

SELF APPRAISAL REPORT For Assessment and Accreditation

BUNDELKHAND CAREER COLLEGE HATTA

Recognized by NCTE

Affiliated to Dr. HS Gour Central University Sagar

Submitted to

National Assessment and Accreditation Council

Post Box No. 1075, Nagarbhavi Bangalore–560072

Bundelkhand Career College Hatta

(Approved by : NCTE Delhi and Affiliated to Dr. HS Gour University Sagar)

Damoh Panna Road, Hatta, Dist. Damoh, (M.P.) 470775

Web. : <http://bundelkhandcollege.org>, Email : msbundela10.5@gmail.com

Ph. 09179188011 (Chairman), 08109781400 (Principal), 07604 264100 (Office)

Dr. Pramod Kumar Mishra
(Principal)

BCC/28/NAAC/2015-16

Dated 12-10-2015

To,
The Director
National Assessment and Accreditation Council,
P.O. Box No. 1075,
Nagarbhavi,
Bangalore – 560072,
India.

Dear Sir/Madam,

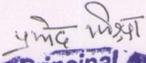
Sub : Bundelkhand Career College Hatta – Submission of Self Study Report (SSR) for
NAAC Accreditation – LOI Reg.

While thanking you for communication the acceptance of the LOI submitted by us, I wish to inform you that we are hosting the entire booklet of SSR in the Website of the College on 12-10-2015.

The College website is. <http://bundelkhandcollege.org>

As communicated in the letter cited, we will be submitting 5 hard copies and a soft copy of Self Study Report (SSR).

Thanking You,


Principal
Bundelkhand Career College
of Education (Principa.Ed.)
Hatta (Damoh) M.P. PIN-470775

INSTITUTIONAL DATA

BUNDELKHAND CAREER COLLEGE HATTA

A. Profile of the Institution

1. Name and address of the institution:

BUNDELKHAND CAREER COLLEGE

DAMOH-PANNA ROAD HATTA,

DAMOH, (M.P.)

2. Website URL <http://bundelkhandcollege.org/>

3. For communication:

Office

Name	Telephone Number with STD	E-Mail Address
Dr. PRAMOD MISHRA (Head/Principal)	07604 264100	
Manvendra Singh Bundela (Secretary)	09179188011	msbundela10.5@gmail.com

BUNDELKHAND CAREER COLLEGE HATTA

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

2.5

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
02	2008

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

Dr. HS Gour
University Sagar

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
- b. By Gender
- c. By Nature

Self Financed
Co-education
Affiliated College

BUNDELKHAND CAREER COLLEGE HATTA

11. 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		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary		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)

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

Level	Program me	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	WRC/5-6/102/2008/29807 DATED 26.02.2008	--	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. a) Does the institution offer self-financed programme(s)?

Yes	√	No	
-----	---	----	--

If yes,

a) How many programmes?

One

b) Fee charged per programme

B.Ed. -32000/P.A

c)

3. Are there programmes with semester system

Yes

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.

N/A

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

D.Ed.

B.Ed.

1

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

BUNDELKHAND CAREER COLLEGE HATTA

6. Are there Programmes offered in modular form

Yes	No	√
-----	----	---

Number	
--------	--

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

Yes	√	No
-----	---	----

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

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No
-----	---	----

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

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

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

Yes	√	No	
Yes	√	No	

Yes	√	No	
Yes	√	No	

Yes	√	No	
-----	---	----	--

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

SEVEN YEARS

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

Yes	No	√
-----	----	---

Number	
--------	--

BUNDELKHAND CAREER COLLEGE HATTA

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

Yes		No	√
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Number	00
--------	----

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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BUNDELKHAND CAREER COLLEGE HATTA

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	01/07/2014
b) Date of last admission	30/06/2014
c) Date of closing of the academic year	30/04/2015
d) Total teaching days	280
e) Total working days	280

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.									

4. Are there any overseas students?

If yes, how many?

Yes		No	<input checked="" type="checkbox"/>
N/A			

BUNDELKHAND CAREER COLLEGE HATTA

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

9700.00

b) Unit cost including salary component

32000.00

*(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 entrance examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	65	40	61	39

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

Yes

R

No

--

8. Does the institution develop its academic calendar?

Yes

R

No

--

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	65	20	15

BUNDELKHAND CAREER COLLEGE HATTA

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0
---	---

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

0	2
---	---

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	2
---	---

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 %
B.Ed.	35	65

BUNDELKHAND CAREER COLLEGE HATTA

16. Examinations

a) Number of sessional tests held for each paper

0	3
---	---

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)	Lab set of language lab	

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

Yes	√	No	
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Number	01
--------	----

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

BUNDELKHAND CAREER COLLEGE HATTA

Criterion III: Research, Consultancy and Extension

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

Number		40	%
--------	--	----	---

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)

Teachers are given study leave

Teachers are provided with seed money

Adjustment in teaching schedule

Providing secretarial support and other facilities

Any other specify and indicate X

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.

