓]   No [ ]

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

Yes [✓]   No [ ]

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

    Yes | ✓ | No | |

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

    Yes | ✓ | No | |

18. Is a grievance redressal mechanism in vogue in the institution?
    a) for teachers | ✓ |
    b) for students | ✓ |
    c) for non - teaching staff | ✓ |

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

    Yes | | No | ✓ |

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

    Yes | ✓ | No | |

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

    Yes | ✓ | No | |

Criterion VII: Innovative Practices

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

    Yes   ✓   No ☐

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

    Yes   ✓   No ☐

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

		B.ED. (2014-15)				D.El.ED. (2014-15)			
	CATEGORY	MEN	%	WO MEN	%	MEN	%	WO MEN	%
A	SC	07	7.52	10	9.30	11	22	01	2
B	ST	05	5.37	07	7.52	-	-	-	-
C	OBC	19	20.43	23	24.73	17	34	08	16
D	PHYSICALLY CHALLENGED	0	-	0	-	0	-	0	-
E	GENERAL CATEGORY	03	3.22	19	20.43	09	18	04	8
F	RURAL	09	9.67	15	16.12	07	14	02	4
G	URBAN	24	25.80	45	48.38	31	62	10	20
h	ANY OTHER (SPECIFY)	-	-	-	-	-	-	-	-

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

	CATEGORY	TEACHING STAFF	%	NON – TEACHING STAFF	%
a	SC	--	--	01	12.5%
b	ST	--	--	--	--
c	OBC	03	23.07%	01	12.5%
d	WOMEN	11	84.61%	05	62.55%
e	PHYCALLY CHALLENGED	--	--	--	--
f	GENERAL CATEGORY	10	76.92%	06	75%
g	ANY OTHER (SPECIFY)	--	--	--	--

EVALUATIVE REPORT

Executive Summary

Jain Institute Gwalior run under the aegis of Sparsh Education and Welfare society and its Education Department was established in 2009. The college is located at Survey No.109, Salupura, piproli shivpuri link road, Gwalior (M.P.). Gwalior is the fastest growing city in the field of Education today and is also known for its cultural heritage. The city is 118 kms from Agra, 389 kms from Bhopal & 321 kms from Delhi. The college is affiliated to Jiwaji University, Gwalior and is also recognized from NCTE (WRC). The college campus is situated in a serene atmosphere just 10 km away from Railway station and 20 kms from Maharajpura Airport.

It is our firm belief that our value based learning inculcated with teaching skills had led to affirmative transformation of students' career graph. As the college is affiliated to Jiwaji University the uniform syllabus is followed among all teacher education institutes however, for all round development of students we have incorporated certain value added activities to make it more practical & interesting to follow. To assess the potential of the college, we regularly evaluate our performance by means of feedback & open discussion from academic peers, pupil teachers & other stakeholders.

The asset of Jain Institute lies under its Teaching learning process. To enhance the enthusiasm of students towards learning, innovative ideas & ICT measures (Power Point Presentation, Short Films etc) are added in the teaching process. Their diverse needs are cater & nurtured by our experienced & skilled staff and are always kept updated as per the time requirement. The pupil teachers are always encouraged for their performance by means of assessments & rewards. Thus, we are committed to produce quality teacher in enchanting learning environment.

Along with the usual study curriculum the college keeps on motivating its students & staff members by organizing national seminar, workshops & FDP's, providing them a platform to present their research paper. For the welfare of the community, we carry out various extension & outreach activities in the surrounding villages.

Education opens up the heart and mind of the young and the old alike so that one can communicate and live in harmony and peace. So the serene and peaceful environment with aesthetic values as well as spacious and comfy ambience provides right setting for acquiring knowledge in the Jain Institute. The modern & state of art infrastructure pave the learning desire of pupil teacher. The built up area of building is 4128 sq mtr. with adequate teaching learning resources. The labs are well equipped with all necessary tools & technique. Enriched library with all sorts of amenities like e-journals, CD's, magazines, reprography is made available to students we always focus to develop curiosity towards ICT among pupil teacher.

The college faculty is always ready to share a helping hand towards pupil teacher whenever required. Counseling & motivation session are organized regularly to conceptualize their goals. Alumni association has been formed to

maintain a strong bond between pupil teachers toward their college. Assistance is provided in all aspects like career guidance & placement, to ensure to give best out of them.

The college has also channelized the additional talent of pupil teacher by organizing curricular, co-curricular & extracurricular activities. To conduct these activities smoothly various committees has been formed which manage it. To ensure the quality, vision & mission is achieved successfully the IQAC is also established.

The college is always focused to maintain & retain the quality standards in all respect of the curriculum. We are always ready to accept our flaws & appreciated the suggestion received from pupil teacher, staff & stakeholder which ultimately leads to the development of the institution. The IQAC established regularly conducts meetings to enhance the teaching & learning needs & incorporation of best practices in academic calendar.

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Criterion-I Curricular Aspects

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the institution and the major considerations addressed by them (Intellectual, academic, Training, Access to the disadvantaged, equity, self development, community and national development, issue of ecology and environment, value orientation, employment, global trends and demands, etc.)

VISION
To create a 'center of excellence' in all respected fields. For this desire we focus on –

- Excellence through team work.
- Learning to learn – continuously.
- Coping up and managing change.
- Developing Individuals with Value, Vision and Versatility.

MISSION
Our mission is to groom the students as leaders who have a copious thinking & futuristic outlook and to provide world class Quality Education through excellent faculty and state of the art infrastructure.

INSTITUTIONAL PHILOSOPHY
Our philosophy is based on Great Educationist and Motivators Thoughts like-

- "Education is the most Powerful Weapon which you can use to change the World" – Nelson Mandela
- "Education is the ability to listen to almost anything without losing your temper or your self- confidence"- Robert Frost
- "Education is the best friend. An educated person is respected everywhere. Education beats the beauty and the youth."- Chanakya
- "An Investment in Knowledge pays the best interest." - Benjamin Franklin
- "The best way to find you is to lose yourself in the service of others."- Mahatma Gandhi
- "Arise! Awake! And stop not until the Goal is reached." – Swami Vivekanand

MOTTO
"Shaping Perfection for the future"

OBJECTIVES

- To promote the highest standard of education in all respect of the curriculum.
- To develop analytical outlook for strategic decision making in the ever changing scenario.
- To encourage learning in individuals by generating affectionate, friendly and supportive   environment.
- To explore the course recurrently in both context and structure.
- To enhance the quality of education by producing skilled professionals.

The Objectives can be considered and pertained as follows-

i) Intellectual

I. by means of skilled and talented teaching and non teaching staff.
II. by organizing co-curricular and extracurricular activities for all round development of students .

ii) Academic
I. by associating well qualified, intelligent and skilled teaching and technical staff.
II. by providing spacious and well ventilated ambience to motivate teaching learning process.
III. by providing enriched lab facility with adequate equipments.
IV. by organizing research and extension activities through seminars, workshops and conferences.
V. by inculcating knowledge through rich library facility.
VI. by providing Hi-speed internet facility.
VII. by acquainting academic performance through prizes and awards.

iii) Training
I. by conducting micro teaching and practice teaching sessions at the schools to inbuilt teaching skills.
II. to produce socially concerned and committed teachers.
 III.by using ICT interface in teaching learning process.
IV. by organizing expert lectures of teachers with experienced and skilled teachers.

iv) Access to the Disadvantages
I. by providing admissions and other facilities to all reserved categories as per government rules.
II. by providing suitable infrastructure for physically challenged.
III. by offering personality development programmes.
IV. by offering remedial classes and making necessary changes in the evaluation process.

v) Equity
I. by providing equal opportunities for all irrespective of race, cast, class, creed, language or religion.
II. by encouraging equal respect for all the faiths and beliefs.
III. by protecting all from any kind of social or psychological or physical assault.

vi) Self Development
I. by encouraging self discipline among all.
II. by motivating the students for self government by forming clubs and committee.
III. by inspiring and encouraging self-study, voluntary participation and self-evaluation.

vii) Community and National Development:
I. By participating in community outreach activities.
II. By encouraging participation in various NSS programmes
III. By celebrating and organizing inspiring programmes on National Days (e.g. Independence Day, Republic Day, Teacher's Day etc.) and birth anniversaries of great personalities.

viii) Issue of Ecology and Environment
I. Spreading environment awareness locally.
II. by organizing seminar, symposia, conferences and lectures on issues related to ecology and environment.
III. by promoting eco friendly techniques in the institutional campus.

ix) Value Orientation
I. by including value education in the curricula.
II. by displaying great sayings on 'thought of the day board'.
III. by organizing morning assembly and encouraging students' participation to speak on issues of moral, intellectual and spiritual values.
IV. by observing birth anniversaries of great personalities and national days.

x) Employment
I. by preparing them for various job interviews through effective training and placement cell.
II. By displaying the job opportunities on college Notice Board
III. by improving communication skills and body language of the students.
IV. by proper career counseling.
V. by supporting and encouraging them to compete for Teacher Eligibility Test.

xi) Global trends and Demands
I.   by providing good internet facility.
II. by providing international journals, e-journals, leading newspapers, and magazines
III. by encouraging using ICT in teaching learning process and in library usage.

1.1.2 Specify the various steps in curricular development process. (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.)

Jain Institute, Gwalior has been recognized by NCTE (WRC) and affiliated to Jiwaji University, Gwalior. The university to which college has been affiliated formulates the syllabus & curriculum. The amendment in the syllabus is done by the university periodically. Which is followed by the College and we make sincere effort for the effective delivery of the syllabus. Students, teacher educators, parents, teachers of practice teaching schools and stakeholders feedbacks are continuously taken for the betterment of the educational strategies. The college installed suggestion box for this purpose.

Alumni are also encouraged to provide their feedback. The college also makes alterations, as and when necessary and useful, in the annual calendar within its stipulated time frame apart from University to make the curriculum more interesting for students.

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

Following table shows present global trends in Teacher Education and its scope in the existing courses to meet the emerging needs:

Sr.	Global Trends	Course papers to meet emerging Global needs	Modifications to meet the emerging needs
a.	Value based Teacher Education to imbibe responsibility of personal, social and national life.	**B.Ed.:** Value education	•Comprehensive focus to inculcate values among the stakeholders during the celebration of Independence day, Republic day, Birth anniversary of Swami Vivekanand and Mahatma Gandhi and the Annual function

b.	Good communication and teaching skills with mobility across the globe and adaptability to diversity (socio-economic)	**B.Ed.:** Language Teaching **B.Ed.:** Micro-teaching **B.Ed.:** Practice teaching	•Established computerized language lab •Extensive use of ICT
c.	Computer education, self-study, e-learning and use of ICT	**B.Ed.:** Computer education **B.Ed.:** Educational technology **B.Ed.:** Distance education	•Established computer lab with all ICT equipments •Provision of computer and ICT training to all •Provided free internet facility •Subscribed e-journals
d.	Professionalism, employment and entrepreneurship	**B.Ed.:** Guidance and counseling **B.Ed.:** Non-formal education **B.Ed.:** Work experience **B.Ed.:** Working with Community/ Social Service	•Provision for Guidance and counseling •Providing training and experience on various self-employable works •Organized Seminar on entrepreneurship
e.	Environmental education	**B.Ed.:** Environmental education	•Organized tree plantation program •Organized campus cleaning program •Organized seminar on 'Nature, Environment and Disaster Management
f.	Research	**B.Ed.:** Action research	•Organized National Seminar where all teachers presented papers •Supporting faculty to undertake research work

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

The institution ensures that the curriculum bears some thrust on national issues:

Environment:
a. Emphasizing on environmental awareness through the curriculum theoretically
b. Spreading environmental awareness among the practice teaching schools.
c. Annually we do 2-3 tree plantation activities.
d. Rallies are organized to spread awareness about cleanliness & environment conservation.

Value education:

a. The curricular area on value education is addressed appropriately through classroom discussions and assignments

b. Daily students start their day with Morning Assembly.

c. The national days are and Birthdays of National Leaders are celebrated with due respect

12th January	Birth Anniversary of Swami Vivekanand
26th January	Republic Day
24th January	Girl Child Day
28th February	Science Day
08th March	International Women's day
22nd March	World water day
22nd April	World earth day
05th June	World environment day
14th June	World Blood Donor Day
15th August	Independence day
05th September	Teacher's day
14th September	Hindi Day
02nd October	Birth Anniversary of Mahatma Gandhi
14th November	Children Day
17th November	World Student Day
01st December	World Aids day

ICT:

a. The need for ICT based instruction through various aspects of the curriculum is emphasized.

b. Students are encouraged to surf the internet. The college provides free internet
    access to the students during the college hours.

c. Communication between teachers and students is often done through e-mails.

d. The students are also kept informed through e mails.

e. Dedicated e-mail services are also provided.

ICT related activities

Date	ICT related activities
July 2013	Sponsored 01-month computer training course to all pupil teacher
08th December 2013	Workshop on How to Prepare PPT
19th-20th August 2014	Ms Office Workshop

Apart from theoretical inclusion of the above, the college organizes relevant programs, events, seminars, workshops, lectures etc to address the issues of value in life and environmental protection and ICT from time to time.

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

1) Curricular planning is a two-tier system firstly at institute and secondly at the teacher level.
2) At the institute level, the academic calendar and timetables for teaching-learning process, teachers and students, co curricular and extracurricular activities are prepared on computer.
3) In addition to hard copy notification, the academic calendar and the timetables are also uploaded on the college website and communicated to the teachers and students via email.
4) At the teacher level:
   a) As per the institutional timetables and allocations, the teaching contents are brought to the teacher's diary in form of scheduled lesson plans/modules, both in soft and hard copies.
   b) The lessons/modules are specified for the way the contents will be delivered before the students like classroom lecture, micro teaching, practice teaching, assignments, seminar, workshop, practical, field work, quiz etc and the use of various teaching aids like black board, chart, computer, internet, audio-visual, public address system, OHP slide presentation, computer projected presentations etc.
   c) There are a number of other activities that are ICT based such as planning of practice lessons, letters to the experts, examination paper typing, entry of marks and results, program agenda, attendance records, committee structure, micro teaching, circulars. notices, examination works, duties and responsibilities of staff, clubs activities, invitations, internet use, recording & record keeping, desktop publishing, digital library, word processing, research promotion, power point presentation, administrative work etc.

1.2 ACADEMIC FLEXIBILITY

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

The institution has sufficient faculty members of their respective subjects. They keep training pupil teacher initially from the first day by applying innovative ideas, models, strategies, description on various aids to inculcate GOOD TEACHING SKILLS AMONG THEM.
To make teaching a effective practice, we emphasize on-
1) Preparing lesson plan

2) Criticisms lesson
3) Micro teaching lesson
4) Practice teaching lesson
5) Encouraging them on reading teacher educator journals/ magazines & books
6) Writing projects and assignment
7) Organizing cultural events
8) Awarding them on current issues through debate and extempore.

1.2.2 How does the institution provided for adequate flexibility and scope in the operational curriculum for providing varied learning experience to the student both in the Campus and in the field?

The College provides varied learning experiences through operational curriculum for students. At the beginning of session, we conduct orientation program and brief them about the curriculum, practical exposure and special methods available (Optional any two) work experience, evaluation process during the session and examination pattern.
Learning experiences that we include along with the curriculum:--
1) ICT importance and its application
2) Subject wise assignments
3) Organization of co-curricular and sports activities
4) Practice teaching session
5) Psychology experiments and other lab practices
6) Imparting micro teaching skills.
7) Education excursion and tours
8) Seminar, workshop and guest lectures
9) Clean and green campus activity (Tree Plantation)
10) Social service program & rallies

In this way we provide adequate flexibility and scope in the operation curriculum by providing varied learning experiences to the students in both ways inside and outside the campus.

1.2.3 List of Recent Co curricular, Extracurricular Activities and Important day Celebrations

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

The institution always keeps on motivating students to enhance and improve their skills to make them withstand in the today's competitive environment.

During the last couple of years we introduces the following value added programs---

1)   Communication Skills (Verbal and Written):---
a) Provided a good resource of Newspapers and magazines.
b) Provided language lab to improve written and verbal skills of students.
c) special counseling sessions are given
d) Preparing them for NET & Ph.D. entrance exams.
e) Organizing activities like debate, extempore & essay writing.

2)   ICT Skills:-
a) As per the curriculum of Jiwaji University basic knowledge of computer is an essential paper which makes the student familiar with ICT.
b) Students are supposed to prepare power point presentation on their respective papers.
c) Optional paper Educational technology also makes them use ICT techniques.
d) Special classes are conducted for students on MS Office, Internet, to inherent ICT skills in them.

3)   Life Skills:-
a) Established gymnasium to encourage physical fitness
b) Developed indoor & outdoor sports facilities.
c) Organized motivational seminar by renowned speaker like Mr. T.S madaan.
d) Students take part in awareness programs (like blood donate camps, HIV awareness, girl child protection, girl education, water conservation, cleanliness, cancer awareness rally etc)

4)   Community Orientation & Social Responsibility
a) Organizes events for students (like Talent Hunt, Cultural Fest).
b) Offer scholarship to students for higher education.
c) Offer various prizes (approx 2 lakh) in events.

1.2.4   How does the institution ensure the inclusion of the following aspects in the curriculum?
1) **Interdisciplinary/Multi disciplinary**
I.   As per the curriculum, Pupil teacher can choose one language & one special method from different group.
II. They have to opt for one additional specialization among health & physical education, value education, environment education, special education, computer education, guidance and counseling educational technology etc.

All core papers, special methods additional specialization & work exp. Make our curriculum multidisciplinary / inter disciplinary.

2) Multi skill development.

Curriculum has a full scope in the multi-skill development of students like-
a) Microteaching and practice teaching skill
b) Communication Skills
c) ICT skills
d) Leadership & Supervision Skills.
e) Gardening and Horticulture skills
f) Dancing & painting skills.
g) Art & Craft skills.
h) Music & Dance Skills.

3) Inclusive education.

Aesthetically designed campus & classrooms, events & programs unite all students together despite of their incompleteness. Even to the physically challenged students, we provide special attention though the curriculum remains same.

4) Practice teaching.

It is one of the most important component of B.Ed. program. Pupil teacher are sent for teaching practice for 40 days to various approved middle and secondary school of Gwalior under efficient supervision. The teacher educator give proper orientation to students before teaching practice at school in following manner—
a) Demonstration of micro lessons by concerned teacher educator
b) Practicing of micro teaching skills by the student – teachers.
c) Demonstration of micro lessons by the concerned subject teacher.
d) Guidance for preparation of aids & strategies for preparation of lesson.

School experience/Internship
Along with the teaching, the student teacher also participates in day to day activities of school like co-curricular activities, maintaining attendance register etc. Thus, it helps them to acquire working skills together with their study.

5) Work experience/SUPW

The pupil teacher are facilitated & guided to make SUPW(Socially useful Productive works) like book binding, clay modeling, gardening & horticulture, art & craft items, greeting cards etc.

6) Any other (Specify and give details)
MOVIE SHOWS-----
The academic curriculum involves a lot of experimentation and innovative techniques. Lots of inspiring movies are shown to pupil teacher in college hall itself followed by discussion on the theme and moral of the story. The students put their queries in front of each other which are clarified by teacher, educator & experts.
The movies shown are--- Slum dog millionaire, Tare Zameen Par, Bhag milkha bhag, I am Kalam, Black, Chak De India.