BUNDELKHAND CAREER COLLEGE HATTA

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	N/A	--	--
National journals – referred papers	√		5
Non referred papers			
Academic articles in reputed magazines/news papers	√		02
Books	√		00
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	<input type="text" value="05"/>	<input type="text" value="00"/>
International seminars	<input type="text" value="00"/>	<input type="text" value="-"/>
Any other academic forum	<input type="text" value="-"/>	<input type="text" value="-"/>

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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

16. Does the institution provide consultancy services?

Yes No

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

BUNDELKHAND CAREER COLLEGE HATTA

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

Local level	√
State level	√
National level	--
International level	--

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Criterion IV: Infrastructure and Learning Resources

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

1550

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

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

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

8

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

60000.00

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

15000.00

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

28000.00

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

220000.00

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

Yes

No

BUNDELKHAND CAREER COLLEGE HATTA

9. Total number of posts sanctioned

Teaching 08

Non-teaching 06

10. Total number of posts vacant

Open Reserved

	M	F	M	F
Teaching	---	--	---	---
Non-teaching	--	--	01	01

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

Open Reserved

	M	F	M	F
Lecturers	01	04	01	01
Readers	--	--	--	--
Professors	01	--	--	--

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

Open Reserved

	M	F	M	F
Lecturers	--	--	--	--
Readers				
Professors				

c. Number of teachers from Same state

06

Other states

02

BUNDELKHAND CAREER COLLEGE HATTA

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:15

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		M	F	M	F
		--	1	4	1
Temporary		M	F	M	F
		--	--	--	--

b. Technical Assistants

		M	F	M	F
Permanent		-	2		
		M	F	M	F
Temporary					

14. Ratio of Teaching – non-teaching staff

1:1

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

60.7%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	8 hours
On holidays	2 hours
During examinations	8 hours

BUNDELKHAND CAREER COLLEGE HATTA

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	3258
- Textbooks	2608
- Reference books	650
b. Magazines	05
e. Journals subscribed	05
- Indian journals	05
- Foreign journals	--
f. Peer reviewed journals	--
g. Back volumes of journals	32
h. E-information resources	2
- Online journals/e-journals	50
- CDs/ DVDs	YES
- Databases	00
- Video Cassettes	00
- Audio Cassettes	00

20. Mention the

Total carpet area of the Library (in sq. mts.)	1000 Sq ft.
Seating capacity of the Reading room	50

21. Status of automation of Library

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

BUNDELKHAND CAREER COLLEGE HATTA

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

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

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day	12
Maximum number of days books are permitted to be retained by students	15 days
by faculty	As per requirement
Maximum number of books permitted for issue for students	02
for faculty	As per requirement

BUNDELKHAND CAREER COLLEGE HATTA

Average number of users who visited/consulted per month

42

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

1:52

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

4.80%

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

	I (2012-13)		II (13-14)		III (14-15)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	135	17523	0	0	424	39559
Other books	0	0	0	0	1	2400
Journals/ Periodicals	0	0	0	0	3	1200
News paper & Magzines	--	9600	-	9600	--	9600
<i>(Additional rows/columns may be inserted as per requirement)</i>						

BUNDELKHAND CAREER COLLEGE HATTA

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	01	01	01
M.Ed. (Full Time)	0	0	0
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(B.Ed.)		
	12-13	13-14	14-15
	I	II	III
Pass percentage	82.97	Zero Year Declared	Result Awaited
Number of first classes	67	Zero Year Declared	Result Awaited

BUNDELKHAND CAREER COLLEGE HATTA

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

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	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Government Scholarship	26	24	23

(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	✓
-----	--	----	---

BUNDELKHAND CAREER COLLEGE HATTA

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	√		01
Inter-university	--		--	--	--	--
National	--	--	--	--	--	----
Any other (specify and indicate)						

(Excluding college day celebration)

BUNDELKHAND CAREER COLLEGE HATTA

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

2014

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1 2012-13 (%)	Year 2 2013-14 (%)	Year 3 2014-15 (%)
Higher studies	10	00	12
Employment (Total)	30	00	36
Teaching Non teaching	--	--	--

BUNDELKHAND CAREER COLLEGE HATTA

23. Is there a placement cell in the institution?

Yes

No

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

2012-13	2013-14	2014-15
--	--	--

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

Yes

No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

P
P
P

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	06
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 committee	06
Administrative committee	08
Research committee	04

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

Loan facility
 Medical
 assistance
 Insurance
 Other (specify and indicate)

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

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

Yes

No

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

Yes No

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

Yes No

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

Yes No

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

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

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

Yes No

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

Yes No

11. 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

EVALUATIVE REPORT

Executive Summary

Bundelkhand Career College Hatta run by “**Bundelkhand Shiksha avam Samajotthan Parishad**” was started in a rural place at Hatta, Dist Damoh of Madhya Pradesh. Bundelkhand Career College is a Quality teacher education institution in an area which is educationally and economically backward and it makes teaching learning process really challenging for us. College is recognized by **NCTE (WRC)**, Bhopal and affiliated to **Dr. HS Gour Central University**, Sagar. The main campus is 03 Kms. away from Hatta, 40 Kms. from Damoh, 115 Kms from Sagar and 300 Kms from Bhopal. Nearest Railway station is Damoh. Whereas nearest Airport is Khajuraho which is 140 Kms from the campus.

I: Curricular Aspects

The college follows the curriculum and syllabi designed by the affiliating Dr. HS Gour Central University, Sagar. It has no autonomy to frame, finalize or revised the curricular aspects B.Ed syllabus. The feedback from pupil teachers, academic peers, alumni, teacher educators, staff members are collected, analyzed and used for improving the curricular, co-curricular and extracurricular activities.