1.3   FEEDBACK ON CURRICULUM

1.3.1   How does the institution encourage feedback and communication from the students, alumni, employers, community, academic pears and other stakeholders with reference to the curricula?

Feedback and communication on curricula is an essential process as it helps us to up to date as per the student requirements. This process is done in the following ways.
➢ Keeping suggestion boxes for students, teachers, parents & stakeholders to obtain their views & suggestion.
➢ Pupil teacher give feedback on teacher educator, practice teaching & curriculum.
➢ Feedback from alumni is received through meets.

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

The feedback received from students, teachers, alumni, stake holders & parents is analyzed regularly as it keeps in identifying the areas of improvement for the betterment of the curricula process. The feedback forms are received are further discussed along with the member of the college advisory committee in periodical meetings & decisive steps are taken for improvement.

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

After accessing the feedback received from various channels the college committee prepares its recommendation about changes required in curriculum and the head of the department put its suggestion in front of BOS of the University for Consideration.

1.4 CURRICULUM UPDATE

1.4.1 Which courses have undergone a major curriculum revision during the last five year? How did these changes contribute to quality improvement & satisfaction?

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

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

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

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

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

6. The examiners are to be appointed as per the following subject groups: For teaching of Hindi/English/Social science /Other arts subjects: One examiner. For teaching of Science /Maths/Life Science/Other Science subjects: One Examiner. For Psychology and work experience.

7. Grading of "working with community" is done on 7 point scale (1 to 7).

However, from session 2015 the B Ed structure has been revised from NCTE for two years instead of one year program, therefore complete revision will be done on the curriculum by university.

1.4.2   What are the strategies adopted by the institution for curriculum revision and update? Check assessment, student input, Feedback from practicing schools etc.

The curriculum is framed by SCERT Bhopal and adopted by the Jiwaji University Gwalior. Regular assessment and feedback is taken from principal / teacher and headmasters of various practice teaching schools and as per their suggestions, the pupil teaches are updated in teaching strategies and aids.

1.5   BEST PRACTICES IN CURRICULUMS ASPECTS

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

The measures taken by the institution quality substance and enhancement are:
o   Innovative teaching practices are adopted like use of OHP, PPT, smart classes etc.
o   Identifying weak/slow learners and addresses them suitably.
o   Emphasize on value Education by conducting following activities
    a.   Morning assembly and Flag hosting
    b.   Thought of the day presentation
    c.   Celebrating national days and Birthday's of great leaders
    d.   Organize motivational values by Mr. T.S Madan and Mr. Himesh Madan (Motivational Speaker).
o   Various Outreach programs are conducted like campaign and rallies.
o   Developing communication skills by language lab.
o   Continuous assessment and feedback
o   Conducted Education tours and excursion in city (Group Tour like Nanital, Goa)
o   Effective use of library and ICT resources.
o   Classroom seminar and interactive session.

1.5.2 **What innovations / best practices in curriculum aspects' have been planed/ implemented by the institution?**

a) Organize seminars and workshops at regular interval.
b) To invite eminent speakers and guest lecturers.
c) Recognizing and rewarding students performance
d) Emphasized the uses and importance of ICT.
e) Organize co-curricular and extra -curricular activities along with academic study.
f) Awareness campaign of blood donation, girl child has been done.
g) A excursion has been organized in Sanchi, Banmore where they learn about milk preservation and utilization techniques.
h) Environment awareness session has been organized.

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Criterion II Teaching-Learning And Evaluation

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

i) Admission process for B.Ed.--→

1. For all colleges of Madhya Pradesh admission authority lies with department of Higher Education M.P. for B.Ed. programmed. The Online portal for admission in the course is

    www.mpgov.in
    www.mponline.gov.in
    www.highereducationmp.in

2. The eligibility criteria as per NCTE norms is followed as 50% marks for general candidates and 5% relaxation for SC/ST & OBC category students in UG and PG level.

3. The students are admitted on the basis of entrance exam conducted by vyapam considering rules and regulations of govt. of MP.

4. The admission notification is published on the higher education websites as well as press release is also done.

5. The online application process comprises of registration in which students have to opt for 50 colleges on the basis of their individual preference. After close of date, college allotment has been done on the basis of merit.

6. Help centers made by Department of Education have the responsibility of counseling after allotment.

7. Help centers for this institute is K.R.G. College, Gwalior.

8. The help center after verifying all the documents/ mark sheets confirm the admissions for allotted college and deposit fees.

9. If the seat remains vacant, then verious round of counseling takes place.

10. The admission process is completely transparent.

ii) Admission Process in D.El.Ed.

1. The Authority of admission in D.El. Ed. Programmed lies with college itself under a representative appointed by School Education Department, after completing the counseling the list of admitted candidates is deposited in MPBSE, Bhopal

2. The eligibility criteria for admission is followed as per MPBSE norms i.e. min. 50% marks in Class 12th for General Candidates and 45% for reserved categories.

3. The MPBSE gives notification for admission and fixes a last date for submission of admission list.

4. The college also advertises in newspaper regarding admission.

5. The admission is given only after verifying the complete document/ mark sheets of the students.

6. After filling seats, the college deposits the confirmed admission list in the MPBSE, Bhopal before the last date provided.

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

Higher Education department conducts the centralized counseling for admission in B.Ed. course. The process is advertise in regional and national newspaper and also displayed on its website www.mponline.gov.in, www.vyapam.nic.in and www.highereducationmp.in

All the information regarding admission list of colleges, seat availability, eligibility criteria, important dates and help centers detail are available on website and newspaper advertisement.
For admission in D.El.Ed MP Board, Bhopal provides a last date for admission. The colleges through its website and newspaper advertise regarding admission. The college strictly follows the norms of NCTE and JU for admission process.

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

As per the admission process is centralized by the State Government, the equitability in admission is completely ensured. All the applicants get equal opportunity of admission through the centralized counseling process.

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

The college has a vast scope for diversification of students in B.Ed. course as the admission authorities lies under the department of Higher Education M.P.

However in D.Ed . course, the college tries to retain diverse students on following basis-

Gender Wise :-The institute promotes girls education special counseling session are provided in the regard.

Socio-economic factor :- The government provides scholarship to the reserved category students. The institute provides facility to economically candidates to deposit their fees in installment.

Linguistic Problems and Cultural Diversity :-The language lab removes the barriers of language among the students. To broader the cultural approaches, we celebrate festival of all culture.

Category wise list of admitted students:

S.NO	COURSE	B.Ed.				D.El.Ed.	
		2012-13		2014-15		2014-15	
	CATEOGRY	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
1	SC	-	-	07	10	11	01
2	ST	-	-	05	07	-	-
3	OBC	13	08	19	23	17	08
4	UR-MP	21	37	03	19	09	04
5	UP	05	12	-	-	-	-
6	BIHAR	-	-	-	-	-	-
7	J&K	-	-	-	-	-	-
8	DELHI	-	-	-	-	-	-
9	UTTRAKHAND	-	-	-	-	-	-
10	RAJSTHAN	-	-	-	-	-	-
11	PUNJAB	-	-	-	-	-	-

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

Yes, before starting the session we organize the orientation programs of two days for fresher in which we brief them about the course and college rules.

The teacher Education also assess the knowledge of students through this interaction and seek information about them like their skills, Education, Family, Social and Cultural Background, ambitions etc.

2.2   CATERING TO DIVERSE NEEDS

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

The institution works a lot in creating a conducive environment for learning and development of students as ----
(a) By providing excellent ambience to ensure better teaching and learning environment.
(b) By providing best physical and academic infrastructure, classroom, laboratories, library, common rooms and seminar halls.
(c) Regular organization of students teacher lecture, GDs, seminars.
(d) Clutches of clubs are introduced like fitness club, sports club, spiritual club etc.
(e) By providing well furnished guest room facility for parents and hostel facility for students and mess facility.
(f) By developing ICT facility and computer lab
(g) By conducting excursions and tours on regular interval.
(h) Recognitions and award ceremony are organized for meritorious students.

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

To cater the diverse teaching needs of students, we do the following----
a) Extra classes for weak and physically challenged students.
b) Emphasize on the development of communication skills
c) Encouraging students to use ICT along with their curriculum
d) Organizing extra remedial classes for all students.
e) Community surveys and awareness program
f) Updating library book bank regularly
g) Providing internet facility to all.

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

The subject of the curriculum itself helps them to understand the role of diversity and equity in teaching, learning process. However the following activities are added in the curriculum-----
(a)   Project work and case studies of peer group of students entails them to identify and notify exceptional children and their problems.
(b)   Educational Psychology helps student teacher to understand psychological development of children and also to identify deviating children from normal children and help them to develop special methodology to bring them at optimum level.

(c)   A paper named "Special Education" comprises of education of exceptional children in which student identifies the problems of exceptional children and technique to provide them education.

(d)   Field visits at school & orphanages help them to understand the role of diversity of teaching learning process.

(e)   Inculcating the importance of national days and festival in student teacher also diversify the role of teaching.

(f)   Experts talks & lectures and organization of curricular activities.

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

The college has well qualified and experience faculty members to cater the diverse student needs. In this regard the following measures are taken.

a. The teacher educator always emphasizes learning and not teaching.
b. Co-operative and supportive learning environment is provided.
c. Encourage and appreciate learners' enquiries and feedback.
d. Value the beliefs and attitudes of learners.
e. Providing them real-world situation to make them understand in better way.
f. Teacher Educator makes proper utilization ICT aids to make teaching learning process more flexible.

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

Various activities at the class and college level are organized to ensure the development of knowledge and skills in student teacher by the institution.
The practices involves in classroom situation are as follows-----

1. In microteaching practice at college level following skills are developed
    ➢ Skills of writing objectives
    ➢ Skills of Questioning
    ➢ Skills of explanation
    ➢ Skills of stimulus and variation
    ➢ Skills of reinforcement
    ➢ Skills of illustration
    ➢ Skills of writing on black board
2. Communication skill development through language lab.
3. Skills of solving education problems through action research method. Problems like spelling correction, grammar inefficiency, indiscipline, health and safety problem of school etc.
4. Development of innovative teaching skills through educational psychology.

2.3 TEACHING –LEARNING PROCESS

2.3.1 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.)

The institution engage in the student-teacher active learning through its various resources like

1. Active learning using library--→

➢ Library period is additionally provided to all the students.
➢ Student teachers are given in projects and assignments on subjects topic due to which they regularly assess library stocks and internet.
➢ Activities like debates, extempore, GDs, deliverance of seminar in peer group are organized for full utilization of library, magazines and journals.

2. Active Learning using Website

➢ The college has well built computer lab with internet facility to facilitate students learning need.
➢ Short term training program and workshops are organized to make them aware of computer skills.
➢ Students prepare projects, assignments and presentations through lab only.

3. Simulation

Simulation helps the student-teacher to learn the things more easily. The microteaching skills are conducted in stipulated condition to enhance the practical implication of skills

➢ Introduction
➢ Writing objectives in behavioral term
➢ Skills of reinforcement
➢ Explaining with examples
➢ Questioning
➢ Stimulus variation
➢ Black Board Writing

4. Active learning through peer group-→

➢ Peer group are made under teacher educator from practicing macro lesson

➢ In peer group students participating more actively as well as the weak learners are identified and taken easily

➢ The students overcome hesitation in peer group the strength and confidence level of students are also increased.

5. Active learning through Role Play---➔

➢ Learning becomes more interesting for students teachers through role play as they are themselves become a part of it.

➢ The roles are evenly distributed among student teachers or they can also select by them in groups. Some performs while other observes them and learn after each role play feedback is collected to analyze the performances.

6. Active learning through practical activities--➔

This is most important part of learning as practical activities microteaching at college level and macro teaching at school level inherent the teaching capabilities of student teacher. They perform the duties of an ideal teacher at school like—

➢ Conducting morning assembly

➢ Maintaining attendance records of their respective class

➢ Knowing the learning barriers of students.

➢ Applying their skills to overcome the barriers.

➢ Organizing various co-curricular activities.

➢ Motivating and developing self learning process among learners.

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

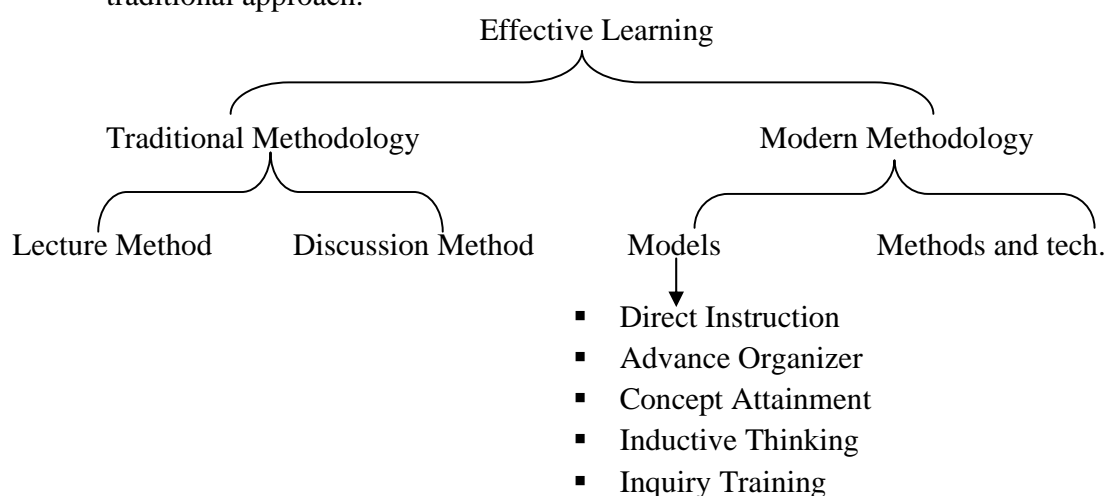The following participatory learning activities are adopted by the institution for skill development & self-management of knowledge students------

- Seminar & paper presentation
- Microteaching & practice teaching
- Organization of co-curricular activities
- Assignments and project work
- Use of language lab
- Educational tours and field trips
- Psychological tests & Experiments.
- Preparation of teaching learning material

- Social surveys and rallies
- Organization of guest lecture

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

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

Effective Learning

Traditional Methodology   Modern Methodology

Lecture Method   Discussion Method   Models   Methods and tech.

- Direct Instruction
- Advance Organizer
- Concept Attainment
- Inductive Thinking
- Inquiry Training

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

Yes, there is provision for additional training in models of teaching—
1) Demonstration of lesson given by teacher Educator.
2) Final lesson prepared by student teacher according to model of teaching
3) Workshops are organized an models of teaching.

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

Yes, the student teachers use micro teaching techniques for the development of skills. And through the utilisation of these skills they become competent & effective teacher.
Firstly they are made familiar with the phases & cycles (teach & reteach) of micro teaching.
The following 7 skills are covered in microteaching---
o   Skill of reinforcement
o   Skill of stimulus variation
o   Skill of black board writing

- o Skill of illustration with examples
- o Skill of probing questions.
- o Skill of explanation
- o Skill of writing objective in behavioral terms

Every student teacher has to prepare 3 micro lessons on each skill & teach one micro lesson on each skill.

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

Division of lessons---
1. Total number of lesson prepared=7*3=21
2. Total number of practice lessons=20*2=40
3. Criticism lesson prepare=2*1=2
4. Final lesson plan prepare=2*1=2

Initial work done by the college--→

a) The schools are selected considering all the aspects like medium of instruction, strength, infrastructure, recognitions etc.
b) Consent from authorities to conduct practice teaching in government schools is taken first from DEO and than from the principal of respective school.
c) Than schools are allotted in groups under supervision for practice teaching.

Student teacher starts delivering one / two lesson per day total 40 lessons in all which are observed by the peers & supervisors. The supervisor also writes their suggestion about lessons in lesson plan note book.

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

As per the syllabus there is no provision for block teaching/ internship, only the student teacher does the practice teaching at schools with the help of school teachers of the concerned subjects. They take all the input of class like syllabus, time-table, and schedule of tests, exams, activities & events to be conducted through concerned subject teacher and plan their lesson plan accordingly as per the academic need of the school. And after completion of practice teaching the school teachers are informed about the syllabus covered.

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

Yes, the entire practice teaching session plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

a) The supervisor and HOD talk to the HM of the school staff and fixes up the schedule for practice teaching.
b) The school staff provides the syllabus and the pupil teachers prepare lesson plans which are monitored by their mentors.
c) Mentors advise their wards to interact with the school teachers.
d) Class supervision is done by the willing school teachers and all teacher educators.
e) A separate block is maintained in lesson plan booklet for feedback from supervisors
f) Feedback remarks are given and suggest them the ways to improve the lesson plan and presentation.
g) Each student takes part in peer-observation.

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

The student teachers are prepared to manage diverse teaching needs of the students in schools by conducting following activities:-
a) Pupil teachers are trained in the technique of presenting content from different perspectives so that all students are able to understand it.
b) Pupil teachers are advised to motivate their students from asking questions on the contents being taught.
c) Pupil teachers use different skills for introducing and developing lesson plan. i.e. Micro teaching skills
d) Pupil teachers take the help of educational technology for improving efficiency & effectiveness of their teaching.
e) The pupil teachers are advised to give practical examples during explaining difficult topics.
f) They are encouraged to take-up the problems of the children with diverse needs and solve them through action research.

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

In the beginning of the academic session pupil teachers are motivated to use ET

and ICT facilities so that they can use the technologies during classroom, Micro session and in practice teaching

ICT Resources made available
* Computers and laptops
* Camera (Still)
* Camera (Moving)
* CDs with teaching/learning material
* Audio-visual aids
* Slide Projector
* Over Head Projector
* LCD projectors
* Public address system
* Computerized language lab.

2.4   TEACHER QUALITY

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

Yes, the entire practice teaching session plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

a. The supervisor and HOD talk to the HM of the school staff and fixes up the schedule for practice teaching.
b. The school staff provides the syllabus and the pupil teachers prepare lesson plans which are monitored by their mentors.
c. Mentors advise their wards to interact with the school teachers.
d. Class supervision is done by the willing school teachers and all teacher educators.
e. A separate block is maintained in lesson plan booklet for feedback from supervisors
f. Feedback remarks are given and suggest them the ways to improve the lesson plan and presentation.
g. Each student takes part in peer-observation.

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

For deciding a practice teaching school, 15-20 student teachers are grouped on the basis of following considerations:
1) Norms of NCTE (WRC) and Jiwaji University
2) No. of teacher educators to be engage for practice teaching
3) Timings of the schools
4) Location of Practice teaching schools
5) Medium of instruction of the student of school and that of the student teachers
6) Syllabus to be covered
7) Availability of class/sections available in the schools
8) Availability of no. of students in the class/sections
9) Availability of infrastructure of the school
10) Convenience and cooperation from school staff

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

The mechanism of giving feed back to the pupil teachers is manual and is given throughout their study.
During day to day classroom teaching
During day to day classroom teaching, teacher educators ask question & give assignments to the student teachers. Responses are followed with proper feedback to the student teachers thus leading to improved performance.

During micro teaching session
During microteaching sessions conducted in simulation, the teacher educators and peers provided feedback about the lesson presented by the pupil teachers.

During practice teaching session
The teacher educators observe the lessons delivered by the pupil teachers in the practice teaching schools and record their remarks on the lesson taught on that particular day on the lesson plan book itself. It is followed by discussion, if required, after the lesson is over. Each day, after the delivery of their lesson plan, feedback is provided to the pupil teachers.