II: Teaching-Learning and Evaluation

College stand committed to make “Student Centric “teaching and learning as they come from diverse background and ensure that the pupil teachers understand the role of diversity and equity in teaching learning process.

The teaching learning process is strengthened through the use of ICT PowerPoint presentations which are given by teacher educators to encourage pupil teacher to adopt latest technology. The pupil teachers are motivated to use OHP, LCD, Slide presentation, etc. as innovative practices in teaching.

III: Research, Consultancy and Extension

Management has encouraged our Faculty members to take up research in education and also encourages them to attend and organize seminars, workshops and refresher courses. The pupil teacher also motivated to present papers in seminar and workshops.

Guest lectures are conducted by inviting teachers from reputed teacher training institutes and Dr HS Gour Central University, Sagar. The extension and outreach programmes carried out by faculty and staff with the help of NGOs and GOs in the nearby villages.

IV: Infrastructure and Learning Resources

The total build up area of the building is 1550 sq mtrs. well spacious classrooms with adequate furniture. Well equipped laboratories; multipurpose hall, well stocked library and other allied infrastructure of the college is properly utilized by the teacher

educators and pupil teachers. The library has more than 3600 books, 600 reference books. 1 computers with internet and reprographic facility is also available in the library, the book bank facility caters to the needs of economically weaken pupil teacher.

V: Student Support and Progression

The pupil teachers spread indicate fairly a good number hailing from parts of MP State as well as other neighboring states too. Natural environment with rural setup and excellent Infrastructure facilities are enjoyed by the pupil teachers who come from weaker section of the society/either It enables them to avail scholarships sponsored by the government as possible.

Guidance counseling and placement cell and the alumni association although have been established are to be further strengthened to function as per potential. Efforts are made to collect the feedback from the present and past pupil teachers about the various aspects of the college in order to make more effective Functioning.

VI: Governance and Leadership

The College encourages participatory management practices between the different components of the college. Various committees and cells are constituted to assist the principal in administration, curricular, co-curricular and extracurricular activities. The management encourages the faculty and motivates them for improving quality. The management deserves to initiate various welfare schemes for the faculty, staff and pupil teachers.

VII: Innovative Practices

College aims to inculcate the highest standard through meticulous planning for curricular, co-curricular and extracurricular activities. for this purpose IQAC was constituted in the year 2013.every plan is discussed in the IQAC meeting for better learning environment created for the pupil teachers by providing Micro teaching session, ICT training, seminars, workshops, Festival celebration and participating in outreach and extension activities. Feedback from faculty, staff teachers of Practice teaching schools, alumni, parents and stakeholders are considered in preparation of academic calendar of upcoming session.

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Criterion I: Curricular Aspects

Curricular Design and Development

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.)

Objective:

1. To provide quality teacher education.
2. To equip the trainees with advanced knowledge and skills of teaching.
3. To produce professional teachers with upright knowledge and pragmatic skills.
4. To stimulate intellectual curiosity among the pupil teachers by providing innovative and enriching educational experiences.
5. To enable the trainees to become competent in the use of ICT in the curriculum transactions.
6. To enable the pupil teachers to associate with valuable cultural, social and spiritual heritage.

Intellectual

1. The college is committed to sustained high quality education.
2. To make employable and responsible citizens with the value education in focus
3. To promote best environment for teaching learning.

Academics:

1. The college is committed to the principle of grace in life through learning to ensure the growth of human resource of the country.
2. It nurtures intellectual and academic quest among the pupil teachers.

Training:

1. Developing latest professional life skills
2. Developing effective trained manpower for education for contributing in the process of nation building
3. Train the pupil teachers for innovating aspects of teaching.

The Disadvantaged:

- Promoting the educational interest of the lower strata of society by providing them quality education and financial assistance.

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Scholarships:

- Securing scholarship to the needy and deserving students; the scholarships offered by state Govt., Central Govt. or other agencies.

Equity:

The college is committed to

1. Providing education to all irrespective of his/her caste, creed, religion and the social strata
2. The college follows state reservation policy in favour of the SC/ST and OBC.

Self Development:

1. To make the youth self reliant and capable of showing direction to others.
2. To enables its students to solve the complexities of life

Community and National Development:

1. Inculcate a sense of social responsibility towards society
2. Contribute to the national cause of human resource development i.e. contributing for Flag Day, blood check-up, celebrating Republic Day, Independence Day, Teachers Day and festivals of all communities etc.

Issue of Ecology and Environment:

The college spreads awareness about and enriches environment by:

1. Saving natural resources.
2. Promoting plantation through “Each one Plant one” motto.
3. Awareness programme about the environment through slogan, posters, and competition.

Value Orientation:

1. Imparting moral education by examples and practical actions motivated through regular lectures by faculties, guests and other visitors.
2. Organising cultural activities related to values in society, family and individual life.
3. Celebration of national and important days for promoting values of our society.

Employment:

1. Creating and promoting employment potential and opportunities,
2. Emphasis laid on creating and promoting education opportunities for the teacher trainees by inculcating competitive employable skills.
3. To promote the placement and counseling through the career guidance.
4. To prepare pupil teacher to best presentation in different job opportunities

Global Trends and Demands:

The college makes endeavour to establish its presence in the market, through well conceived instructional strategies, meticulous planning and execution of projects. It remains committed with the cause of

1. Imparting quality education at the grass root level; theory as well practice
2. Using ICT in teaching-learning process to enhance effective communication on the part of teacher and understanding on the part of students.
3. Using innovative teaching methods and techniques.