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

To ensure that the student teachers are updated on policy direction and educational needs of school, following measures have been adopted:
Initially before starting the practice teaching at school, the teacher educator visits and meets the principal/ head and designated teacher supervisor to

discuss and know educational needs, teaching requirements and policies of the school. Before the start of practice teaching, the teacher educator informs and explains policy directions and educational needs of the schools to the student teachers. During practice teaching, the teacher educator on day to day basis, on the basis of personal observation and received feedbacks tells about deviation (if any) of student teacher from policy directions and educational needs of the schools and guides to restore these.

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

As Jain Institute is continuously involved in the qualitative improvement both at the institution level and at the adopted practice teaching schools, the faculty members and pupil teachers keep pace with developments in the school subjects and the teaching methodology.

a) Concerned departments are in regular touch to get the updates.
b) The teacher educators even refer to the newsletters of different organizations relating to school education and even educational journals and some important journals of NCERT & NCTE.
c) Teacher educators also refer to the books published by CBSE, M.P. Board of secondary education, SCERT, NCERT, and NCTE etc. to keep pace with the relevant developments in the school subjects and teaching methodologies.
d) Other important resources are:-
   - Inter net
   - E-resources
   - Orientation, refresher courses, conferences, seminars & workshops.
   - Guest lectures.

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

1) Faculty members encouraged to participate in various orientation and refresher courses related to their particular subject and also of teacher education.
2) The management always encourages the faculty members to actively participate in state level, national and international seminars, workshops and conferences.

3) College organizes national level seminars and workshops and encourages the faculty members to present paper on that. All the faculty members presented papers on national level seminars organized by the college in the past.

4) Teacher educators are provided one month special training programme in order to get adequate ICT trends & development in the teacher education.

5) Teachers are sponsored to attend the seminar, conference, workshop, orientation and refresher courses. T.A., D.A. and registration fees are paid by the institution.

6) Teacher educators also visit in nearby institutions as a resource person.

7) Research material such as research surveys, encyclopedias, research journals etc are available in the library. Teachers are encouraged to consult and visit library.

8) Teachers are provided with personal computer and internet access facility even the faculty can avail optimum academic leaves for their research project/work.

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

The institution thrives for excellence in teacher education. It has a strong conviction that we are a family with single vision to get acknowledged as premier institution in Gwalior district with a difference. This difference can be created by motivating and rewarding the faculty members for their endless efforts and appreciable performances in this direction. The management committee and principal recognized and reward the faculty members by following mechanism:

a) Incentives for better results in university examinations in concerned subjects are given to the staff members.

b) The institution has a provision for its good performing teachers that they can obtain academic leave for research &studies.

c) The faculty members are involved in decision making and they have liberty to share constructive and innovative ideas in teaching learning process and other co-curricular activities.

d) Recognition, incentives, personal care & concern of faculty members restore their faith and devotion to the institution.

2.5   EVALUATION PROCESS AND PERFORMS

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

The barriers to student learning identified through the following measures:-
-   During classroom interaction
-   Checking of class test and assignment
-   During preparation of Lesson plan i.e. Micro & Mega plans
-   During practice teaching session.
-   During tutorial classes.
-   At the time of ICT training
-   During participation in workshops and seminars and presentation of paper.
-   During analysis of research work/project work.

The principal monitors and reviews the performance of teachers periodically. The feedback on their teaching is obtained from students evaluation and is communicated to teacher educators for correctives measures.

2.5.2. **Provide details of various assessment / evaluation processes (internal assessment, midterm assessment, term and evaluations, external evaluation) used for assessing student learning.**

Assessment process of the college
Mid -term evaluation and Term-end examination,
Quiz and group discussion,
Written assignments
Viva-voce,
Extempore talks for development of communication skills,
Personality test,
Supervisor's assessment of practice teaching lessons
Observation of simulated lessons & laboratory practical by supervisors
Peer observation and evaluation of simulated lessons and practice teaching lessons.

Theory examination
Pupil teachers are evaluated on 3 core papers 2 special methods 1 Additional specialization
Continuous evaluation carries 25 marks in internal and rest 75 marks in term and
university examination. Our college conducts 2 internal tests in each subject during the
programme.

SCHEME OF EVALUTION for B.Ed.Part – I

Group	Paper	Internal		External		Total
		Max	Min	Max	Min	
1. Educational in Emerging India	Paper I	25	10	75	26	100
2. Educational Psychology	Paper II	25	10	75	26	100
3. Secondary Education & Teacher Functions	Paper III	25	10	75	26	100
4. Special methods of Teaching Subject I	Paper IV	25	10	75	26	100
5. Special Methods of Teaching Subject II	Paper V	25	10	75	26	100
6. Additional Specialization	Paper VI	25	10	75	26	100

Part – II

Group	Max	Min	Evaluation
1. Micro teaching	50	17	Internal
2. Teaching of Subject I	50	17	Internal
3. Teaching of Subject II	50	17	Internal
4. Criticism Lesson	20	10	Internal
5. Basic of computer	30	12	Internal
6. Final Lesson in Subject I	50	17	Internal+External
7. Final Lesson in Subject II	50	17	Internal+External
8. Work Experience	50	17	Internal+External
9. Working with Community/social Services 1			Grade
10. Psychology Experiments	50	17	Internal+External
TOTAL	**400**		

Psychological Experiments & Test.

Group –A
1. Intelligence Test.
2. Interest Test.
3. Personality Test.
4. Creative Test.
5. Achievement Test.
6. Adjustment Test.
7. Attitude Test.
8. Aptitude Test.

Group-B
1. Bilateral Transfer of Learning
2. Human maze Learning.
3. Cattle's 16 P.F.
4. Pass a long Test.
5. Battery Performances
6. Level of Aspiration.
7. Adaptation of Thematic
8. Appreciation

1. Candidates should pass in both I and II separately. To pass in Part I, the requisite aggregate is 36%, pass in part II, the requisite aggregate is 40% In both parts, First Division will be granted to candidates will acquire 60% or

higher of the aggregate, Second Division to those who acquire 48% or higher of the aggregate, and Third Division to those who acquire over requisite pass percentage.

2. Any one subject from Table 2 to be offered by the student. The number of interested students and the availability of facilities and staff will be taken into account for the allotment of the subject.
3. One lesson in each subject.
4. One lesson in each subject.
5. Any one craft from Table 3 to be offered by the student. The number of interested students and the availability of facilities and staff will be taken into account for the allotment of the craft.
6. Grading on a 7 point scale (A to E) to be done by the institution.
7. At least five Psychological experiments should be done and the record book is to be maintained.
8. Internal assessment is done on the basis of assignment, periodical tests, sessional work and constant observation for B.Ed. students.
9. Teaching skill one assessed through micro teaching in simulation and during real practice teaching session.
10. Continuous and comprehensive evaluation is done through curricular and co-curricular activities throughout – the session.
11. External evaluation (in theory papers) is done by the examiners appointed by Jiwaji University, Gwalior. In practical work a panel of examiner appointed by the university which is comprised of internal and external examiner.

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

Answer scripts of class tests and assignments one shown to the pupil teachers. Their short comings and errors made are pointed out and suitable remedial actions are suggested. This contributes to transparency and faith in the system. Remedial classes and tutorials are arranged to clear the doubts of pupil teachers. Entire process of evaluation and improvement is supervised by the concerned subject teachers/subject supervisor through communication of outcomes. Remedial classes and tutorial are arranged as per requirement and need of the hour.

2.5.4 **How ICT used in assessment and evaluation processes?**

Computers are used for question paper setting, result preparation (Excel Sheet) and analysis of result data. OHP and LCD projectors are used for paper presentation in workshops and seminars and in micro teaching sessions.

2.6 BEST PRACTICES IN TEACHING – LEARNING AND EVALUTION PROCESS

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

The significant in teaching learning/evaluation introduced by the institution are :-

- An orientation session is organized at the beginning of academic session.
- Use of OHP and LCD projectors in pre practice teaching session by teacher educators and pupil teachers.
- Combination of ICT technology and latest methodology adopted.
- Method of evaluation is communicated to pupil teachers.
- The college has introduced evaluation of teacher educators by its pupil teachers.
- Various instruction approaches (Methods, models, strategies & techniques) are provided for ensuring effective learning.

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

The college reflects on the best practices in the delivery of instruction by using latest technology in their day to day college activities. The faculty members are trained in delivering their orientations. Instructions and demonstrations in pre-practice and real practice teaching sessions. They have enough knowledge and experience of developing and using different teaching aids and instructional material. They use activity centered, project based and student participation ensuring versatility in teaching and learning process i.e.

Discussion, demonstration, problem solving, project, storey telling, role playing, team teaching, brain storming, heuristic, analysis synthesis and inductive-deductive methods are used.

The faculty members have developed various sample charts, working models, slide and transparencies to train the pupil teacher more effective.

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Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The college motivates its teacher educators by providing:-
1) Study leaves for Pursuing M.Phil/Ph.D. Programe.
2) Adjustment in teaching schedule is done for attending research programme.
3) Typing, photo copying, internet facilities are made available to them.
4) Financial help is provided to them.
5) Provision of OD to the faculty members to attend Seminar, Workshops etc.
6) Journals, peer viewed journals and international journals are provided.
7) Special increments provision to the staff members to present papers in national/international seminar/ workshop etc.
8) College has organized national seminar & workshop to encourage student & faculty to present their research paper.

The College has Organised a National Seminar on "Technology And Management Education for Organisational Growth 2-3 Jan, 2015. And also published a book with ISBN Number in which student and faculties of various colleges of India had published their research papers.

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

The thrust areas of Research prioritized by the college are:-
1) Educational Psychology
2) Educational sociology
3) Educational technology
4) Curriculum construction and text books
5) Teacher Education and Teaching behavior
6) Educational Evaluation
7) Educational Administration
8) Guidance and counseling in any field of their interest.
9) Preprimary to higher education
10) Classroom behaviour
11) Social interaction.

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

Yes, the college encourages Action Research.

Action research is focused on the immediate application and not on the development of theory or upon general application. The emphasis in action research is on a problem in a local setting. Its findings are evaluated in terms of local applicability, not in terms of universal validity. Our purpose is to improve school practices and at the same time, to improve those who try to improve the practices.

The procedure is :-

- Identification of a problem
- Defining the problem
- Listing of probable causes
- Formulation of an "Action Hypothesis"
- Testing of hypothesis
- Action programme
- Conclusion
- Follow up

Outcomes and impact:

Action Research is made by the staff members and the students for the purpose of rectifying critical problems and to give suggestions for the improvement of the quality of our institution.

Important problems were:

- Low attendance in class room.
- Low achievement in mathematics
- Indiscipline.
- Low scoring in English
- Pronunciation of English words.
- Writing of some Hindi words.

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

Conference/Seminar/Workshops attended & Organized

1.   DR. Brahmanand

S.No.	SEMINAR DATE	SEMINAR/ WORKSHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF PAPER/SEMINAR	PRESENTED/ATTENDED
1	19 Dec. 2010	National Seminar	Happy College of Education Kosli (Rewari)	ICT, Need of the Modern Society	Attended
2	24-25 March 2012	National Seminar	C.R. College of Education, Rohtak	Educational Psychology-An Innovative	Attended

				Approach in Teaching-Learning Process	
3	2-Apr-2012	National Seminar	Ghanshyam P.G. College Varanasi	Micro Teaching	Attended
4	15-Nov-2012	National Seminar	Janta P.G. College Mugalsarai Chandauli	Effect of Leadership on Educational Agencies	Attended
5	16-17 Nov. 2012	National Seminar	Jiwaji University, Gwalior	Uchcha Shiksha ke Unnain me Doorrath Shiksha ki Bhoomika	Attended
6	Dec., 11 2012	National Seminar	Kashi Vidyapeeth Varanasi	Residential School and Empowerment Medium of Education	Attended
7	22-23 Dec. 2012	National Seminar	Boston College, Gwalior	Man-Making Education and Alternative Strategies	Attended
8	July, 18-19, 2013	National Seminar	Preston College, Gwalior	Morality, crises in society and transformation needed in present Education system	Paper Presented
9	09-10 Nov 2013	National Workshop	Veena Vadini Teachers training Institute Gwalior	Innovative Approach of Using Methods in Lesson Planning	Attended
10	16-17 Nov. 2013	National Conference	Veena Vadini Teachers training Institute Gwalior	Quality Teacher Education : Concept, Issues & Challenges	Attended
11	24-25 Dec. 2013	National Seminar	Jain College, Gwalior	Teaching Strategies & Aids : An integral part of Education Programme	Attended
12	22-23 Feb. 2014	National Seminar	Dr. Bhagwat Sahai Government	Postmodern Issues in Indian English Fiction	Attended

			College Gwalior		
13	8-9 March 2014	National Seminar	Sri Balaji Teachers training college, Jaipur	Paradigms of teacher Education in present context	Paper Presented
14	06-07 April 2014	National Seminar	M.P.S. Shiksha Mahavidyalaya	Teacher Education : it's Innovative aspects	Attended
15	01-02 June 2014	National Seminar	Jiwaji University, Gwalior	Changing Scenario of Global Business Management and Information technology	Attended
16	09-10 June 2014	National Conference	Jiwaji University, Gwalior	Learning Development under the centrally Sponsored Scheme of Teacher Educationm Govt. of India	Attended
17	05, Jan 2013	National Seminar	A.S.K.S. P.G. College of Education Fatehpur	Awareness & Sensitivity about the Environmental Education & Environmental Challenges	Attended
18	07 July 2013	National Seminar	Sitasiromani College of Education, Allahabad	Dimension of Women Awareness & Value Education	Attended
19	31-Mar-12	National Seminar	C.R. College of Education, Hisar	Innovative Strategies of Learning & Motivation	Attended

2. Dr. KAMLESH SINGH

S.No.	SEMINAR DATE	SEMINAR/ WORKSHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF PAPER	PRESENTED/ATTENDED
1	17-18 Sep. 1994	Research Methodology	Jiwaji University Gwalior	Shodh ke liye ek Shodhkarta ke Aavyashayak Gun	Paper Presented

2	22-24 Feb. 2008	National Seminar	Jiwaji University Gwalior	Role of Distance Education in Universities : A Future Perspective	Paper Presented
3	25-27 July 2009	National Seminar	Jiwaji University Gwalior	Role of Information Communication Technologies in the Development of distance Education	Paper Presented
4	05-06 Oct. 2011	National Seminar	Dr. Bhagwat Sahai Govt. College, Gwalior	Emerging Areas of Education in Geography	Paper Presented
5	04-05 Aug. 2012	National Seminar	De. Bhagwat Sahai Govt. College, Gwalior	Economic Issues & Challenges in Higher Education	Paper Presented
6	16-17 Nov. 2012	National Seminar	Jiwaji University Gwalior	Uchch Shiksha ke Unnayan me Doorasth Shiksha ki Bhumika	Paper Presented
7	29 Dec 2012 to 11 Jan 2013	Faculty Development Program	M. I. T. S. Gwalior	Entrepreneurship	Attended
8	23-24 Jan 2013	National Workshop	Sarva Dharma Mahavidhyalaya Gwalior	Shishan Adhigam Prikriya ko Prabhvi banane main Shishan Sahayak Samgri ki Bhoomika	Paper Presented
9	31-Jan 2013 to 02-Feb 2013	National Workshop	Jiwaji University Gwalior	Various Trends of Information Communication & its Application in Social Science Information	Attended
10	02-Feb-13	National Conference	Sarva Dharma Mahavidhyalaya Gwalior	Right to Education 2009 Utility in Present Scenario	Paper Presented
11	27-28 Feb 2013	National Seminar	Centre of Hospital Administration	Stress Management	Paper Presented

			Ju, Gwalior		
12	27-28 Feb 2013	National Seminar	Centre of Hospital Administration Ju, Gwalior	Study of Environment in Hospitals	Paper Presented
13	27-28 Feb 2013	National Seminar	Centre of Hospital Administration Ju, Gwalior	Medical Tourism in India - Curing	Paper Presented
14	26-27 April 2013	National Workshop	Sarva Dharma Mahavidhyalaya Gwalior	Importance of Micro teaching in Classroom Teaching	Paper Presented
15	09-10 Nov 2013	National Workshop	Veena Vadini Teacher's Training Institutem Gwalior	Innovative Approach of using Methods in Lesson Planning	Paper Presented
16	16-17 Nov 2013	National Conference	Veena Vadini Teacher's Training Institutem Gwalior	Issues & Challenges : Quality of Teacher Education	Paper Presented
17	29-30 Nov. 2013	National Workshop	Sarva Dharma Mahavidhyalaya Gwalior	Utility of Action Research in Teaching	Paper Presented
18	24-25 Dec 2013	National Seminar	Jain College, Gwalior	Indian Higher Education System : New Challenges & Emerging Roles	Paper Presented
19	17-18 Jan 2014	National Conference	SOS in Environmental Chemistrym Gwalior	Electrochemisty for cleaner Environment	Paper Presented
20	03-04 Feb 2014	National Seminar	Sarva Dharma Mahavidhyalaya Gwalior	Innovative Aspects in Teacher Education	Paper Presented
21	08-09 Feb 2014	National Seminar	Dr. Bhagwat Sahai Govt. College, Gwalior	Employment Plrospects in Education Teaching	Paper Presented
22	22-23 Feb 2014	National Seminar	Dr. Bhagwat Sahai Govt. College,	Postmodern Issues in the field of Education	Paper Presented

			Gwalior		
23	11-15 March 2014	Teacher Training Program	Institute of Advanced Studies Education, JU, Gwalior	Shishan Adhigam ab Vikas	Paper Presented
24	16-17 March-2014	National Seminar	Dr. Bhagwat Sahai Govt. College, Gwalior	Role of English in Higher Education	Paper Presented
25	10-May-14	Teacher Training Program	Veena Vadini Teacher's Training Institutem Gwalior	anusthapan	Paper Presented
26	12-13 May 2014	Teacher Training Program	Institute of Advanced Studies Education, JU, Gwalior	Shodh Vidhi Tantra	Paper Presented
27	01-02 June 2014	National Seminar	Jiwaji University Gwalior	Role of PTA in Development of School teacher and Children	Paper Presented
28	09-10 June 2014	National Conference	Institute of Advanced Studies Education, JU, Gwalior	Gunvattayukt Shikshan ke liye Adhigam vikas ek Avashakta	Paper Presented
29	09-10 June 2014	National Conference	Institute of Advanced Studies Education, JU, Gwalior	Shishan Adhigam ko Prabhavit Karne vale Karak ab Prabhavshali adhigam ke Upai	Paper Presented
30	18-20 Oct 2014	National Seminar	M. I. T. S. Gwalior	A Study of the Components of Marketing Practices in India	Paper Presented
31	16-25 Nov 2014	National Workshop	Jiwaji University Gwalior	Research Methodology	Paper Presented

| 32 | 02-03 Jan 2015 | National Seminar | Jain Institute, Gwalior | Prathmic Shiksha ke Vikas me Palak - Shishan ki Bhoomika : Ek Adhyapan | Paper Presented |

3. Dr. Geetanjali Bohare

S.No.	SEMINAR DATE	SEMINAR/ WORKSHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF PAPER/ SEMINAR	PRESENTED/ ATTENDED
1	16-17 Nov. 2012	National Seminar	Jiwaji University, Gwalior	Uchch Shiksha ke Unnain me Doorrath Shiksha ki Bhoomika	Attended
2	22-23 Dec. 2012	National Seminar	Boston College, Gwalior	Deficiencies in Delivering 'Man-Manking ' Education and Alternative Strategies	Attended
3	09-10 Nov. 2013	National Workshop	Veena Vadini Teachers Training Institute Gwalior	Innovative Approach of Unsing Methods in Lesson Planning	Attended
4	16-17 Nov. 2013	National Conference	Veena Vadini Teachers Training Institute Gwalior	Chhatra ka Ghar evam School me Hin Bhavana estar ka Addhayan	Attended
5	24-25 Dec. 2013	National Seminar	Jain College, Gwalior	Teaching Strategies and Aids an Integral part of Education Program	Paper Presented
6	2-Feb-2014	National Seminar	Ravishankar University Raipur	Health Psychology	Attended

7	22-23 Feb 2014	National Seminar	University Grantr Commission CRO, Bhopal	Postmodern issues in Indian english Fiction	Attended
8	11-15 March 2014	Workshop	Jiwaji University, Gwalior	Teacher Training Program	Attended
9	01-02 June 2014	National Seminar	Jiwaji University, Gwalior	Changing Scenario of Global business management and information Technology	Paper Presented
10	09-10 June 2014	National Seminar	Jiwaji University, Gwalior	Gudvattayukt Shikshan ke liye Adhigam Vikas ek Avashayakta	Paper Presented
11	06-07 August 2014	National Seminar	M.P.S, Shiksha Mahavidhyalaya, Gwalior	Changing Role od Teacher in Computer Era	Paper Presented
12	18-20 Oct. 2014	National Seminar	M. I. T. S. Gwalior	Social Ethics of Technology and Business in Entrepreneurship Management	Attended
13	16-25 Nov. 2014	National Seminar	Jiwaji University, Gwalior	Research Methodology	Attended
14	29-30 Nov. 2014	National Seminar	Peoples College of Medical Science and Research Centre Bhopal	Association of Industrial Psychiatry of India	Attended

15	02-03 Jan 2015	National Seminar	Jain Institute, Gwalior	Prashishit evam Aprashishit Shikchoko ke Kaushal evam Uplabdhi ka Tulnatamak Addhayan	Paper Presented
16	09-10 June 2015	National Seminar	Jiwaji University, Gwalior	Shikshan Adhigam ko Prabhavit Karnwale Karak evam Prabhavshali Adhigam ke Uppay	Paper Presented

4.   Mrs. Mayuri Chaudhary

S.No.	SEMINAR DATE	SEMINAR/ WORKSHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF PAPER	PRESENTED/ATTENDED
1	19-Apr-2005	National Seminar	GICTS College Gwalior	Biotech 2005 : Challenges and Opportunities	Attended
2	16 - 17 Nov. 2012	National Seminar	Jiwaji University, Gwalior	Uchch Shiksha ke Unnyan me Durasth Shiksha ki Bhumika	Attended
3	22-23 Dec. 2012	National Seminar	Boston College, Gwalior	Man-Making Education and Alternative Strategies	Paper Presented
4	27-28 Feb. 2013	National Seminar	Jiwaji University, Gwalior	Global Issue and Challenges in health and Business Management	Attended
5	09-10 Nov. 2013	National Workshop	Veena vadini Teachers Training Institute Anand Nagar Gwalior	Innovative Approach of using Methods in Lesson Planning	Attended

6	16-17 Nov. 2013	National conference	Veena vadini Teachers Training Institute Anand Nagar Gwalior	Issue & Challenges - Quality of Teacher Education	Attended
7	24-25 Dec 2013	National Seminar	Jain College, Gwalior	Information & Communication Technology is an important Teaching Aid in Present Scenario	Paper Presented
8	17-18 Jan 2014	National conference	Jiwaji University, Gwalior	Electrochemistry for Cleaner Environment	Paper Presented
9	22-23 Feb 2014	National Seminar	Dr. Bhagwat Sahai Government College, Gwalior	Abhibhavako ke Samajik Arthik ststhi ka Uchchatar Maddhyamik Viddhyalaya ke Viddhyathiyo ki Uplabdhi	Paper Presented
10	06-07 April 2014	National Seminar	M.P.S. Shiksha Mahavidhyalaya, Gwalior	Teacher Education: it's innovative aspects	Attended
11	01-02 June 2014	National Seminar	Jiwaji University, Gwalior	Prathmik Vidhayalya me Chatra Chatrao ke Paryavaran Jagrukta ka Adhyan	Attended
12	09-10 June 2014	National Seminar	Jiwaji University, Gwalior	Prathmik Vidhayalyo main Madhyansh Bhojan Yojna ka Vidhayarti Avam Abhivabako ke Vyavaro par Prabhavo ka Tulnatamak Adhyan	Paper Presented
13	2-3 Jan 2015	National Seminar	Jain Institute	Student Evaluation is an important part of Education & Techniques used for Evaluation	Paper Presented

5. Mrs. Leena Kshatriya

S.No.	SEMINAR DATE	SEMINAR/ WORKSHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF PAPER	PRESENTED/ ATTENDED
1	17-19 Oct. 2008	National Workshop	I. P. S. College Gwalior	The Changing Phenomena on role modality of Teachers	Attended
2	20-Feb-2011	Orientation	I. P. S. College Gwalior	Dialogue as a Collective Teaching Pedagogy	Attended
3	16-17 Nov. 2012	National Seminar	Jiwaji University Gwalior	Uchch Shiksha ke Unnyan Shiksha ki Bhumika	Attended
4	22-23 Dec. 2012	National Seminar	Boston College, Gwalior	Uses of Technology and its importance in Education	Paper Presented
5	09-10 Nov. 2013	National Workshop	Veena Vadini Teachers Training Institute, Gwalior	Innovative Approach of usingh mehtods in Lesson Planning	Attended
6	16-17 Nov. 2013	National Conference	Veena Vadini teachers Training Institute Gwalior	Uses & Importance of Communication in Teaching, Earning Process	Paper Presented
7	24 -25 Dec. 2013	National Seminar	Jain College, Gwalior	Importance of ICT in Teaching Aids	Paper Presented
8	22-23 Feb. 2014	National Seminar	Dr. Bhagwat Sahai Government College Gwalior	Uses of Print and Non Print Media for Effective Teaching	Paper Presented
9	11-15 March-2014	National Seminar	Jiwaji University Gwalior	Teacher Training Program	Attended
10	06-07 April 2014	National Seminar	M.P.S. Shiksha Mahavidhyala	Teacher Education : it's innovative	Attended

			ya	aspects	
11	01-02 June 2014	National Seminar	Jiwaji University Gwalior	Utilty of Guiding System in the Examination of Graduation & P.G. Level	Paper Presented
12	09 -10 June 2014	National Conference	Jiwaji University Gwalior	Role of Teaches in Science Teaching in Teacher Training Colleges	Paper Presented
13	16-25 Nov. 2014	National Workshop	Jiwaji University Gwalior	Research Methodology	Attended
14	02-03 Jan 2015	National Seminar	Jain Institute, Gwalior	Comparative Study of Students Educational Achievement b/w higher and lower economic condition	Paper Presented

6. Mrs. Prerna Tripathi

S.No.	SEMINAR DATE	SEMINAR/ WORKSHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF PAPER	PRESENTED/ ATTENDED
1	16-17 Nov. 2012	National Seminar	Jiwaji University, Gwalior	Uchcha Shiksha ke Unnain me Doorasath Shiksha ki Bhumika	Attended
2	22-23 Dec. 2012	National Seminar	Boston College, Gwalior	Evaluating the impact of value Education	Paper Presented
3	09-10 Nov. 2013	National Workshop	Veena Vadini Teachers training Institute Gwalior	Innovative Approache of using Methods in Lesson Planning	Attended
4	16-17 Nov. 2013	National Seminar	Veena Vadini Teachers training	Teacher Education Provided Through conventional &	Paper Presented

			Institute Gwalior	distance education System in India	
5	24-25 Dec. 2013	National Seminar	Jain College, Gwalior	Teaching Strategies & Aids : An integral part of Education Programme	Attended
6	06-07 April 2014	National Conference	M.P.S. Shikha Mahavidhyalaya	Teacher Education : it's innovative aspects	Attended
7	01-02 June 2014	National Seminar	Jiwaji University, Gwalior	Study & Analysis of Lecturer Model of Teaching	Paper Presented
8	09-10 June 2014	National Conference	Jiwaji University, Gwalior	Impact of Education in Mordern Society	Paper Presented

7. Mrs. Shweta Tripathi

S.No.	SEMINAR DATE	SEMINAR/WORKSHOP	NAME OF SPONSORING INSTITUTE	TOPIC OF PAPER	PRESENTED/ ATTENDED
1	16-17 Nov. 2012	National Seminar	Jiwaji University, Gwalior	Uchch Shiksha ke unnyan Shikha ki Bhumika	Attended
2	22-23 Dec. 2012	National Seminar	Boston College, Gwalior	Role of Pareuts and School in the developments of child personality	Paper Presented
3	09-10 Nov. 2013	National Workshop	Veena Vadini Teachers Training Institute, Gwalior	Innovative Approach of using Mehtods in Lesson Planning	Attended
4	16-17 Nov. 2013	National Conference	Veena Vadini Teachers Training Institute, Gwalior	Mararity crisis in Society & Transformation needed in Present Education System	Paper Presented

5	22 - 23 Feb. 2014	National Seminar	Dr. Bhagwat Sahai Government College Gwalior	Learning achievement of rural students in basic School subjects	Paper Presented
6	06-07 April 2014	National Seminar	M.P.S. Shiksha Mahavidhaya laya	Teache Education: it's innovative aspects	Attended
7	1-2 June 2014	National Seminar	Jiwaji University, Gwalior	Shikshadvidhiyo me Sahayak Samagri ka Mahatava	Paper Presented
8	09-10 June 2014	National Conference	Jiwaji University, Gwalior	Human value and Teacher Education	Paper Presented

8. Mrs. Neeraj Verma

S.No.	SEMINAR DATE	SEMINAR/WO RKSHOP	NAME OF SPONSORIN G INSTITUTE	TOPIC OF PAPER	PRESENTED/ATTENDED
1	01-02 June 2014	National Seminar	Jiwaji University, Gwalior	Madhyakaalin yug me Estri Shiksha ka Alochnatamak Addhyan	Paper Presented
2	06-07 April 2014	National Seminar	M.P.S. Shiksha Mahavidyala ya	Teacher Education : it's Innovative aspects	Attended
3	09-10 June 2014	Natioanl Conference	Jiwaji University, Gwalior	Shiksha Prashikshad Karyakaram me Shuksham Shiksha ki Upyogita	Paper Presented
4	09-10 June 2014	National Conference	Jiwaji University, Gwalior	Impact of Education in Mordern Society	Paper Presented
5	22-23 Feb. 2014	National Seminar	Dr. Bhagwat Sahai Government College Gwalior	Radhakrishnan aur mahatama Gandhi ke Shaishik Vicharon ka Tulnaatmak	Paper Presented

				Addhyan	
6	09-10 Nov. 2013	National Workshop	Veena Vadini Teachers training Institute Gwalior	Innovative Approach of Using Methods in Lesson Planning	Attended
7	16-17 Nov. 2013	National Conference	Veena Vadini Teachers training Institute Gwalior	Abhyaas Shikshad me Drashya Shravya Samgri ki upyogita	Paper Presented
8	22-23 Dec. 2012	National Seminar	Boston College, Gwalior	chhatro main Vaigyanik Drastikond utpann Karne ke liye navin Shekshik takniki ke upayey	Paper Presented
9	16-17 Nov. 2012	National Seminar	Jiwaji University, Gwalior	Uchcha Shiksha ke Unnain me Doorrath Shiksha ki Bhoomika	Attended

3.2   Research and Publication Output

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

Power Point Presentation has been used in micro teaching by the pupil teachers and by faculty members during demonstration classes and practice session. Preparation of notes is also done through internet reference and is distributed to the students as CD.

The pupil teachers prepare low cost teaching material and use them during the practice teaching in school.

Some samples of charts & models have been prepared by faculty members i.e. :-

- Time line
- Pie diagram

- Graph presentation
- Gemology Chart
- Historical Map.
- Geographical Map.
- Working models on various themes.

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

Teacher educators prepare notes through reference books and internet which are distributed to the pupil teachers.

The facilities available for developing instructional materials are as follow:

- The college provides hardware and software materials, audio visual, multimedia support.
- Question bank is provided for all the compulsory & optional subjects with maximum number of possible expected questions.
- Resource materials are provided from the library.
- OHP Transparency is available.
- Printed materials covering the entire syllabus are issued to the students.
- Interactive Board, LCD Projector and OHP is practiced
- Power point presentations on various topics are being prepared.

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

Yes, faculty members have developed ICT related instructional material in their respective compulsory and teaching subjects.

- Transparencies for over head projector
- Photographic slide for slide Projector.
- Power point presentation for LCD projector.

More then hundred ICT related instructional material (Power point CDs) are available in the library. Online browsing and downloading facilities are provided to teacher educators & pupil teachers. All ICT related equipments are provided in the ICT laboratories i.e.

- OHP
- LCD Projector
- Digital Camera
- Latest configured computers
- Web camera.

S. No.	TOPIC	PREPLARED BY
1.	Educational Philosophy	Dr. Kamlesh Singh
2.	Theories of Motivation-Maslow Maslow Hierarchy of Human Need Maslow Hierarchy of Human Need II	Mrs. Shweta Tripathi
	Motivation At Work Theory	Dr. Geetanjali Bohare
	Theory Motivation	
	Group Dynamics	Dr. Brahmanand
	Group Dynamics II	
3.	National Policy of Education	Mrs. Mayuri Chaudhary
	Low Cost Teaching Aids	Mrs. Mayuri Chaudhary
	Teaching Aids – I	
	Action Research (1-7)	Dr. Geetanjali Bohare
4.	Radha Krishnan Commission 1948	Dr. Kamlesh Singh
	University Education Committee (1948-49)	Dr. Brahmanand
	Secondary Education Committee Report (1952-53)	Mrs. Leena Kshatriya
	Indian Education Commission (1964-65)	
	National Policy of Education (1986)	
	Revised Education Policy (1992)	
5.	Learning	Mrs. Leena Kshatriya
6.	Teaching How to Teach	Dr. Vandana Swarnkar
	Modern Education	Dr. Vandana Swarnkar
	Motivation	Ms. Neha Sharma
	Bloom's Taxonomy	Mrs. Prerna Tripathi
	Teacher Education Policy	
7.	Herbart And Bloom Taxonomy	Dr. Geetanjali Bohare
	Evaluation	
	Models of Teaching	
	Micro Teaching	Mrs. Prerna Tripathi
	History of Indian Education	
8.	Guidance & Counseling	Mrs. Mayuri Chaudhary
9.	Theories of Intelligence	Mrs. Shweta Tripathi
	Multiple of Intelligence Theory	Ms. Vibha Gangwar
	Intelligence – New	
	Testing	
	Testing IQ	
10.	Education for Social change	Mrs. Neeraj Soni
	Force of Social Change	Ms. Neha Sharma
	Social Justice in Education	Mrs. Neeraj Soni

11.	Human Rights Education	Mrs. Mayuri Chaudhary
	Multimedia in Education (1 – 4)	Mr. Ankur Sharma
	Experimental Design	Dr. Vandana Swarnkar
	Ragging	
12.	Environment	Mrs. Leena Kshatriya
13.	Linear Regression	Ms. Vibha Gangwar
	Co – Relation	
14.	Methods, Models, Strategies & Techniques of Teaching	Dr. Kamlesh Singh Dr. Brahmanand
	Education Research 1 to 5	
	Education Research Comparative	
	The Indian Education System	
	Essentials of Methodology	
	Essentials of Language Learning	Mrs. Shweta Tripathi
	Counseling Tools	Mrs. Leena Kshatriya
15.	Learning Intelligence Personality	Mrs. Prerna Tripathi
16.	Educational Psychology	Dr. Geetanjali Bohare
17.	Intelligence	Mrs. Shweta Tripathi
	Personality (1 – 4)	
18.	Audio – Visual Aids	Mr. Ankur Sharma
	Teaching Art to be Perfect	
	The use of Media in Teaching and Learning (2) – welcome to the teaching Club	

Subjective Presentations Developed by Faculty-

1. DR. KAMLESH SINGH

Teaching of Social Science	
S.No.	**Topics**
1	Samjik Adhyan ka arth
2	Samajik Adhyan ka Mhatav
3	Pathyakrm ka Vikas
4	Pathyavastu Kendrit Patyakram ki Visheshtae
5	Pathyakram me anivarya vishyo ka sthan
6	Samajik Adhyan ki Vidhiyo
7	Samajik Adhyan me drashya shravya Samagri
8	Project vidhi
9	Paryatan vidhi
10	Path yojna

2. DR. GEETANJALI BOHARE

Education in Emerging India

S.No.	Topics
1	Hamara vrtman or bhavishya
2	Rashtriya ekta ki avshyakta
3	Prajatantra(Loktantra) Ke Gun
4	shiksh or Samaj
5	Shiksha Ke Uddeshya
6	Rashtriya Shikshk or Shiksha parishad
7	Mahtma gandi ka darshnic evam shekshik chintan
8	swami vivekanand ki Shekshik Vichardhara
9	Samajik parivartan
10	Shekshik avsro ki Samanta

3. MRS. MAYURI CHAUDHARY

Environment Education

S.No.	Topics
1	Paryavaran Shiksh ka arth,tatparya evam aavshyakta
2	Paryavaraniya Shiksh ke Sidhdhant
3	Paryavarniya shiksha ke uddeshya evam paryavarn ke prakar
4	Paryavarniya sankat Evam sanrakshan
5	sansthatmak paryavaran ka nirdharan evam visheshtaen
6	paryavaran Shiksh me Vidhyalay ki bhumika
7	Paryavarn evam Swasthya
8	Paryavaran evam Urja
9	Paryavaran Shiksh ke Pathyakram ka vikas
10	Paryavaran Pradushan

4. MRS. LEENA KSHATRIYA

Teaching of Science

S.No.	Topics
1	Aims and objectives of science teaching

2	Material Aids in Science teaching
3	Evaluation in Science
4	Lesson planning in science teaching
5	Methods Of Teaching Science
6	Nature Of Science
7	Science Library
8	Science Text book
9	Science Curriculum
10	Topics to be studied as a part of effective classroom teaching

5. MRS. SHWETA TRIPATHI

Education Psychology	
S.N.	**Topics**
1	Shiksha manovigyaan ki prakriti or bhumika
2	Adhigamkarta ke vyavhar ke adhyan ki kishoravastha me vidhiya
3	Adhigamkarta ki abhivridhi or vikas
4	Vikas ko prabhavit karne vale karak
5	Veyaktik roop me Adhigamkarta
6	Vyaktigat Vibhinntao ke prabhvi karan
7	Adhigam ,Paripakvta or Vikas
8	Adhigam ko prabhavit karne vale Karak
9	Adhigamkarta ka Vyaktitav or samayojan
10	Adhigamkarta Ki vishesh aavshyaktao me sahayta evam upcharatmak upaay

6. MRS.PRERNA TRIPATHI

Secondary Education	
S.No.	**Topics**
1	Secondary Education and its Objectives
2	Teachers role in the national system of Education
3	Principle of Co-Curricular Activitries
4	Concept and Scope of School Management
5	Instructional Technology

6	Institutional Practices
7	Research, Experiment and Objects
8	Distance Education
9	Evaluation and Ethics
10	Classroom Management

7. MRS.NEERAJ VERMA

S.No.	Teaching of Maths
	Topics
1	Nature and Scope of maths
2	Importance of maths in the secondary school curriculum
3	Objectives of teaching maths
4	Maths Curriculum
5	Mathematical projects S.M.S.G.
6	Inductive Methods of teaching
7	Heuristic Methods of teaching
8	Polya Method of teaching
9	Teaching aids(Projected and Non Projected Aids)
10	Coprehensive and continuous evaluation

3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials)
- Workshop on preparing teaching aids.
- One month computer training provided to all faculty & staff members.
- Workshop for computerized language lab
- Workshop on preparation of PPT's on various teaching subjects.
- Workshop on development of audio-visual aids.