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

Our college is affiliated to Dr. HS Gour Central University, Sagar and as such, it has no autonomy to frame, finalize or revised the curricular aspects for syllabus decided by the university. However at the time of revising, the university through its BOS collects information and suggestions from the Heads of the Education Colleges affiliated to it and our college contributes in the process significantly.

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

The first paper “**Education in Emerging India**” gives the pupil teachers awareness about education philosophies of eminent personalities and presents the concepts of value education, national integration, social change, problems and solutions equalization of educational opportunity, education and awareness of socio-national problems.

The second paper “**Educational Psychology**” deals with Educational Psychology, Learning Process and Nature of Teacher and Learner Personality, Types of Learner (Exceptional Children), Educational Assessment and Evaluation and Statistics.

Third paper “**Secondary Education and teacher functions**” deals with Teacher’s role in the National system of education, communication process, action research, Instructional technology and evaluation and ethics.

Paper fourth & fifth (iv & v) are special methods however paper (vi) is additional specialization.

Academic Flexibility

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

To make teaching a reflective practice, the institution attempts to provide the following experiences to the students:

- a) Class room interaction of teacher educators and students (pupil teachers).
- b) Various assignments and projects related to subjects are given to the students.
- c) Internet facility has been provided to the students.
- d) Simulated micro and macro teaching practice.
- e) Micro skills sessions are organized.
- f) Facility of library reading is available to the student.
- g) Observation of the lessons of Pupil Teachers during practice teaching by teacher educator's and school teachers which are followed by healthy discussions and feedback.

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

Academic calendar is developed at the beginning of the session which includes curricular, co-curricular and extra-curricular activities. Various committees are formed to execute the activities as planned and also to supervise them.

The institution offers flexibility in the operational curriculum and arranges various competitions such as:

1. Songs (solo, group and patriotic song)
2. Rangoli, alpana, mehendi competition.
3. Poetry Recitation
4. Best from waste materials
5. Elocution.
6. Making of Raakhi (For Raksha Bandhan)
7. Food preparation (with or without fire)
8. On the spot debate/Extempore Speech.
9. Poster and collage making.
10. Essay and slogan competition

The institution celebrates various days Social, Religious and National)

1. Teacher's day
2. Guru Purnima
3. Hindi day
4. Science day
5. International Women's day
6. AIDS day
7. Vasant Panchami
8. Birth Day (Jayanti) and Death anniversary (Punya thithi) of Gandhiji, Nehruji, Vivekandand etc. and foundation day of the institution.

List of teaching learning experiences.

1. Paper wise assignments
2. Laboratories practices
3. Imparting micro skills
4. ICT usage
5. Workshops and guest lectures.

Other experiences:

1. Sports activities
2. Outreach activities
3. Community related activities

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

The institution has developed certain value added courses for prospective teachers which are relevant to the present scenario.

- a) Personality development programme
- b) Development of interview skills
- c) Development of correct pronunciation
- d) Reach to the community programme
- e) Communicative and responsive education programme
- f) Developing scientific abilities in the science discovery lab
- g) Developing skills in work experience lab
- h) Developing ICT skills
- i) Developing social responsibility towards women empowerment.
- j) Preparation for different competitive exam.

The prospective teachers of each session are given sufficient practice for developing their communication skills as spoken English in the language lab of the college. Students of Teaching of English are divided according to their ability level and on weekends, crash course are provided to these groups and ample improvement is seen in the communication behaviour of the students.

Various outreach activities are organised in the campus i.e.

- Rallies for awareness of contemporary issues
- Adoption of “each one teach one” policy
- Plantation in nearby areas
- Literacy campaign in nearby rural areas.

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

- a) **Interdisciplinary/Multidisciplinary**
- b) **Multi-skill development**
- c) **Inclusive education**
- d) **Practice teaching**
- e) **School experience / internship**
- f) **Work experience /SUPW**
- g) **Any other (specify and give details)**

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

Interdisciplinary/Multidisciplinary

- The subjects of B.Ed & M.Ed have interdisciplinary nature which combines philosophy and sociology to understand the complex realities of education as a social task.
- Approach is interdisciplinary wherein concepts of psychology are used in teaching skills, classroom management and evaluation. Interdisciplinary Teaching Aids are used to teach all subjects

Multi skill development:

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

- Skill of writing objectives in behavioural
- Skill of questioning
- Skill of explaining
- Skill of reinforcement
- Skill of illustration with example
- Skill of stimulus variations
- Chalk board writing

Practice Teaching :

Teaching practice programme is the most important component of B.Ed. course. For the session 2012-13 and 2014-15, five schools were taken for teaching practice programme. Before first phase of teaching practice, the teacher-educators gave proper orientation to the pupil teachers. It included the following activities:

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- Demonstration of micro lessons by the concerned subject teacher.
- Practicing of micro teaching skills by the pupil teachers.
- Demonstration of macro lessons by the concerned subject teacher.
- Guidance regarding preparation of teaching aids.

Then they were sent for practice teaching to the teaching practice schools for 40 days in two terms. They conduct co-curricular activities under the able guidance of their concerned teacher in-charge.

Work Experience / SUPW:

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

1. Agriculture	5. Drawing and Painting
2. Gardening and Horticulture	6. Music
3. Tailoring and Embroidery	7. Dance
4. Book Binding	8. Toy Making

Feedback on Curriculum

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

Teaching staff get the feedback from the pupil teachers regarding theory papers and teaching practice. At the end of each academic year institution gets feedback from the pupil teachers through oral comments and in writing, regarding curriculum and its transaction. Institution has developed a feedback form to collect information.

The institution has established Alumni Association (old student association), we get comments and suggestions on curriculum performance of teaching staff and overall evaluation of programme and teaching from them.

Suggestions are also invited from faculty and principals of secondary and higher secondary schools during practice teaching programme.

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

Yes, Feedback is collected from pupil teachers during guidance and counseling and viva voce. Collected feedback is communicated to the teaching staff for discussion on the area which requires either change or improvement. Then we take it to the different university level bodies like Board of Studies, Faculty, and Academic Council and convince them to bring change or improvement in the curriculum.

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

Institution recommends the desirable changes to be brought in the syllabus based on the feedback received from students, alumni, employers and parents. It ensures the proper utilization of feedback received. The subject-teachers also reflect the feedback given by the stakeholders.

Curriculum Update

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

As per Board of Study of the Dr. HS Gour Central University, Sagar, the major changes in the curriculum are implemented after every five years while minor changes are incorporated annually. In the B.Ed.

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

Our Institute is affiliated to Dr. HS Gour Central University, Sagar and has to follow the curriculum prescribed by the university. The college has no direct role in its revision and updation. Feed back obtained from teacher educators, Pupil teachers, Non teaching staff, Alumni, faculty of Practice teaching schools and guardians are sent to the University for Modification.

Best Practices in curricular Aspects

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

The following measure have been adopted by the institution in the direction:

- Well maintained library with regards to text books, references, Journals and Magazines.
- Well equipped laboratories with adequate equipments.
- Adoption of feedback process
- Organization of guest lectures, workshops and seminars.

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

The following innovations/best practices have been planned/implemented of the institution:

- Use of innovative skills, techniques, methods and models of teaching.
- Preparation of power point presentations for pre, mid and post-practice teaching sessions
- Debates on difficult topics are organized in the college.
- Workshops are organized for various laboratories activities.
- Various proforma are being prepared for feedback process

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Criterion II: Teaching-Learning and Evaluation

Admission Process and Student Profile

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

Admission in B.Ed. both courses are taken as per Madhya Pradesh Govt. rules & regulations and the norms set by NCTE.

Authority for admission in B.Ed. Course in Madhya Pradesh lies with the Department of Higher Education, Bhopal, M.P. which calls the students for counseling process on the basis of Entrance Test conducted by MP Professional Examination Board. The admission policies, eligibility, general conditions, fees structure and reservation policy etc are mentioned in the notification released by the Dept. of Higher Education. Rules and regulations of the concerning universities are strictly followed by all the teacher education institutions in the state. In order to participate in the counseling process, a candidate must have secured at least 50% marks in the qualifying examination while that is 45% marks for reserved category candidates.

In such a way, the whole process of admission is transparent from the stage of notification till the actual admission is taken.

All the rules, regulations, orders and decisions of all the regulatory authorities are followed in a good spirit. As far as equity issue is concerned, the college makes no discrimination among any of its students on the basis of caste, creed, religion, race, status or gender; thus, provides equal opportunity to all.

Further, the college as well as the Govt. provides financial and other assistance to all the students so that they might have an easy access to quality education and no one is deprived of it.

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?

For admission in B.Ed. Course, Department of Higher Education, Bhopal, MP gives common advertisement in the leading newspapers for admission in various B.Ed. Colleges of Madhya Pradesh. The notification provides details about the names, of the participating universities, list of affiliated colleges (Govt. and Self-financing), no. of seats, category-wise reservation, eligibility, procedure and fee structure etc.

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

Since the whole process of admission, from the issuance of the notification till the admission confirms, is undertaken by the Department of Higher Education, Bhopal, MP in case of B. Ed.; therefore, it is certain that the pre-determined admission criteria are equally applicable to all applicants without any discrimination. The college has no direct role in the admission process.

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

Yes, The Institution has adopted certain central and state govt. running policies and making continuous efforts for ensuring retention of the diverse student population belonging to diverse economic status, cultures, religions, gender, linguistic backgrounds and physically challenged groups. The Institute provides some economic help to meritorious-financially weak students so that no deserving candidate is deprived of the education. Further, it continuously organizes different cultural and religious programs to make students feel at their home. And several other measures are being framed in this direction.

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

Yes, before the commencement of the programs, at the beginning of each session, an aptitude test followed by the interview is conducted to assess the aptitude, knowledge, weaknesses and interests of the students coming to the college to pursue the course so that the teaching-learning process may be customized accordingly.

Catering to Diverse Needs

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

Conducive learning environment is created by:-

- Regular classes.
- Tutorial
- Guest Lectures
- Debates
- Workshops and class seminars.
- Formative and submitive assessment
- Creative assignments.
- Educational trips
- Use of ICT in teaching and learning
- Well equipped laboratories
- Availability of well stocked library

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

The institute caters to the diverse learning needs of the students by evaluating them on the basis of orientation and class test. Following strategies are undertaken for high and low achievers:

For high achievers

- 1) Creative Assignments.
- 2) Preparation of charts and working Models
- 3) Subject-quiz competitions.
- 4) Creative activities.
- 5) Brain storming

For low achievers

- 1) Counseling is given.
- 2) Remedial classes
- 3) seminars.
- 4) Exhibition of charts and models.
- 5) Regular class Tests
- 6) Mentoring/Counseling for Communication skills

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

The Pupil Teachers are made to understand the role of diversity and equity in teaching learning by engaging the students in the following activities.