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

All faculties are actively involved in publication activity their publication has been printed in given Journals, magazines and books-

S.NO	Journal/ Book/ Magzine
1	**UPBHOKTA SARANKSHAN**
2	**PARYAVARAN SURUKSHA KE LIYE ECO-MARK AAVSHAYAK**

3	AAM AADMI VIKAS AUR PRATIGAMI RAJNEETI
4.	GLOBAL ISUES AND CHALLENGES HEALTH CARE AND BUSINESS MANAGEMENT
5.	GLOBAL BUSINESS MANAGEMENT AND INFORMATION TECHNOLOGY
6.	SHODH YATRA
7.	UDHBHAV "COLLEGE MAGZINE"
8.	TECHNOLOGY AND MANAGEMENT EDUCATION FOR ORGANISATIONAL GROWTH

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

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

3.3 **Consultancy**

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

Yes, the institution provides consultancy in past years.
➢ Every year the college provides computer training to school students.
➢ Workshop of Personality Development and Communication Skills are conducted at schools.
➢ Talent of the student is encouraged by organizing various competitions like TALENT HUNT, ABILITY TEST etc
➢ Career guidance & counseling is given to students.

3.3.2 **Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.**
Yes, the faculty of the institute is competent to undertake consultancy activities under the following areas:-
➢ Computer skills
➢ Communication skills

- ➢ Career guidance & counseling
- ➢ Co-curricular activities
- ➢ Preparation aids for teaching
- ➢ Preparation of art & craft materials
- ➢ Day to day problem
- ➢ Awareness session of community welfare

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?
No, Institution does not generate any revenue from consultancy.

3.3.4 How does the institution use the revenue generated through consultancy?
All consultancy work is done free of cost.

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)
Extension activities are an important part of teaching learning process. Extension activities undertaken by the college include wide range of activities.
The college has adopted nearby areas for upliftement of education, health and hygienic, environmental issues, legal awareness, women empowerment and inclusive education.
The college runs awareness programmes on:
- Adult education
- Girl child education
- Female foeticide
- Cleanliness drive
- Not to use polythene
- Water conservation
- Cancer Awareness
- Understanding human rights
- Women empowerment
- Inclusive education
- Banking activities

So we can say that extension activities have certainly contributed positively to the local masses and environment as well as enriching the teaching experience of the pupil teachers.

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

College needs upper Primary and secondary schools for practice teaching. The schools mostly situated nearby the college offers helping hand to accommodate practice teaching activities in their schools.

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

College would like to have linkage with some more important GO's and NGO's at local, state and national level. The prominent area would be:
- Environment awareness
- Values oriented activities
- Democratic ways of living.
- Planting and preserving tree
- ICT
- Right to education.

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

Yes, the institution has done following projects for the welfare of community.
➢ Save water campaign in nearby villages shalupura, piproli, kedarpur etc.
➢ Save Girl Child awareness rally among villages.
➢ Tree plantation is done at nearby areas.
➢ Cleanliness awareness sessions are conducted at villages.
➢ Development of literacy among girls at villages.
➢ Cancer Awareness Rally was done in nearby villages .

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

The college utilizes the following as the tools for inculcation of social and citizenship values & skills.
- Effective teaching/learning
- Co-curricular activities
- Extra curricular activities
- Guest lectures
- Workshops
- Outreach activities.

These values come under affective domain of an individual. Therefore through these, the emotions are stirred which motivates pupil teacher to act. This enable them to reflect and think on how they could contribute to the social cause

3.5 Collaborations

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

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

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

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

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

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

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

1. **Curriculum Development**
   The curriculum is prepared by the University itself as per guidelines recommended by the National Council of Teacher Education and SCERT, Bhopal.
2. **Teaching**
   Some special lectures are delivered by eminent subject experts of Education to pupil
   teachers related to the problems of teaching learning and new dimensions of Teacher

education.

3. **Training**
   Short term Training programmes to pupil teachers are organized on various issues related to the welfare of pupil teacher such as Health care program, Computer Training programs, Yoga and Meditation programs etc supervised by resource persons invited from various reputed organizations.

4. **Practice Teaching**
   Practice Teaching programme is organized in some nearby selected schools with
   collaboration of their management. The whole programme is based on the mutual cooperation of our teachers and teacher of selected practice teaching school.

5. **Research**
   Our faculty members make an endeavour to prepare for their research papers and Ph.D. work with the senior faculty members of different institutions of the field of Education

6. **Consultancy**
   Consultancy services are provided for innovative practices, educational measurement and guidance.

7. **Extension**
   Contacts with various NGOs during extension and outreach activities help in establishing good relationship with community and achieving social values.

8. **Publication**
   The articles and research papers prepared by our faculty members are published in the
   reputed educational journals of different organizations.

9. **Student Placement**
   The placement section of the Institution in collaboration with reputed schools of city
   helps the students in seeking teaching jobs.

3.5.4 **What are the linkages of the institution with the school sector? (Institute-school-community networking)**
   The following are the neighboring schools with strong linkages which help the Institution organizing practice teaching for the student teachers:-

List of practice teaching Schools
1. Govt. Girls Higher Sec. School Maharani Kramank1 Gwalior
2. Govt. Girls Higher Sec. School Maharani Kramank2 Gwalior
3. Smt. Shankuntala Devi Mem. Sec. School, Gwalior
4. The Radiant School Naya Bazar, Gwalior
5. Govt. Taksal Higher Sec. School Gwalior

6. Govt. High School, Jai Sindh, Gadve Ki Goth Gwalior

The college has good association with nearby schools of the town and the surrounding areas for organizing different activities and teaching practice. Our Teaching Practicesessions are conducted in these schools. Before the start of the school-based practice teaching, meeting is conducted with the Principal including one teacher of each school. This meeting is conducted to orient the school as per the activities that will be carried out by the pupil teachers at their respective schools. The orientation is to define the role of Co-ordinator and Convener in school teaching. They make the work more clear and objective oriented. Other than this, an explicit understanding is there with two schools of the area for passing on the different resolutions related to teaching-learning. For effective implementation of the community Programmes, the college even gets help of the management of nearby schools for the purposes of building and other facilities that are required for the successful implementation of the programmes. The college even deputes some teachers for delivering lectures in nearby schools whenever there is a mass scale programme initiated for health, social welfare or programmes of social nature introduced by some organizations working in the state of M.P.

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

Yes, faculty members are actively engaged in schools and with teachers to design, evaluate and deliver practice teaching. During Practice teaching, teacher educators share their experiences with the school teachers and appraise them for models, methods, strategies, techniques and innovative teaching learning practices. Teacher educators also receive feedback from H.M. principal and teachers to improve the practice teaching.

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

Faculty members of Jain Institute collaborated with various schools to conduct Practice teaching. Faculty and staff remain in touch with Principal & staff of Practice teaching for knowing things of common interest and specific needs of schools. Faculty provided supervision, guidance and expertise to the schools.

We have good relationship with other teacher training institution of Gwalior region.

We invite their faculty members for attending seminars, workshops and also as a guest lectures. As a reciprocal process our faculty member also visits there. We interact with them and exchange our views and ideas to solve administrative and academic problems.

Faculty members of the college collaborate with faculty members of the Jiwaji University, Gwalior. Some of them invited as a guest faculty to interact with faculty and pupil teachers, Judges in various competitions, chief guest in various programmes and to participate in orientations, seminars and workshops.

3.6 Best Practices in Research, Consultancy and Extension

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

- Teacher educators are encouraged to adopt new methods and technology of teaching & learning.
- College encourages it faculty to pursue research (minor & major) in the field of education.
- The college provide well stocked library with internet facility, ICT lab and Psychology lab to pursue research activities.
- College provides ample opportunities to attend seminars, workshops, & orientations.
- College has linkage with schools, other teacher training institution and Jiwaji university Gwalior.
- The college helps the teachers educators to take up research and extension activities by making adjustment in teaching schedule.

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

- Several guest faculties visited and delivered their lectures on ICT skills, bloom taxonomy, first aid, yoga, research, Guidance & counseling, language skills and inclusive education etc.
- Jain Institute organized various extension activities;
    - "Not to use polythene" campaign and encourage paper bags.
    - Women empowerment and gender issues.
    - Tree plantation.
    - Eye check up camp.
    - Blood check up & donation camp.
    - Rallies on Various contemporary issues i.e. pollution control, save girl child, girl education, water conservation etc.
- After having flexibility in teaching schedule, most of faculty members have undertaken research studies i.e. M.Phil & Ph.D. Programmes.
- Faculty members have published their research finding in National level Journals.
- Action Research Programmes by B.Ed. students.

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Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

The college is having campus of 4128 sq. mtrs. which is very meticulously maintained. This is pollution free place; 2 Km. away from the city with lush green lawns and small trees with nature at its bounty. Moreover, the college campus is well connected with interlinked roads.

Sufficient fund is invested to meet the expenses for developing in the infrastructure. The college has adequate number of classrooms, laboratories, multipurpose hall, common room for Girls & boys, health and physical education room, health centre, music room, store and well stocked library to run teacher education programmes efficiently. The library is fully automated and internet facility is available for pupil teachers and teacher educators. The college has a well resourced ICT Centre. There is a multipurpose hall with multimedia facility. All the local, state and national level seminars/conferences are organized.

The college has mobilized its resources that have resulted into the establishment of well built physical infrastructure and conducive teaching learning atmosphere. Approximately Rs. 1.5 Crores has been invested for developing the infrastructure. Photocopy of Master plan and balance sheet is attached herewith.

SPECIFICATION OF ROOMS & OTHER INFRASTRUCTURAL FACILITIES

S.No.	Description	Floor	Room No.	Length in meter	Breadth in Meter	Carpet Area in Sq. Meter
1	Reception	G. Floor	Recp	10.5	7.5	78.75

2	Guidance/Counselling & Placement Cell	G. Floor	1	3.10	2.10	6.51
3	Grievance/Woman Cell	G. Floor	2	3.10	2.10	6.51
4	Administrative Office	G. Floor	3	3.10	2.10	6.51
5	Office	G. Floor	4	7	5.9	41.30
6	Principal Office	G. Floor	8	6	6	36.00
7	Co-ordinator Office	G. Floor	9	5.8	4.5	26.10
8	Server Room	G. Floor	10	2.8	2.6	7.28
9	Class Room B.Ed.	G. Floor	11	9.1	7.5	68.25
10	Class Room B.Ed.	G. Floor	12	9.1	7.5	68.25
11	Toilets Gents	G. Floor	13	6	3	18.00
12	Toilets Ladies	G. Floor	14	6	3	18.00
13	Exam Control Room	G. Floor	15	6.5	4.6	29.90
14	Class Room	G. Floor	16	8.65	6.5	56.23
15	Canteen	G. Floor	17	8.65	6.5	56.23
16	Account Section	G. Floor	18	4.9	2.9	14.21
17	Pantry	G. Floor	19	2.9	2.4	6.96
18	Multipurpose Hall	G. Floor	20	21.5	10	215.00
19	Staff Room	1st Floor	21	8	7.5	60.00
20	Class Room	1st Floor	22	8.15	7.5	61.13
21	Class Room	1st Floor	24	9.1	7.5	68.25
22	Class Room	1st Floor	25	9.1	7.5	68.25
23	Social Study Lab	1st Floor	28	6.5	6	39.00
24	Music Room	1st Floor	29	6.5	5.6	36.40
25	Art & Craft / SUPW Room	1st Floor	30	6.5	5.6	36.40
26	Staff Computer Room	1st Floor	31	4	2.3	9.20
27	Science Lab	1st Floor	32	9.1	7.5	68.25
28	Psychology Lab	1st Floor	33	9.1	7.5	68.25
29	Computer / ET / ICT Lab	1st Floor	34	12.2	10	122.00
30	Library	2nd Floor	35	10.8	9	97.20
31	Toilets Gents	2nd Floor	39	6	3	18.00
32	Toilets Ladies	2nd Floor	40	6	3	18.00
33	Girls Common Room	2nd Floor	41	6.5	4.9	31.85
34	Boys Common Room	2nd Floor	42	6.5	5.6	36.40
35	Medical Room	2nd	43	6.5	5.8	37.70

		Floor				
36	Sports Store Room	2nd Floor	44	6.5	5.8	37.70
37	Store Room	2nd Floor	45	4	2.3	9.20
38	Indoor Sports/Activity Room	2nd Floor	46	9.1	7.5	68.25

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

The college has enough infrastructures for various activities. Classrooms are properly lighted and ventilated. Due to need of the hour to keep pace with the changing scenario of teacher education, constant up-gradation process is adopted. College meets these amenities & requirements through the managing society.

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

The pupil teachers make optimum use of all physical and material resources that are well maintained by the college. The Principal of the college makes conscious efforts to provide the best infrastructure to the students for conducive teaching learning environment, well ventilated classrooms, comfortable furniture, LCD Projector, LCD TVs, adequate No. of Computers and CDs, Camera (handy video & still) Internet facility, Display Boards, spacious store room, musical equipments, sports material, indoor games, equipments and spacious common rooms separate for boys and girls are available. The college has a generator back-up for power-cuts.

The college has enough stock of material and equipment for the games like Volley Ball, Lawn Tennis, Table Tennis, Badminton, Kho-Kho, Yoga and athletic events. The college has material and equipment for various indoor games.

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

The infrastructure mentioned above is solely meant for the students of teacher education Programme. Only play grounds of the college are used for multiple sports events.

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

Health facilities are available in the college. A qualified doctor- Dr. V.K.D Jain (MBBS) visits the campus regularly. Emergency cases are referred to Govt. Hospital which is almost 5 Km. away from the college. First aid facility is available in the college premises. Problems like fever, headache and minor injuries etc. are managed by the first aid facility.

The staff room of the college is very well managed with adequate furniture, pigion box storage and a computer with internet & printer facility. Separate girls and boys common rooms provide a place for relaxation to the students. Toilets, washbasins, are maintained with utmost care. Washrooms are given more attention so that a hygienic environment is maintained in them in order to make the pupil teachers more comfortable.
Only branded sealed items are allowed to be sold in canteen in order to avoid any unhygienic material being served.
Free health check up camps is organized in the college. Lectures on various issues are regularly organized so that the students are aware of the diseases and are able to avoid them by adopting good health practices in their daily lives.

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

The college does not provide hostel facility. However, if student are interested to reside in hostel the college provide them accommodation in reputed hostel of Gwalior city.

4.2 **Maintenance of Infrastructure**

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

- **Computers**
- **Transport/Vehicle**

Since our college is self financing hence this point does not applies to us.

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

o Keeping in view of the syllabus of the Jiwaji University, NCTE (WRC) norms, the academic calendar is prepare for the optimum utilization of the infrastructure facilities.

o Principal ensures that the infrastructural facilities are optimally used during the planned activities by periodic review and monitoring.

o Infrastructure is optimally used for all the curricular, co-curricular and extracurricular activities. In addition the infrastructure facility is extended to Educational and Community related programmes.

o Administration ensures that all the facilities are in usable condition. Separate stock registers are maintained for each department and responsibilities are entrusted to the in-charge persons which are regularly checked.

o Periodic reviews are done and based on the new demands for the further growth of the college.

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

The college has an Environment Club to enhance environmental awareness among the pupil teachers & teacher educators. This club holds exhibitions, lectures and competitions on issues related with environment. Pupil teachers are helped to inculcate the value of a pollution free environment.

Trees and flowering plants are planted and maintained throughout the year. Grassy lawns and seasonal flower beds have been developed. Different flowering perennial plants, shrubs, trees, etc. keeps the campus beautiful and pollution free.

4.3 Library as a Learning Resource

4.3.1 Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?
Yes, the college has a qualified librarian, one support staff for material collection, maintenance and computer services. Besides this, the Library Committee advises the librarian and looks after the working of the library. The Library Committee is composed of the following members:

S.NO	PERSON	Designation	Position
1	Mrs. Manju Kushwah	Convener	Librarian
2	Ms. Renu Sharma	Secretary	Assistant Librarian
3.	Dr. Gitanjali Bohare	Member	Faculty
4.	Mrs. Mayuri Chaudhary	Member	Faculty
5.	Ms. Savita Bhide	Member	Student

4.3.2 What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).
The Library of Jain Institute is located at the second floor of the building. There are text and reference books, national, International Journals/periodicals, encyclopedias, Surveys, Magazines news papers and CDs (e-books). There is reference section, text book section and journal section in the library. Library has 03 computers with internet facility, Printer/scanner and photocopiers for staff and pupil teachers. The books are kept with security and the library staff takes care of them. Details are given below:

1	TOTAL NO. OF BOOKS	4632
2	TOTAL NO. TITLES	914
3	TOTAL TEXT BOOKS	4042
4	TOTAL REFERENCE BOOK	590
5	NO. OF DICTIONARY	4
6	NO. OF ENCYCLOPEDIA	3
7	NO.OF MAGAZINES	10
8	NO. OF NEWSPAPER	9
9	JOURNALS TOTAL	12
10	ONLINE JOURNALS (SUBSCRIBED)	02
11	NCTE JOURNALS (SUBSCRIBED)	3
12	NCERT JOURNALS (SUBSCRIBED)	6
13	NO. OF CD/DVDs	177
14	INTERNET FACILITY	YES
15	NO. OF COMPUTERS	04

16	SOFTWARE	YES
17	REPROGRAPHIC FACILITY AVAILABLE	YES
18	TOTAL CARPET AREA OF LIBRARY	92.70 sq.mts.
19	SITTING CAPACITY	40 STUDENTS

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

Yes, library Committee systematically reviews the various library resources for adequate access, relevance etc. and to make acquisition decisions. Library Committee plans developmental activities of the library including library expansion, purchase of books and journals and library reforms. Library committee also solves the problems of the pupil teachers related to library.

Library Committee has to supervise the overall functioning of the Library. The committee meets quarterly and discusses the suggestions and complaints that may come through the Library suggestion box and feedback process.

Library committee decides the procedure of issue/return of books, managing book bank facility and proper usages of Internet facility.

Library committee examines the requirement, need and proposal for making new requisitions.

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

Yes, library is fully computerized. The record of books and issue return of the books are maintained in the computer, Library software is used for this purpose. Email alerts about new arrivals i.e. journals are provided by the library for the benefit of pupil teachers & teachers educators.