- Celebration of national festivals.
- Encouraging students to participate in cultural activities.
- Celebrating various religious festivals of diverse groups
- Encouraging group activities in the class room
- Encouraging student for physical activities

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

Teacher educators are sensitized to cater to diverse student needs by:-

- Inculcating professional ethics among teacher educators through Faculty Development Programme.
- The teacher educators have aptitude and attitude to conduct various activities pertaining to teacher education.
- The teacher educators are required to give presentations in their respective subjects.
- The teacher educators are encouraged to keep pace with the latest developments in curriculum transaction and teaching methodology.
- The teacher educators are sensitized about the needs of diverse groups (Physical, Mental and Social)

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

The institute takes following steps to develop knowledge & skills related to diverse students needs:-

- The pupil teachers are taught to be sensitive towards the needs of diverse groups (high, low and average achievers)
- Constructing Diagnostic Tests.
- Arrangement of remedial teaching
- Using formative and submitive Evaluation
- The pupil teachers are encouraged and taught the use of various instructional material/teaching aids according to the needs of the students, ranging from charts, models to computer (ICT).

The pupil teachers are sensitized about the needs of Physically, Mentally & Socially diverse groups in following ways:

- The pupil teachers are taught to identify diverse groups
- The pupil teachers are taught to take into account the needs of each student in the classroom.
- The pupil teachers are taught to transact curriculum and apply all the classroom practices effectively keeping in mind the need and pace of diverse students.
- The pupil teachers are taught to use various evaluation techniques to meet out the need of diverse groups.

Teaching-Learning Process

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

The college engages students in active learning by involving them in various activities:-

- a) Conducting morning assembly.
- b) Organizing micro & mega teaching sessions.
- c) House activity and competitions.
- d) Conducting Action Research
- e) Organizing various co-curricular activities
- f) Pupil teachers are exposed to teaching in simulation.
- g) The pupil teachers undergo 40 days of rigorous teaching practice.

Library: Two periods is provided each week for every class. Provide assignments and seminars so as to encourage students to use library effectively. Asks students to prepare notes on different topics prescribed in the syllabus by referring reference books written by great educationist. Encourage students to read news papers, periodicals etc. enhance awareness about new developments in the field of teacher education . Pupil teachers are encouraged to use ICT in library to download valuable educational contents.

Focus Group:- We are grouping students to ensure participation in classroom activities- students are grouped and asked to write lesson plan – techniques like role play, debate, panel discussion, interview etc. are provided. Duties are assigned to different groups to conduct assembly, cultural programmes, etc. Different groups are formed to conduct programmes on special occasions, to celebrate important days, to conduct competitions etc.

Website:- Provide assignments related to current topics and allot time also to ensure that students make proper use of website. Website oriented work are assignment to student.

Simulation:- Different types of simulations like micro teaching, criticism classes, role play, panel discussions, interview etc are conducted.

Individual project:- All the students are made to conduct individual projects related to the subject. At the time of teaching practice, students are made to conduct an action research and a case study.

Peer teaching:- Peer teaching is used as an effective technique to enhance learning. Weak students are identified and made to learn the lessons with the support of talented students.

Role playing:- Role play is used as an effective technique to capture the students' attention, participation and active involvement.

Practicum:- All the practicum prescribed by the university in the syllabus are conducted effectively. This process is done under guidance of able subject supervisors.

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

For making learning, students centered the pupil teacher are taught through lecture- cum-discussion method, in which class room interaction is encouraged. Students of diverse abilities are formed into groups; the high achievers are made responsible for the learning and achievement of low achievers. The pupil teachers also have to:

- Observe and conduct prayer and assembly (with variety of activities)
- Conduct Micro & mega teaching sessions before practice teaching.
- Complete assignments independently.
- Use resource materials available in the various laboratories.
- Search for relevant contents from the internet to prepare assignments.
- Form focus groups to prepare teaching aids and hold discussions on various topics.
- Conduct as well as participate seminars/ workshops co-curricular activities/ cultural activities.
- Guest lectures are organized to impart updated and relevant issues of education.

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

The Various models of teaching are synetics, direct instruction advanced organizer, concept attainment, inductive thinking, inquire training, cognitive growth model. Classes are conducted on different topics using OHP & LCD. Guidance is given to use video clippings to make lessons effective and attractive.

This list of participatory learning activities being used are:-

- Participation in debates.
- Extempore speeches.
- Quiz Competitions.
- Group discussions.
- Use of library and information services.
- Use of internet.

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

There is no such programme has been provided in the B.Ed. curriculum to provide training in models of teaching. But Bundelkhand Career College Hatta uses various kinds of methodologies and approaches to provide effective learning experiences to the pupil teachers.

1. Pedagogical analysis of the content

In every teaching subject of B.Ed. there is provision to do pedagogical analysis of the given topics in terms of content /subject-matter, behavioral outcomes, methods and activities and evaluation devices. Firstly, teacher educator demonstrates topic from the given list before the pupil teachers and then pupil teachers does pedagogical analysis of the topics.