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

College library have four computers (one for librarian and three for teacher educators & pupil teachers) with internet facility, one printer and one photocopier. There are no specific hours for internet usage in the library. Teacher educators and pupil teachers use the internet facility whenever they need.

Faculty frequently uses computer and internet for academic purposes to access required information of various kinds regarding compulsory subjects, teaching, additional specialization   teaching learning process,   models, methods,

strategies, techniques and innovations in the field of teacher educators, teaching aids, effective use of audio visual aids, recent researches related to educational development etc.

Pupil teachers use internet facility for preparing assignments, projects, power point presentations, Micro and daily lesson plans and workshops and seminars.

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

College has Wi-Fi internet connectivity in the college building. Teacher educators and pupil teachers make use of the internet and Inflibnet facility for their academic requirements.
The institute is also a member of National Book Trust of India

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

The college library remains open for access during the working days from 10.00 am to 05:00 pm to all throughout the year. The library thus remains open and functional:
a. 6 days a week.
b. 7 hours a day
c. 42 hours a week

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

New arrivals are displayed on the notice board and the latest issues of journals are kept on display rack. The librarian personally informs to the principal of college and a circular is also rotated to the office, staff room & classrooms.

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

Yes, the Institute has book-bank facility for the entire pupil teacher. The books are issued to the pupil teachers for the entire academic session. Pupil teacher who want to avail book bank facility may apply to the Principal and the Principal after consulting the Head of the library committee gives permission for this facility.

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

There are no such students till now admitted in the course so far, however such provisions will be added if need arises.

4.4 ICT as learning Resource

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

Jain Institute has ICT resource center having 60 computers. The internet access is free of cost to all the pupil teachers during the working hours. ICT resource center equipped with TV, OHP, LCD, Projector with screen Computers, CD-ROMS, CDs etc. as teaching-learning aids. The pupil teachers frequently use the equipments of the ICT resource center and are allowed to take them to the respective schools for practice teaching.

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

No, there is no provision in the curriculum for imparting computer skills to all pupil teachers however Jain Institute provides ample opportunities for pupil teachers to acquire skills for using ICT in curriculum transactional process. Major skills being acquired are as under:

1) Access Internet, retrieving information, consulting e-libraries, sharing ideas through e-mails, face- book etc.
2) Preparing computer assisted instruction or power point presentations.
3) Using software skills to design, analyze and represent data's on charts.
4) Using computer peripherals like projectors & printer, scanner, camera etc.
5) Provided 15 days workshop on computers to all student teacher at the computer center.

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

Jain Institute is always eager to implement new technologies in the process of curricular transaction.

1) Teacher educators transact curriculum by using ICT based equipments i.e. Power point presentations is prepared on various topics.
2) Pupil teachers make use of technologies by making power point presentation. Almost every pupil teacher prepares lesson plans during simulated teaching as well as teaching practice in the schools.

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

Before practice teaching, the pupil teachers prepare their daily lessons using power point presentation. They are also given training for displaying images, video clips and Audio related to their lesson plan. But they could not get exposure to exhibit their ICT knowledge in practice teaching schools because of poor infrastructure and electricity supply at the school.

4.5 Other Facilities

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

The teaching aids and PPTs are prepared by the student teacher which they use during practice teaching at schools for teaching the students.
The pupil teachers, who are trained in college, carry the skills & techniques in teaching others which is great service to the society.

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

We have a combined ICT + ET laboratory under the in charge of ICT trainer in which pupil teachers are made acquainted with the latest techniques of teaching.
List of Audio-Visual facilities:-
a. OHP

b. LCD Projector

c. Slide Projector

d. Tape recorder

e. Television

f. Digital camera (Still & Video)

g. DVD Player

h. Transparencies

i. Programmed Learning Material.

j. Speakers

k. Multi Media accessories.

l.   Maps and Educational Charts.

Students are encouraged to use these aids in their teaching practice. They are helped to know the methods of operating these aids to develop self-confidence in teaching process.

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

We have the following laboratories in the institution:

1. ICT & Language lab
2. Psychology lab
3. Science lab
4. Art & craft lab
5. Social study lab
6. Dance & Music room
7. SUPW room

Apart from these, there is a special room, in which charts, models and other teaching material is kept for use, as and when required. All requirements are communicated to the principal by the lab Incharges. Enhancement of the facilities is reviewed by principal with the help and consultation of concerning committee.

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

1. All class rooms are specifically meant for arranging regular periods, but these rooms are also used for other purpose.
2. Art & craft room – we have a spacious Art &   craft room in which material related to art & craft is kept. Classes of Art are held and students learn the art of drawing, painting, clay making etc.
3. Multipurpose hall is available for large gatherings or seminars & workshops. Being equipped with sound system, this hall is also used for various competitions and activities.
4. Sports Room- We have a room used as a sports room to keep sports equipments and to arrange indoor and outdoor activities. We have a large campus for outdoor games and activities.

5. Music Room – There is Activity room, music instruments are kept there, where teachers learn and perform music items.

6. Transport Facility – Jain Institute have buses and other vehicles for transportation. Pupil students can avail these services by paying the transport-fee fixed by the college. Teacher educators are provided with transport facilities.

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

Yes all classrooms are equipped with electrical, electronic gadgets to arrange audio-visual shows. Details of equipments are:
- OHP
- LCD Projectors
- Screen
- Computer system
- Laptop
- CD
- Video camera

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?
The teacher educators use different methods, technique & strategies of teaching and Learning i.e. Lecture, Discussion, Analysis & synthesis, Inductive-deductive, problem solving, project, heuristic, experiment, Demonstration, role playing, brain storming and team-teaching.
To make teaching learning more effective, pupil teacher are encouraged to use computer, OHP, LCD Projector and preparation of transparencies and power point presentations.

4.6.2 List innovative practices related to the use of ICT, which contributed to quality enhancement.
The college has adopted the following innovative practices related to the use of ICT for enhancement in quality teacher education:
1. The college has its own website
2. The database of pupil teacher is available on the computer.
3. In Library software is used for library services.

4. Collecting information through internet.
5. ICT training is given to all pupil teachers
6. Trainees are encouraged to use ICT in classroom & teaching practice i.e. Preparation and use of slides and power point presentation.

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

The best practices in Infrastructure and Learning Resources' as adopted by the institution are as follows:

1. Use of OHPs and LCD Projectors in class teaching i.e. development of slides and power point presentations.
2. Proper learning resources are available.
3. Well stocked labs with latest equipments.
4. The college library is enriched regularly with text books references, journals & magazines according to the needs of the pupil teachers and teacher educator, and requirement of the syllabus.
5. Requisite material is added regularly to the laboratories and activity rooms for the quality enhancement of teaching and learning.
6. Internet facility is available to the pupil teachers & teacher educators.
7. Remedial teaching is given to the slow learners & special classes are arranged for the gifted students.
8. Seminars, workshops and guest lectures are organized regularly to cope up the requirements of quality education
9. Computerization of Financial aspects i.e. use of Tally software.

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Criterion V: Student Support and Progression

5.1   Student Progression

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

After admission process is over the admission committee frames aptitude test paper. This paper examines previous knowledge, essential requisites required for teacher training programme. Admission committee identifies pupil teachers score and decides the further prospects.

An introduction cum orientation session is organized for providing complete detail about:

❖ B.Ed. syllabus
❖ Teaching methodology
❖ Additional specialization
❖ Internal assessment
❖ Micro teaching skills & session.
❖ Practice teaching schedule tutorial
❖ Co-curricular activities. Extracurricular activities.

Pupil teachers are also given counselling to opt their teaching subjects and additional specialization.

Teacher educators are expected to be friend, philosopher and guide to pupil teachers, they are divided into groups under the care of a mentor to look after their progress & resolve their grievances.

From the session 2014-15, The pupil teacher for the B.Ed. Programme are be assessed by an entrance test. The successful candidates of merit were eligible to take admission in B.Ed programme.

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

The Physical environment of the college is very pleasant and attractive. Quotations are displayed through display boards and posters (on various themes), the pupil teachers are motivated towards values and effective teaching learning process. A lawn is decorated with grass and variety of flowers and plants. Such refreshing environment enhance aesthetic sense of the pupil teachers. A playground is also maintained with lawn tennis, Badminton & Volley ball courts.

Pupil teachers come from different back ground and they hesitate to speak, move, around, use the facilities and take part in various activities. Teaching and Non teaching staff members are advised to be very co-operative and supportive with them so that they can participate in all curricular, co-curricular and extra-curricular activities.

We can say campus environment promotes motivation, satisfaction, and development and performance improvement of the pupil teachers. Even annually we organize motivational seminar / talk by renowned motivational speaker to encourage students towards education.

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

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

SESSION	TOTAL STUDENTS	DROP-OUT RATE			
		MALE	FEMALE	TOTAL	PERCENTAGE
2010-11	97	02	03	05	5.15%
2011-12	24	00	00	00	0%
2012-13	96	03	05	08	8.33%

Students dropped out on ground not related to college but their personal lives. Male student dropped out because of having job in govt. Sector where as female students left the course because of post marital condition.

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

The college maintain placement cell which specifically work for enabling the pupil teachers to compete for jobs and make progress to higher education.

1) Pupil teachers are provided additional guidance services which helps them to apply and compete for the various State and Central level competitive examination like TET,CTET,NET/SLET JRF,KVS, NVS etc.

2) Students are encouraged to apply for various teaching posts at the centre and the state level as also guided as to the way of preparing for the competitive examination.

3) The library of the college has collection of preparatory books for competitions.
   - Faculty members have developed a question bank for CTET/TET aspirants.
   - Pupil teachers are given knowledge about various upcoming competitive examinations.

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

The available date showed that majority of B.Ed. and M.Ed. pupil teachers goes for further studies and opt teaching as career.

Course B.Ed.

SESSION	FURTHER STUDIES	TEACHING AS A CAREER	OTHER (Govt. Job, Preparing for Entrance Exams)
2010-11	18	39	15
2011-12	08	12	04
2012-13	24	36	16

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

Yes, the institution provides training and access to library and other education related electronic information, audio/video resource, computer hardware and software related & other resources available to the student-teachers after graduating from the institution in the following way:

Overhead Projector , LCD Projector, LCT TV, DVD Players, CD Players, Laptops, LED Display Still and Video camera etc. Pupil teachers are given first hand experiences with regards to handling and operating of Audio-Visual equipments under the guidance of trained faculty members.

The Library has a good collection of books.

1) The Library is semi-automated. It has the facility of lending books and AV materials further create a conducive environment for studies.
2) The Library is well equipped with photocopier, scanner, CD writer and computers. They are connected with LAN system and CDs are available on different Topics.
3) Newspapers, Journals are made available to them in the library.
4) College library provides Book bank facility to poor students who cannot afford to buy text books.

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

Yes, the college provides placement services to students. There is Training, guidance counseling and Placement cell which provides the following services to the pupil teachers:

1) During teaching practices, the resumes of pupil teachers are given to the principals of respective practice teaching schools for consideration for placements.
2) Advertisements of different schools are displayed on notice board especially meant for providing placement services to students.
3) Advertisement of various vacancies i.e. Govt. aided & private organizations are displayed on notice board so that they may aware about vacancies to be filled.
4) Training of soft skills provided to the pupil teachers.
5) Pupil teachers are given knowledge about CV writing and presentations.

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

The only problem the Placement Centre face is that new session begins in schools in July and expected date of joining in the B.Ed. course is Jan/Feb from upcoming session 2014-15 this problem may not be occur.

Pupil teachers coming from far off place i.e. from District Bhind, Morena, Shivpuri & U.P. desirous of joining the institutes in the nearby area of their home town.

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

Yes, the college has made following arrangement.
a) Principals of various nearby schools are approached by the college Placement Incharge at the time of vacancies.
b) The college prepares a list of all eligible and interested Pupil teachers which is further forwarded to the Principal of Practice Teaching Schools.

5.1.10 What are the resources (financial, human and ICT) provided by the institution to the placement cell?
Human Resource –
College has Guidance, counselling and placement Cell. It is placed under the charge of one trained member of faculty, who is guided by IQAC committee. The college has authorized the cell to contact potential recruiter by   personally visiting the schools of Gwalior region or by sending letters to various schools. The cell also prepares the pupil trainees for better performance in interview by conducting training sessions in the campus. The Cell also gives training in preparing CV.

The Placement Cell organizes various activities in the college and the most popular is Mock Campus Interview for training and placement of Student-Teachers. The expenditure on these activities is borne by the institute. The placement cell has a coordinator and team of 4 members including a computer assistant to maintain the record.

ICT Resources-
Computer with an internet connection; LCD Projectors, lab etc. are provided to the Placement Cell as and when these are required.

Financial-

Expenditure on Campus Interviews, postage, stationery and other accessories provided to placement cell which is borne by the college.

5.2   Student Support

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

To encourage & motivate students the college organizes following curricular, co-curricular and extracurricular programs.

S.NO	DATE	EVENT ORGANISED	DESCRIPTION
1	24/01/2014	SAVE GIRL CHILD DAY	Rally was organized to spread the awareness to protect Girls among the community
2	24/02/2014	GIRLS EDUCATION AWARENESS RALLY	Rally to promote Girl Education
3	08/03/2014	WOMEN'S DAY	A programme was organized to recall the contribution of women in history of India.
4	22/04/2014	EARTH DAY	Tree plantation activity is conducted to Make Our Earth Green slogans and message are spread in the community
5	05/06/2014	ENVIRONMENT DAY	Students prepared Charts and Models on Environment
6	14/06/2014	WORLD BLOOD DONOR DAY	Blood Donation camp Organised
7	13/07/2014	ALUMINI MEET	Get together of pass-out and new students

8	21/07/2014-22/07/2014	ORIENTATION PROGRAMME	Introduction about college to new students
9	15/08/2014	INDEPENDENCE DAY	Flag Hosting along with patriotic programme
10	26/08/2014	WATER CONSERVATION RALLY	Rally to spread awareness to conserve water resources
11	29/08/2014	GANESH UTSAV	Cutural Programme and Competitions were organised
12	05/09/2014	TEACHER'S DAY	Teachers were awarded along with a programme done by the students
13	11/09/2014	BHARAT JAGO RALLY	Rally Organised by Govt of M.P. to spread awareness about Swami Vivekanand
14	28/10/2014	TREE PLANTATION	Tree Plantation done by the students
15	07/11/2014	CANCER AWARENESS RALLY	Awareness rally was organized to stop use of injurious materials
16	14/11/2014	CHILDREN DAY	Students were appreciated for their outstanding performances with get together
17	25/11/2014	CLEANLINESS AWRENESS RALLY	Awareness Rally for Villagers
18	01/12/2014-4/12/2014	UMANG	Annual Cultural Fest
19	01/12/2014	WORLD AIDS DAY	Awareness about the Aids is given to the students by the faculty through speeches

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

Till now there is no physically challenged student has been admitted in the college and if in future we get some than special assistance will be provided and activities will be planned accordingly.

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

Yes, all the student teachers are divided in a group of 20 each under a faculty member to assist in resolving their educational & personal problems of student teachers to provide adequate mentoring & guidance.

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

1) For the professional growth of the faculty and the students, the college organizes seminars, conferences, workshops regularly.

2) Teachers are given duty leave for attending seminar, workshops and conferences.

3) Free access to internet is provided at different places in the Institute. Faculty can utilize their free timing to get information from the net.

4) Various Journals e-journals and magazines are available in the Library and Information Centre. Teacher educators have easy access to them.

5) Teacher educators are encouraged to write articles in journals of repute.

6) Faculty are engaged in research work i.e. guiding research scholars or associated with the material development projects.

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

The college has www.jaininstitute.in which provide adequate information about the college. The following information is posted on the sites:

1) Home

2) About us
   a.   Institutional outlook
   b.   Institutional Beliefs
   c.   Chairman message
   d.   Director message
   e.   Goals & objectives
   f.   Recognition & Affiliation
   g.   Gwalior a city Bliss

3) Courses Offered
   a.   B.Ed.
   b.   D. Ed

4) Placement Cell

5) Facilities

6) Admission
   a.   Admission Procedure
   b.   Admission form
   c.   Rules & Regulation

7) Event Gallery

8) Mandatory Disclosure
9) Best Practice
10) NAAC
11) E- services
12) Contact us
13) News & Events

5.2.6 Does the institution have a remedial programme for academically low achievers? If yes, give details.
Different strategies adopted for academically low achievers:
1) Topics are thoroughly discussed with them after the classroom teaching.
2) Tips are given to them as how to write the answers in a better way.
3) Special Assignments are given to them by the teacher educators.
4) Special classes are organized.
5) Peer interaction & feedback is also provided.

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

The basic need of both advanced learners and slow learners is to provide individualized attention and care. Therefore, the college provides learning experiences by creating participatory and active learning environment.

For Advance learners:-
a. They are motivated to prepare a topic and present in class seminar.
b. Questions in the Question Bank are discussed and special guidance is provided to equip them with right expression skills.
c. They are motivated to attempt write ups on current issues in education and participate in institutional programmes.
d. Special training is given to write the answers.
e. Quotations, definitions related to different topics are given in order to make their descriptions attractive.
f. Brain storming exercises are given.
g. They are guided about to see websites to collect related material.
h. They are also guided for preparing Power Point Presentation in ICT Lab.

For Slow Learners:-
a. Topics are thoroughly discussed with them after the classroom teaching.
b. Tips are given to them as how to write the answers in a better way.
c. Special Assignments are given to them by the teachers educators.

d. Special classes   are organized.

e. Peer interaction, peer feedback is also provided.

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

Guidance and Counseling starts from the very first day the Pupil teachers enter the college. College provides various Guidance and Counseling services to the Pupil teachers:

- During admission to the course.
- The selection of special methods and additional specialization..
- Internal submission.
- During micro teaching session
- On emotional and domestic issues.
- Maintenance of health of physically weak students'.
- The matters related to higher studies.
- Preparation of competitive   examination
- Placement in nearby schools.
- Various welfare scheme i.e. scholarship programmes.

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

The grievance redressal mechanism is adopted by the institution for students. Jain Institute has constituted a Grievance redressal Cell which is headed by the Principal and two members. Complaint/Suggestion Box is kept near entrance of main building. However, it is observed that students prefer to meet personally to the concerned teachers for different problems.

Availability of Principal and the In charges of the B.Ed. and D.El. Ed classes ensure that any   faculty problems or student grievances are solved through personal interaction.

Grievances addressed in last year are:

- Enhance library facilities i.e. text & reference books.
- Conveyance arrangement during practice teaching
- Increase in laboratories facilities.
- Improved canteen facilities.
- Coloured dresses once in a week instead of B.Ed. uniforms.
- Free conveyance facility for staff.

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

The college has adopted continuous process of evaluation. Faculty members keep the record of each and every pupil teachers class tests, unit tests, assignments are the regular feature of the institution. Besides this pupil teachers are monitored during micro teaching session and practice teaching session.

Moreover, seminars, workshops, quiz competitions, art competitions, Rangoli competitions etc. are organized time to time. These programs help in inculcating the spirit of competition among the pupil teachers.

Feedback on the performance of the pupil teachers is given by the teaching and non teaching staff from time to time. Pupil teachers are allowed to progress at their individual pace and encouraged to nurture their potential in each discipline.

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

The pupil teachers are provided micro teaching skills classes. Initially they are given knowledge about steps and cycle of micro teaching skills. Important micro teaching skills are:-

- Skill of questioning
- Skill of explaining
- Skill of illustration with example.
- Skill of Stimulus variations
- Skill of black board writing
- Skill of reinforcement
- Skill of writing objectives in behavioral terms

Then they undergo practice of simulation classes and pre practice teaching session for gaining confidence for effective teaching. In pre practice teaching they learn:-

- Knowledge of general and specific objectives.
- Writing objectives in behavioral terms
- Steps of writing lesson plan
- Preparation of material aid.
- Proper use of material aid.
- Use of ICT in practice teaching.

After practicing different teaching skills, the pupil teachers are required to attain basic knowledge & understanding to deliver complete lesson plan.

In practice teaching session each pupil teacher require to deliver 20 lessons on each special method. Besides   teaching they are also required to observe lesson delivered by peer pupil teachers.

All these activities are monitored and supervised by concerning teacher educator. After every session, feedback is given so that pupil teachers improve their performance.

5.3   Student Activities

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

> **(i)   List the current office bearers**
> **(ii)   Give the year of the last election**
> **(iii)   List Alumni Association activities of last two years.**

ALUMNI ASSOCIATION 2012-13		
S.NO	**NAME**	**POST**
1	Ms. Geetanjali Rathore	President

> **(iv)   Give details of the top ten alumni occupying prominent position.**
> **(v)   Give details on the contribution of alumni to the growth and development of the institution.**

Yes, the institution has alumni association

Year of last election –2013
Alumni association activities-------

1. The alumni association was started in 2013.

2. A few former students contacted the management & faculties for the inception of association.

So as per the suggestion received by the former student the association was built & office bearers were selected. Than in Nov 2013, the first get together was organized in which pass-out students shared their experiences with current students.

2	Ms. Anjana Garg	Secretary
3	Mr. Arun Kr. Shakya	Member
4	Ms. Rashmi Tiwari	Member

TOP 10 ALUMNI of Session 2011-12

S.NO.	NAME OF STUDENT	JOB DETAIL
1	Monika Rawat	R. S. Convent School Subhash Nagar, Hazira Gwalior
2	Neeraj Singh	Abhinav Pragya Degree College, Dist. Hamirpur (U.P.)
3	Nidhi Sharma	R. K. V. M. School Morar Gwalior
4	Priyanka Jeswani	D. P. S. Rairoo Road
5	Ragini Rajawat	St. Teresa School Sikandar Kampoo Lashkar Gwalior
6	Rakesh Kumar Nayak	Guest Teacher in School at Palera, Tikamgarh (M.P.)
7	Rohit Kumar Dubey	State Bank of India, Niwari Dist. Tikamgarh (M.P.)
8	Sanjeev Bhargava	Teacher at School Post Chhirwaha, Tehasil Pichhor Dist. Shivpuri (MP)
9	Shailendra Singh Jadon	Manager Factory Alkogrew Pvt. Limited Rairoo. Gwalior
10	Sushma Sharma	Central Academy, Adityapuram Gwalior

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

Pupil teachers proficient in sports and extracurricular activities are identified at the time of admission itself and circular in this regard is issued and interested students are motivated to practice in different events. Based on the interest and talent, they are selected to represent the college in the inter collegiate sports and cultural activities. The selected pupil teachers are given intensive practice by the coach/expert/instructor. They show their talent in annual cultural fest 'Umang' & other celebrations.

The wining pupil teachers are honoured by the college. Games/activities organized by the college are :-
1. Umang 'The Cultural fest'

2   Volley Ball Competition
3.   Chess Competition
4.   Debates
5.   Model Presentation
6.   Carrom Competition
7.   Sports Meet

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

Jain Institute provides various opportunities to involve the pupil teachers in various activities for presentation & publication of their material:

1) Pupil teachers' thoughts, poems, education articles, shorts stories etc. are invited for different sections of the college magazine. They submit all the material to respective Teacher Incharge.

2) Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.

3) Beside all this various exhibitions like charts & model, Teaching aids, paper cutting, best out of waste material, Card Board Molding, and Rangoli competitions, etc. are also organized to provide an opportunity to the pupil teachers to exhibit their talent.

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

Yes, the institution has student council. Every year, the committee is built & they help in organizing various events & programs of the college. They also actively take part with other committees. However, the funding for activities done by student council is borne by college.

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

The following committee has student representation
(i)   Research committee
(ii)   Discipline committee
(iii)   Cultural committee
(iv)   Library committee
(v)   Sports Committee
(vi)   Grievance Committee
(vii)   Alumni association

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

Yes, Regular feedback on teachers, teaching & course facilities are taken from

STUDENT COUNCIL 2012-13		
S.NO	NAME	POST
1	Ms. Anjana Garg	President
2	Ms. Ekta Singh	Secretary
3	Ms. Arti Soni	Member
4	Mr. Nikesh Rajak	Member

the student. Alumni are asked to leave their feedback in prescribed forms. Personal interaction of teachers with parents and a general meeting is organized often involving them to help us to collect feedback.

Placement Cell collects and analyzes feedback from prospective employers. Based on their suggestions new add-on programs have been introduced with the constraints of the affiliating system.

5.4 **Best Practices in Student Support and Progression**

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

The institute conducts best practices in Student Support and Progression. Remedial teaching and Guest Lectures are organized for pupil teachers. For student support and progression, the institute has qualified and experienced staff members. Organization of various competition and extension programs with the active participation of pupil teachers, scholarship for needy and students, educational trips, regular meetings of staff and pupil teachers are made in student support and progression.

Other major activities are:-

- Feedback from students on campus is taken regularly & is considered for improvement.
- Book bank facility has been established in the library.
- Encouraging the students to take part in inter-collegiate cultural events.
- Advanced learners are encouraged to take up the competitive examinations
- Establishment of tutorial systems for the benefit of students on academic and personal counseling

- There is an alumni association
- Counselling were given to parents and students. Students are helped to get financial support from the government (Backward scholarship/education loan)
- Grievance cell is maintained
- Guidance counseling & placement cell is established.
- Preparation for various competitive examination i.e. CTET/TET
- Pupil teachers representation in various committees.

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Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Our Vision & Mission
VISION
To create a 'centre of excellence' in all respected fields. For this desire we focus on –
- Excellence through team work.
- Learning to learn – continuously.
- Coping up with and managing change.
- Developing Individuals with Value, Vision and Versatility.

MISSION
Our mission is to groom the students as leaders who have a copious thinking & futuristic outlook and to provide world class Quality Education through excellent faculty and state of the art infrastructure.

MOTTO
"Shaping Perfection for the future"
Our Objectives
- To promote the highest standard of education in all respect of the curriculum.
- To develop analytical outlook for strategic decision making in the ever changing scenario.
- To encourage learning in individuals by generating affectionate, friendly and supportive environment.
- To explore the course recurrently in both context and structure.
- To enhance the quality of education by producing skilled professionals.

INSTITUTIONAL PHILOSOPHY

Our philosophy is based on Great Educationist and Motivators Thoughts like-

- "Education is the most Powerful Weapon which you can use to change the World" – Nelson Mandela
- "Education is the ability to listen to almost anything without losing your temper or your self- confidence"- Robert Frost
- "Education is the best friend. An educated person is respected everywhere.

Education beats the beauty and the youth."- Chanakya
- "An Investment in Knowledge pays the best interest." - Benjamin Franklin
- "The best way to find you is to lose yourself in the service of others."- Mahatma Gandhi
- "Arise! Awake! And stop not until the Goal is reached." – Swami Vivekanand

The vision, mission & objectives are made known to stakeholders through---
- Various display boards in the campus
- College website

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

Yes, the vision and mission statements are adequate enough in terms of addressing to the needs and demands of the students, parents, schools, community, educational institution's traditions and value orientations. College is catering to their needs. Mission includes quality issues, specifically participation of all the stakeholders in improving quality.

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

The top commitments of the management are:
1) To develop Jain Institute as a centre of excellence in the field of teacher education
2) To impart quality teacher education,
3) To develop intelligent, well informed, disciplined and socially responsible teachers,
4) Ensure and develop mechanism for monitoring and sustaining a work culture, commitment and passion for attaining the institutional goals.
5) To create and provide the environment conducive to the attainment of institutional goals focusing on a clear vision and mission.
6) To develop humane attitude and scientific thinking among Pupil teachers and teacher educators.
7) To inculcate the spirit of service to the society among Pupil teachers and teacher educators,
8) To elicit the co-operation of all stake holders.

The college always tries to a large extent in translating its vision and Mission into academic practices.

The management's contribution towards its mission is exemplary. It provides encouragement and recognition to the pupil teachers and teacher educators during college function. State of the art infrastructure and all modern amenities with ICT facilities are made available to carry out teaching learning process effectively. Management organizes various meetings with the faculty to see whether execution of programmes are done in proper manners.

Composition & Functioning of Board of Management

S.No.	Office Bearer	Designation
1	Mrs. Mamta Jain	President
2	Mr. Kshitij Jain	Vice President
3	Mr. Manoj Jain	Secretary
4	Mrs. Neelam Jain	Treasurer
5	Mr. Sanjay Jain	Joint Secretary
6	Mrs. Shakuntala Jain	Member
7	Ms. Sheetal Jain	Member

The college has established a number of Committee & Cells for effective and efficient transaction of curricular, co curricular & extracurricular activities.

- IQAC
- Academic Committee
- Administrative Committee
- Research Committee
- Admission Committee
- Examination Committee
- Discipline Committee
- Cultural Committee
- Grievance & Welfare Committee
- Guidance & Placement Committee
- Sports Committee
- Library Committee
- Alumni Association

The Managing body of the society meets from time to time.

Role of Key person in proper functionality of the institution----
(i)   Chairman----
   ➢ Managing fund & resource provision.
   ➢ Advices Principal, Director & staff whenever required.
   ➢ Overall management of the institution.

(ii)   Director----
   ➢ Financial and general administration.
   ➢ Proper utilization of resources & other developmental activities.

(iii)   Principal----
   ➢ Academic administration of the institution.
   ➢ Examination administration
   ➢ Proper functioning of various committees
   ➢ Performance appraisal of the staff.
   ➢ Organize & Conduct of co-curricular & extra-curricular activities.
   ➢ Budgeting & resource allocation as per the need.
   ➢ Liasoning with regulatory bodies.
   ➢ Supervising Head & all the faculties in day to day college activities.

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

The Management committee of the Jain Institute is constituted as per bye-laws and the MP Society Registration Act 1973. It includes President, Vice-President, Secretary Joint Secretary, Treasurer and its members. The Principal of the college is ex-officio member of the college management committee and representative members from among teachers and non-teaching staff. The Secretary of the management is the executive authority in the functioning of the college management. The college administration is directed by the secretary of the management committee regarding the service conditions of the teaching and administrative activities of the college. College follows the directives and recommendations of the Jiwaji University, Gwalior, MP State Government and NCTE (WRC)

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

The Principal of the College Collects various information and data through feedback and personal contacts and diverts it to the Management of the college to review the programs. The proceedings of the IQAC   meetings   and various other important meetings are forwarded to the management.   The management also gets the valid information through personal contacts with faculty members, Staff members, pupil teachers, parents and community members.

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

Identification of Barriers-
1. Barriers are identified by day to day working of various committees (if any) in their area of functioning & its remedies is also considered.
2. The feedback received from various stakeholders & student also helps in identifying barrier.
3. Even through academic results, regularity & punctuality of staff & student curricular activities, barrier if any, occurs are expressed.

Addressing Barriers occurred----
1. Introducing new barrier free system.
2. Rectifying the problems & replan with respect to approach & deployment of manpower & other resources.
3. Modifying & evaluation the institutional system time to time.

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

The Management promotes and encourages the staff for their professional growth in the following manner:-
- Provide full freedom to plan and execute curricular, co-curricular and extra-curricular activities.
- Periodical review meetings to have a glance over their performance.

- Mentoring system is adopted for the active evolvement of pupil teachers & teacher educators.
- Management permits all faculty members to participate and attend the orientations, seminars, workshops and refresher courses.
- The faculty is encouraged to engage themselves in research oriented activities andto pursue M.Phil and Ph.D. programmes.
- The faculty is felicitated for their contribution to achieve colleges Vision & Mission.

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

The leadership role of Principal in governance and management of the college is as follows:-

- An academic committee is framed to execute the prescribed university syllabus. Whenever it is amended or revised, an orientation programme is conducted to identify the changes and to spell out the details of the course.
- Various committees and cells are formed and monitored by the principal to face the challenges come across and execute the plans in an effective manner.
- As far as concern of Allocation and utilization of resources, laboratories are equipped with latest gadgets and equipments. Faculty members and pupil teachers are encouraged for optimum utilization of modern technology.

6.2 Organizational Arrangements

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

For the management of different activities, various committees & cells have been formed which work with clear Vision & Mission.

IQAC

MEMBER NAME	ROLES AND RESPONSIBILITIES
1.Dr. Brahmanand Mishra (Chairman) 2. Mrs. Mayuri Chaudhary (Faculty) Secretary 3. Dr Gitanjali Bohare (Faculty) Member 4. Dr. Kamlesh Singh (Faculty) Member 5.Mr. Manoj Jain (Society Representative) 6. Dr. Shailendra Jain (University Representative) 7. Dr. D. C. Tiwari (University Representative) 8. Mrs. Poonam Gandhi(Social Worker)	NAAC Work, Maintenance of Quality of the institution. Website maintenance. Keep a Check on other committees.

ACADEMIC COMMITTEE

MEMBER NAME	ROLES & RESPONSIBILITIES
1. Dr. Brahmanand Mishra(Convener) 2.Dr. Gitanjali Bohare(Member) 3. Dr. Kamlesh Singh(Member) 4. Mrs. Leena Kshtriya(Member)	→Preparation of time- table & academic calendar. → Examination management. → Organization of curricular & co-curricular activities. →Faculty development →Association with schools →Functioning of day to day activity.

ADMINISTRATIVE COMMITTEE

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Mr. Sanjay Jain (Convener) 2. Mr. Shailendra Sharma(Member) 3. Mr. Bhupendra Singh(Member) 4. Mrs. Leena Kshtriya(Member)	→Fee Collection →Funds provision & circulation →Staff recruitment →Purchase & maintenance

RESEARCH COMMITTEE

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Dr. Brahmanand Mishra 2. Dr. Kamlesh Singh 3. Dr. Vandana Swarnkar 4. Mrs. Prerna Tripathi	→Dissertation, guidance →Seminar & workshops organization →Research paper writing →Guest lecture →Article publication

ADMISSION COMMITTEE

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Mrs. Leena Kshatriya (Convener) 2. Mrs. Meetu Dixit (Member)	→Admission record maintenance →Documentation →Counseling

EXAMINATION COMMITTEE

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Mrs. Shweta Tripathi (Convener) 2. Ms. Vibha Gangwar(Member) 3. Ms. Neha Sharma (Member)	→To conduct internal, practical & external exam. →Marks updating in University → Practical examiner appointment.

GUIDANCE & PLACEMENT CELL

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Ms. Neha Sharma(Convener) 2. Mrs. Mayuri Chaudhary(Member) 3. Ms. Vibha Gangwar(Member)	→Resume preparation →Career guidance provision →Career counseling →Placement assistance →Placement assistance →Display of vacancy →Placement tie-ups with school →Personality development

CULTURAL PROGRAMM COMMITTEE

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Mrs. Neeraj Soni(Convener) 2. Mrs. Renu Rajput (Member) 3. Mr. Bhoopendra Singh (Member) 4. Arti Soni(Student Rep.) 5. Rashmi Tiwari(Student Rep.)	→Organization of cultural program →Preparation of program →Prizes & Rewards →Student participation

LIBRARY COMMITTEE

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Mrs. Manju Kushwah (Convener) 2. Ms. Renu Sharma(Member) 3. Dr. Geetanjali Bohare(Member) 4. Mrs. Mayuri Chaudhary (Member) 5. Ms. Savita Bhide (Student Rep.)	→Books Purchase →Digital Library →Proper utilization of books →Magazines & journal subscription →Reprography

SPORTS COMMITTEE

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Mr. Bhoopendra Singh (Convener) 2. Mr. Pushpraj Soni(Student Rep.) 3. Mr. Nikesh Rajak(Student Rep.)	→Purchase of sports material →Supervision of gymnasium & other sports →Active student participation

GRIEVANCE & WELFARE CELL

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Mrs. Mayuri Chaudhary(Convener) 2. Mrs. Prerna Tripathi(Member) 3. Ms. Chetna Rathore (Student Rep.)	→Women protection & empowerment. →Student & staff grievance addressing →Welfare activities

DISCIPLINE COMMITTEE

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Dr. Kamlesh Singh(Convener) 2. Ms. Savita Bhide (Student Rep.) 3. Mr. Pushpraj Soni (Student Rep.)	→General Discipline →Anti-ragging →Maintaining healthy environment

ALUMNI ASSOCIATION 2014

MEMBER NAME	ROLES AND RESPONSIBILITIES
1. Ms. Geetanjali Rathore(Convener) 2. Ms. Anjana Garg 3. Mr. Arun Kr. Shakya 4. Ms. Rashmi Tiwari	→Former student record maintenance →Alumni meet organization

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

ORGANIZATIONAL HIERARCHY OF
JAIN INSTITUTE
SURVEY No. 109, SALUPURA
PIPROLI- SHIVPURI LINK ROAD,
LASHKAR – GWALIOR (M.P.)

Sparsh Education & Welfare Society
(Regtd. U/S 1973 (S.No.44) Society Registration Act)

COLLEGE MANAGEMENT COMMITTEE
CHAIRMAN

DIRECTOR

PRINCIPAL

CORE COMMITTEES
- IQAC
- Academic committee
  Administrative committee
- Research Committee

OTHER COMMITTEES
1. Admission Committee
2. Examination Committee
3. Discipline Committee
4. Cultural committee
5. Grievance & welfare committee
6. Guidance& Placement Cell
7. Sport Committee
8. Library Committee
9. Alumni Association

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

The academic and administrative policies of the college are de-centralized. Various committees and cells are constituted for smooth functioning of academic and administrative aspects. Each committee comprises of head/convener and members. There is constant interaction among the functional units of all committees & cells. The functions of these committees & cells are

well defined to ensure the administrative decentralization. Each committee plans in advance what to do, when to do, How to do and who is to do it and executed it accordingly. They keep a record of activities undertaken by the committees & cells.

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

Apart from Education Department the college has other departments in different block-
➢ However, there is complete coordination ensuring optimal use of common facilities i.e. Parking lawn, and playgrounds. In addition to this, some programmes such as cultural events and games are organized jointly.
➢ College does collaborate with Computer department and other educational establishments for getting advice for ICT & soft skills.
➢ Faculty members are encouraged to attend seminars, workshops and orientation programmes in nearby institutions.
➢ Guest faculty are invited from nearby institutions to impart and share their valuable experiences and knowledge.
➢ Schools personals are also consulted while developing the academic calendar and their feedback are also considered during decision making.

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

The college use the data and information obtained from the feedback in decision making and performance improvement. For this purpose college collects data from various sources.
➢ From pupil teachers
➢ From teacher educators
➢ From Alumni
➢ From Parents & Guardians
➢ From staff of practice teaching schools.
➢ From Community.
The feedback is placed before the decision making functionaries. On the basis of such feedback, the college has enhanced budgetary provisions for meeting the requirements of academic and administrative activities. Corrective measures are taken to reform the existing system & bringing improvement and efficiency.