2. Pupil teachers are provided with adequate training in delivery of model lessons presentation before starting their micro-teaching and teaching practice in the schools. Before the commencement of micro teaching lessons, pupil teachers are well oriented about the micro teaching, its concept, requirements & various teaching skills. Demonstration lesson in each skill and in each teaching subject is presented before the pupil teachers by the teacher educators. During this micro teaching session, every pupil teacher prepares and delivers seven micro lessons in each teaching subject and two mega lessons simulation. Micro-lesson has the duration of 5-7 minutes, whereas mega lesson has time duration of 40 minutes respectively.

3. Besides all this, pupil teachers have been well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects.

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

For developing effective and competent teacher, we must have to foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the pupil teachers, Bundelkhand Career College Hatta uses micro teaching technique through the effective teachers.

While using micro-teaching as training technique, first of all, the pupil teachers are well oriented about the concepts and cycle of micro-teaching. Then detailed information including meaning, components, criteria & observations etc, is provided to them about each skill. After that, every teacher-educator presents a demonstration lesson on each skill in various teaching subjects. Pupil teachers observe this demonstration lesson and then discussion follows where doubts and queries of the pupil teachers are removed.

After observing the demonstration lesson it is the turn of the pupil teachers to present their Micro lessons according to the skills assigned. Every pupil teacher delivers seven micro lessons in each teaching subject for practicing the following teaching skills:

- Introduction of lesson skill of Questioning
- Skill of Illustration with examples
- Skill of stimulus variation
- Skill of Reinforcement
- Skill of chalk Board writing
- Skill of writing objectives in behavioral term
- Skill of explaining

Pupil teacher practices a particular skill till he / she achieves mastery over the skill. Regular feedback is given to him by his/her peers and teacher in-charge for the improvement. They are trained so well that they gain mastery over the skill.

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

While selecting the schools for practice teaching the following process is adopted:

1. Identification of Schools for practice teaching: First of all, schools are indentified for the practice teaching of the pupil Teachers. Following criteria are kept in mind while indentifying the schools:

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- 1) Availability of the school.
- 2) Recognition / affiliation of school.
- 3) Medium of instructions at the school.
- 4) It should be in easy access of the pupil teachers
- 5) School should be near to the college
- 6) Number of students in the school.
- 7) Basic amenities at the school.

On the basis of above mentioned criteria, the detailed survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching.

- **Getting consent from the authorities:-** After selecting the schools for teaching practice, the consent of the concerned authorities is taken for availability of the schools for teaching practice. For taking consent to conduct practice teaching in government schools, proper channel is followed and consent from higher authorities such as District Education Officers of the concerned district is taken. Then with the permission letter for D.E.O., teaching practice committee meets the Principal of the concerned school and gets permission to conduct practice teaching.
- **Division of group & mentor teacher :-** After selecting the school for teaching practice and getting their consent, the various pupil teachers are assigned to different groups and school. While assigning the schools to pupil teachers, various needs & requirements of the pupil teachers are kept in mind.
- **Completion of teaching practice:-** Teaching practice session at the schools lasts for 42 days in which pupil teachers deliver 42 lessons in all and observe 21 lessons of their peers. Before the commencement of practice teaching, they are also well oriented about the school environment.
- **Monitoring & Supervision by Teaching Practice committee & Principal:-** The smooth and effective functioning of the teaching practice is ensured by the regular visits of the supervisors and the Principal himself. He regularly visits various schools randomly and observes the conditions at the school. During his visits, he meets the head of the schools, staff members, and pupil teachers and also observes some practice teaching lessons and provides feedback accordingly. He also observes the difficulties faced by the pupil teachers at the school and make necessary arrangements to remove/reduce them, Necessary guidance is also provided to the pupil teachers and teacher supervisors.

Process of Practice Teaching

1. Orientation

Before the commencement of the actual practice teaching at the schools, all the pupil teachers are well oriented about the rules & regulations of the school, school building, teaching staff, time table, school syllabus and curriculum etc. so that they feel themselves as a part of that particular school during the teaching practice days.

2. Number of lessons Delivered by each pupil Teacher

At practice teaching in schools, every pupil teacher delivers (presents) 21 lessons in each methodology. It means total 42 lessons are delivered by each pupil teacher at practice teaching. The practice session goes for atleast 21 days. Therefore, one lesson per day is delivered by each student-teacher.

3. Number of Lessons Observed by Supervisor

For every practice teaching school one teacher educator is assigned the work as supervisor. A supervisor/mentor teacher is assigned a group of almost 15-20 pupil teachers. At practice teaching, a supervisor or mentor teacher observes almost 15- 20 lessons per day.

4. Observation of lessons by peers/school teachers, feedback mechanism, monitoring mechanisms monitoring mechanisms of lesson plans

- Each pupil teacher observes 21 lessons in the both methodology courses delivered by their peer and also provides feedback to them.
- Supervisor regularly checks the lesson plan & observes the practice teaching. He/she writes his/her comments & suggestions about the lesson in the lesson plan notebook of the pupil teachers.
- School teachers are encouraged to observe the lessons delivered by each pupil teacher and to provide necessary feedback.