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

The college promotes cooperation and sharing of knowledge across the departments.
- Teacher educators are in touch with the faculty members of other departments they get valuable guidance to have ICT and soft skill knowledge.
- During workshops, seminars and orientation sessions faculty members of other departments work together with full cooperation for the assignment they have been provided.
- Cultural events and games are organized jointly with full cooperation.
- Staff Members of other departments are actively engaged in various extension and outreach activities organized at the institute.

6.3   Strategy Development and Deployment

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

The college has functional MIS (Management Information system). It collects, aligns and integrates data and information, on administrative aspects of the college. The information on income, expenses, salary distribution, admission, attendance of pupil teachers and teachers educators, notices and curricular records are kept ready.

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

The allocations are made on the basis of past experience, duly felt needs and suggestions received from different committees and cells. Recommendation and proposals are forwarded to the management. The management is consider enough to honour such recommendations.
The allocation of financial resources is done by the concerned committee and principal. The proposal is forwarded to the management. Once the approval is granted the concerning department disburse the amount.

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

All the resources needed for the implementation of mission and goals of the college are provided by the Management. The Principal and the staff members decide about the resources required for carrying out the activities in the institution, conveys them to the management and the latter extends its full co-operation and support.

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

Major role of developing academic plan comes under IQAC. IQAC prepare academic plan with the consultation/help of other committees & cells. Academic Plan is developed by considering administrative, academic, co-curricular and extra curricular activities. IQAC also contacts with the head of practice teaching schools before finalizing the academic plan. The practice teaching is developed as under:-
- Suitable dates for practice teaching are finalized in consultation with school administration.
- The syllabus to be covered during practice teaching is procured from the concerned subject teacher of the school.
- Practice teaching schools teachers are involved in the practice teaching with reference to the subjects in which they have specialization.

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

The objectives of the college are conveyed to the teacher educators and pupil teachers in the beginning of academic session. During orientation session objectives are also communicated through oral communication, written notices in the library, on the bulletin board, college website and through the principal address to the students.
At each stage of execution of work, individual contribution is reviewed. Staff meetings are held at regular intervals to convey objectives and strategies to be adopted.

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

Assessment of plans and their implementation is done at the end of the session. The principal conducts term end meetings. The plans which were discussed in

the beginning of the academic year is evaluated in this meeting by IQAC. The principal takes feedback about the academic plans from the pupil teachers as well. The faculty does the needful for revision and adopts measures that are required at a specific stage.

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

Yes, our college plan and deploy the new technology as per need of the hour. The concerned staff member looks out for the technology requirement. The proposals for addition of new CD's, DVD's, computer, internet, reprographic assistance, e-journals etc. are produced to administrative committee by the various committees.

Finally, as per the requirement deployment takes place.

6.4 Human Resource Management

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

Faculty development needs are identified through-----

- By observing general conduct of the faculty & their experience in research activities.
- Feedback received by HOD & students.
- Promotional or multi-skill requirement (if any)

They have been exposed well to Micro-teaching, Action research, Blue print, Bloom taxonomy, Evaluation system, Models, methods, statistics and ICT training.

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

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

- College has installed suggestion/complaint boxes at approachable places.
- Written feedback is received from pupil teachers.
- Teacher educators have to produce its self appraisal report.
- Committee heads, teachers-in-charges and the principal present their overall assessment about faculty members.

College motivates its teachers educators for research work by rewarding them with additional /extra increments on presentation of their papers in National and

International seminars or publications of their papers in National and International journals.

There is also a provision of duty leave and study leave for research oriented activities.

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

- The staff members are provided loan facility, to be returned in installments. This is a good facility for the staff members to tide over the financial problems faced by them time to time.
- Duty leave is provided to the faculty that is desirous of availing training or attending refresher courses, seminars or workshops.
- Every year house hold items are given to all IV class employees, and the same way educational accessories for their wards i.e. Pen, Pencils, note book, books and school beg.

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

Jain Institute has conducted staff development programme for skills up-gradation and training of the teaching and non teaching staff. i.e.

For Teaching Staff:-

College provides basic Computer training of 30 hours to its teaching staff so that they can use computer for teaching purpose. They also give training for:

- Power Point presentation
- Use of smart classrooms.
- Use of various models & methods
- Preparation of teaching aids.

For Non Teaching Staff:-

An orientation and demonstration on programme is organized to familiarize the use of software.

The college also organizes motivational seminar by renowned speaker to motivate them.

6.4.5   **What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired**

qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

For B.Ed. & D.EL..Ed. Programmes, the college is required to recruit the faculty and staff as per norms, rules and regulations of UGC, NCTE, Jiwaji University and State Govt. of M.P.

Teaching and Non teaching posts are advertised in leading regional and national news papers. Candidates are short listed by screening committee and interviews are held in front of selection committee of Jiwaji University Gwalior. The college takes maximum care to recruit and retain faculty and other staff who are well qualified, experienced and competent. Salary structure is as per norms of NCTE & Govt. of M.P. Service conditions of faculty and staff are in accordance with the statutory provisions and in tune with the provisions of parent society.

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

The appointment of part time/Adhoc faculty is done through interviews and teaching demonstrations, adhering to the Jiwaji university guidelines. The salary of these staff members is negotiable and based on their qualification and experience. The workload of these faculty members is to be decided by the principal. They are given a great deal of facilities and encouragement to work with regular faculty members.

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

Jain Institute has a policy for ensuring professional development of the faculty members. College motivates its faculty members to attend seminars, workshops & refresher courses organized by reputed teacher education institutions Govt. College and Jiwaji University, Gwalior. There is a provision of duty leaves for the same.

Faculty members are also encouraged to go for higher studies/research work i.e. M.Phil. or Ph.D in their particular area of interest and aptitude. Jain Institute provides study leaves to faculty to complete their research projects.

Faculty members regularly participate in orientations, seminars and workshops and publish their paper/articles in reputed research Journals. The college also encourages the active involvement of teachers in professional associations. The policies of the college in helping the faculty and expand their horizons are exemplary.

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

Jain Institute is proud to have state of art infrastructure with all modern facilities. The staff is provided well maintained staff room with adequate furniture, Pigion box storage, computer with internet, pure drinking water facilities.
There are excellent laboratories facilities, well stocked library & ICT facilities are sufficient enough to carry out their work effectively.

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

Yes, college make arrangements to redress the grievances of the faculty and stakeholder in an amicable manner. The college established a grievance and redressal cell. Any stakeholder can make written complaint to this cell. The cell effectively dealt with such grievances by showing empathy and sensitivity. Complain can also be dropped in the complaint/suggestion box, box is opened twice in a month. The college possess its own website having detailed information about almost every aspect of college. A Notice board is placed just near entrance of the college.

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

Jain Institute follows the workload policy of Jiwaji University, Gwalior, and NCTE(WRC). The Ratio of Teacher educator to pupil teachers is (1:15) adhered to for B.Ed. programme. The workload for curricular activities i.e. Micro teaching session, Practice teaching session, Practical work in laboratories and internal assessment is equally distributed among all faculty members.
In the beginning of academic year, the annual plan of all curricular, co-curricular and extracurricular activities is prepared. The activities are implemented by the various committee & cells.

Due to balanced workload policies, teacher educators devote adequate time for preparation of teaching learning material. They are actively engaged in research, publication, community orientation, extension activities and other professional development programmes.

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

The primary objective of the management is to evolve the appropriate policies and methods for imparting quality teacher education to its pupil teachers. The management motivates faculty and staff members to remain at their best and serve the college in the best possible manner.

Hard work, dedication and innovative practice are recognized and appreciated. The faculty is constantly motivated and encouraged to give creative ideas and suggestions.

The college encourages and facilitates the teacher educators for getting NET/JRF certificate, awarding M.Phil & Ph.D, participation and for presentation of research papers in state, national and international seminars and conferences and publication of research findings and articles.

6.5 Financial Management and Resource Mobilization

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

No, Jain Institute is self financed college and does not get any financial support/grant from government. The only source of income is fee received from pupil teachers as per norms of state govt. of M.P. and NCTE (WRC).

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

Jain Institute has not received any substantial amount in the form of donation in the last three years.

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

➢ The operational budget is not sufficient enough to cover all the expenses.
➢ The deficit is met either by parent society.

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

The budgetary resources to fulfill the vision & Mission and offer quality training programme are based on fee collected from pupil teachers, bank interest on deposits and inter head funds diverted from society.
Budget details are enclosed for your kind perusal:

Particulars	Academic Year B.Ed. 2010-11, Financial Year 2011-12		Academic Year B.Ed. 2011-12, Financial Year 2012-13		Academic Year B.Ed. 2012-13, Financial Year 2013-14	
	Rs.	%	Rs.	%	Rs.	%
Total Section Budget	2573300		1437700		2512000	
% Spent on Salary of Teaching Staff	1449200	56.32	1258494	87.54	1704000	67.83
% Spent on Salary of Non Teaching Staff	390790	15.19	213725	14.87	480000	19.11
% Spent on Books & Journal	77536	3.01	22317	1.55	98500	3.92
% Spent on Development Building (Expansion)	295000	11.46	0	0.00	0	0.00
% Spent on Telephone & Electricity	35193	1.37	12200	0.85	52500	2.09
% Spent on Maintenance Building, sports, student amenities etc.	30550	1.19	5075	0.35	30000	1.19
% Spent of Maintenance Equipments	105000	4.08	6000	0.42	22000	0.88
% Spent on Research and scholarship	67800	2.63	20140	1.40	89000	3.54
% Spent on Travel & conveyance	15530	0.60	5055	0.35	19500	0.78
% Any Other, Approval, Bank Charge, Stationary	161865	6.29	47260	3.29	222855	8.87
Total Expenditure Incurred	2628464	102.14	1590266	110.61	2718355	108.21

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

The accounts are audited regularly. The internal audit is done annually and external audit is done by the auditor. The audit reports will be kept for perusal when the Peer team visits the campus.

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

Yes, the financial management processes are computerized.

6. 6   Best practices in Governance and Leadership

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

Some of the best practices in Governance and leadership carried out by Jain Institute are:-

1) Clearly mentioned Vision and Mission.
2) Maintaining academic calendar.
3) Decentralization of work through IQAC, other committees & cells related to administrative and academic aspects.
4) Democratic and Conducive Atmosphere.
5) Management provides encouragement, support and facilities to its faculty and staff member.
6) Feedback from stakeholders plays a vital role not only in teaching learning process but also in governance and policy making.
7) We focus on our motto "shaping perfection for the future".
8) Regular seminars and workshops are organized to encourage student towards research.

****

Criterion VII: Innovative Practices

7. 1   Internal Quality Assurance System

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

Yes the college established (IQAC) Internal Quality assurance cell on October 2013 . Composition of IQAC is given below:-

Chairman	Principal	Dr. Brahmanand Mishra
Secretary	Management	Mrs. Mayuri Chaudhary
Member	Faculty	Dr. Geetanjali Bohare
Member	Faculty	Dr. Kamlesh Singh
Member	Nominee of society	Mr. Manoj Jain
Member	University Representative	Dr. Shailendra Jain
Member	University Representative	Dr. D.C. Tiwari
Member	Social Worker	Mrs. Poonam Gandhi

The major activities undertaken by the IQAC are as follows:-
- To establish benchmark for the academic and administrative activities of the college.
- To ensure the Quality of its administration and financial management.
- To disseminate information on Quality aspects.
- To design academic calendar (Mapping) of the college
- To organize various activities leading to quality improvement
- To develop a mechanism for Internal Quality check.
- To organize seminars, workshops & Orientation programmes.
- Good practices are indentified and shared by meetings with various committees & cells.
- The achievement of vision, Mission and objectives is evaluated by the analysis of the results at the end of the session.
- To obtain feedback from stakeholders.

Main aim of IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

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

Various mechanisms are used by the college to evaluate the achievement of goals and objectives:-
- Decision of committees & cells whether it is in line with goals & objectives.
- Keeping track record of students support, progression and placement.
- Scrutinizing the results.
- Evaluation of round the year conducted activities, feedbacks, and grievances.

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

The college has developed the following mechanism for Quality assurance within the existing academic and administrative system.
- Establishment of IQAC
- Formation of various committees & Cells for effective implementation of the activities.
- Use of Information and communication technology (ICT).
- Faculty & Staff improvement programmes
- Feedback mechanism
- Self appraisal of faculty
- Assessment of faculty by pupil teachers.
- Preparation of Academic mapping
- Formative and summative evaluation.
- By organizing seminar & workshops.
- By promoting research related activities.

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

The following practices are adopted to ensure the Quality of its administrative and financial management:
- The college has recruited well qualified administrative staff, account section & Industrious class IV employees.
- There is a transparency in the matter related to administration.
- Maintaining Grievance – redressal mechanism.
- Disseminate informations on Quality aspects to its stakeholders.
- Use of ICT in administrative aspects.
- Maintaining Accounting software.
- Preparation of annual budget and expenditure statement.
- Internal and external audit.

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

The college identifies the needs of the college through meetings, various feedbacks, and questionnaires from pupil teachers, Alumni, teacher educators, staff members, parents, teachers of practice teaching schools, stakeholders and through direct observation of Principal.

The teacher education department also get cooperate on from other departments like----

(i)   Computer Department helps in ICT development of staff & students.

(ii)   Special personality development sessions are also conducted.

7.2   Inclusive Practices

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

It is need of the hour that the teacher educators are sensitized to the philosophy of inclusive education. This is done in following ways:-

- The topic of **"Helping learner with special needs and Remedial measures"** has been included in the revised curriculum of B.Ed. **Educational Psychology.**

   (i) Identifying Learner with special needs.

   (ii) Difficulties and problems arising out of them.

   (iii)Physical disabilities, mental retardation, Gifted slow learners, social emotional disorders such as delinquency, Truancy, withdrawal, Day-dreaming.

- Equal opportunities are provided to the pupil teachers of both the sexes to participate in all the activities according to their potential and abilities.

- Spoken English classes organized in the college have proved to be beneficial in improving second language. Since most of the pupil teachers come from Hindi medium schools.

- Gifted pupil teachers are motivated to present papers in seminar and conferences they are also evolved in planning of curricular, co-curricular and extracurricular.

- Extra classes, guidance and counseling is provided to the pupil teachers who are academically weak. Pupil teachers with physical disabilities are given preference for allotment of hostel facilities.

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

The pupil teachers are made aware about exceptional children, gender differences and individual differences and their impact on learning. Academic plan of the college includes orientations, workshops & guest lectures on several topics i.e. empowerment, equality and exceptionalities and their impact of learning Apart from IInd paper some units of Ist paper of B.Ed. are also useful to pupil teachers to learn about Equalizing educational opportunity.

- Constitutional provision regarding equality of opportunity.
- Meaning of equality of opportunity for the students at primary and secondary stage.
- Measure to promote equality of opportunity.
- Compensatory Educational programmes to meet the needs of special groups, socially disadvantaged groups, women and disabled.

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

The learning environment is created by undertaking various activities envisioned in the curriculum to foster positive social interaction, active engagements in learning and self motivation by introducing the innovative practices. Conductive environment with all physical facilities are provided. Classroom interaction is made with pupil teachers. Extension and outreach activities at different places make the pupil teachers to have cordial relationship with the society. Various club activities, camps and community services help them to have good communal interactions. Action research is conducted by the every pupil teachers and they get self motivated to solve their day to day school level problems.

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

The college provides guidelines to the pupil teachers to understand each child individually to provided personal attention during practice teaching. Some of the activities that are being organized in the Institution to develop proficiency among students are:-

- Pupil teachers are trained to understand and deal with the needs and problems of children with special needs during practice teaching.
- Making the pupil teachers aware of the abilities of the children with diverse background.
- Pupil teachers are made proficient in handling and counselling of children with special needs.
- Observing and preparing report of some behavioral aspects of an exceptional children.

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

So far the institution has no such students. However, we have kept provision to meet out the needs of differently-able students. For such pupil teachers college provided the following facilities:

- All faculty and staff members assist the differently-able pupil teacher in the best possible way.
- Practice teaching is organized in the schools that are located near the college campus i.e. their lessons are assigned in schools that are suitable for them.
- Adequate medical services are provided.
- During examination (internal and external) special rooms are provided, writer are given and extra time is allotted for completion of paper.
- The college provide wheelchair and ramp facilities for easy access.

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

Jain Institute is a co-education institution. Special care is taken to avoid any discrimination in allocation of duties to girls pupil teachers. The principle of equality is followed by the management and teacher educators alike. Gender sensitive issues generally do not occur in the institutions as the environment of the college is healthy and conducive. However, the Grievance redressal and welfare cell are established in order to tackle such issues.

7. 3   Stakeholder Relationships

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

The college ensures the access to the information on organizational performance to stakeholders in the following ways:
- College website
- Display on Institutional notice boards about academic calendar
- Prospectus (Detail information about the institution & its facilities)
- Parents are invited & their opinion & suggestions are appreciated for the institution & their wards performance.
- Schedule of internal assessment & practical & final examination is displayed on notice board.
- Media release.
- College magazine briefs about the annual development of the students.

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

The college uses various types of feedback process for bringing Qualitative improvement i.e.
- By Installation of suggestion/Complaint box.
- By establishment of Grievance redressal & welfare cell.
- Through meetings of various committees & cells.
- Inviting feedback from stakeholders on a set proforma.
- Though website and email address

The follow-up action on the feedback brings Qualitative improvement in the proper functioning of the college.

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

Oral and written feedback is taken from pupil teachers, Alumni, Teachers & principal of Practice teaching Schools, Community and stakeholders etc. regarding Curriculum, teaching & learning process, practice teaching faculty and staff etc. and analyzed in regular intervals.

Further, informations are used for taking corrective measures and improvement of quality of the institution on various aspects.

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JAIN INSTITUTE, GWALIOR

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION-B.Ed. 2014-15   (wef : 21/07/2014)

Month	July				August				September				October				November				December				January				February				March				April				May			
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
Admission and Orientation		■	■																																									
Theory				■	■				■	■	■									■	■	■	■	■					■	■	■	■	■	■	■		■	■	■	■				
Tutorials/ Seminars												■													■																			
Sessional Work Test & Assignments																			■																■									
Practice Work ICT/ Comm. Skills Training								■										■			■			■									■			■								
Preparation of Internship Demonstration observation of lessons/Microteaching/simulations					■	■	■																			■	■																	
Practice teaching Internship													■	■	■	■	■	■																										
Co-Curricular Activities								■																	■																			
Working with Community/ Project work															■																													
End-Term Examination																																										■	■	■

BOOK RELEASE AT INAUGURAL CEREMONY OF SEMINAR

KEY NOTE SPEAKER SHARING HIS VIEWS ON THE TOPIC

CANCER AWARENESS RALLY ON - 7th NOVEMBER 2014

UMANG - A CULTURAL FEST CELEBRATED FROM 1st DEC. TO 4th DEC.2014

ORIENTATION PROGRAMME OF B.Ed. STUDENT ON - 21st & 22nd JULY 2014

ALUMNI MEET 2014

TREE PLANTATION ON - 28th OCT. 2014

CLEANLINESS AWARENESS RALLY ON - 25th NOV. 2014

WATER CONSERVATION RALLY ON 26th AUG. 2014

GLIMPSES OF COLLEGE ACTIVITIES