Thus the process of practice teaching runs smoothly with the active participation of every pupil teacher, supervisor, schools staff and authorities including Principal and Head of the schools

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

There is no such provision of block teaching in B.Ed. syllabus. However college adopts intense practice teaching session. During practice teaching they get entire understanding of administrative curricular, Co-curricular and extracurricular activities so that pupil teacher can get the knowledge to command over all the activities of the school.

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

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the pupil teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Pupil teachers are also asked to plan their lessons as per the requirements & syllabus given by the concerned school teachers. If any problem arises during practice teaching, mentor teacher provide help to school staff and pupil teachers as well. If the need arises, meeting with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of pupil teachers, it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching.

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

The institution prepares the pupil teachers for managing diverse learning needs of the students in the schools by executing following activities:

- Training in Micro & macro teaching plans.
- Training in lesson planning and formulating objective in behavioural terms.
- Enabling them to apply different models, methods and techniques of teaching
- Providing training in the use of chalk board, use of teaching aids and ICT to make lessons more effective.
- Providing knowledge about individual differences.
- Enabling them to be familiar with the process of conducting action research, case study, psychological testing etc. By conducting these activities the pupil teachers become able to know the diverse needs of the students in the school
- Pupil teachers are also trained in organizing morning assembly and other various academic activities in the school.
- Pupil teachers are also well oriented towards the time-table construction, managing human & material resources at the school and writing report on school plant.

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

Pupil teachers are well trained to use modern technological devices in their teaching. Teacher-educator demonstrates the use of these devices in his/her lesson and in classroom teaching also. Pupil teachers are provided help in selecting topic, content matter and

relevant teaching aids where they use technological equipments and make their lesson an effective one.

Teacher Quality

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

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the pupil teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Pupil teachers are also asked to plan their lessons as per the requirements & syllabus given by the concerned school teachers. If any problem arises during practice teaching, mentor teacher provides help to school staff and pupil teachers as well. If the need arises, meeting with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of pupil teachers, it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching.

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

BUNDELKHAND CAREER COLLEGE HATTA selects nearby schools for practice teaching and internship programme. Availability of schools depends on the consent of the officials and the concerned school authorities . Usually 15-20 Pupil teachers are assigned for practice teaching in a particular school but it depends on strength and classes available in the school. The pupil teachers are divided into 5-6 groups for practice of teaching in different schools. The ratio of pupil teachers and practice schools depends on the number of staff and strength of students in the practice schools. The availability of Teachers/Faculty members for observing the lessons minutely is another concern to be considered. Availability of the teaching subject (s) is also taken into consideration. Strength of students on roll in standard 6th, 7th, 8th, 9th & 11th which is the important standard for practice teaching programme and medium of instruction (s) are another criterion for making decision. Thus, ratio of pupil teachers to be identified as practice teaching schools may vary and thus could be at variance.

List of Practice Teaching Schools:

1. Govt. H.S. School, Hatta, Damoh
2. Govt. MLB Girls H.S. School, Hatta
3. Govt. Excellence HS School, Hatta

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4. Govt. Naveen HS School Hatta
5. Govt. Girls High School Hatta

- No. of demonstration micro lesson plan – 07
- Mo. Of micro lesson – 21
- No. of demonstration macro lesson

Group wise

Group – A

Hindi }
English } 4 lesson plan each subject
Sanskrit }

Group – B (Arts & Commerce Group)

02 – lesson plan each subject

(History, Geography, civics, Social Science, Economic, Mathematics, Home Science)

Group – c

(Science Group)

02 lesson plan each subject

(Science, Chemistry, Physics, Mathematics, Life Science & Home Science)

- No. of Macro/ lesson plan – 42
- No. of criticism lesson plan – 02
- No. of final lesson plan - 02

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

Various sources for getting feedback on practice teaching are teacher-educators, school teachers and peers. Bundelkhand Career College Hatta has put in place a mechanism of getting feedback from the students along with the process of using it for performance improvement.

- The teacher educators observe the lessons delivered by the pupil teachers in the practice teaching schools and record their remarks on the lessons taught on that particular day in the lesson plan book itself. It is followed by discussion, if required, after the lesson is over.
- Feedback is provided to the pupil teachers after the delivery of their lesson plan each day. The feedback is basically related to the techniques used by the PTs concerning previous knowledge, introducing the lesson, questioning technique, use of audio-visual aids, quality of audio-visual aids, B.B. writing, their overall performance, personality, dress up, gestures, pronunciation, interaction, discipline etc.

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- Pupil teachers go through all the remarks given by the teacher-educators, mentor teacher, school teacher &/peers and incorporate the changes suggested by the teacher educator after discussion. Pupil teachers are encouraged to improve their teaching by incorporating the changes so suggested.
- Feedback is also received reciprocally by the pupil teachers, the teacher educator, the mentor and peers by holding a meeting for motivation, improvement and discussion of some points raised by the pupil teachers.

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

Pupil Teachers are provided with the latest information about the class, subject/content area and school by the teacher educators and subject teachers of the school concerned. Whenever directive/order is issued, it is passed on to the staff and Pupil teachers of BUNDELKHAND CAREER COLLEGE HATTA through a circular. In addition to this, amendments passed by N.C.T.E. are also passed on to the pupil teachers for a proper understanding and the implementation of the policy directions. Any changes in curriculum, examination reforms, and teaching methods are also conveyed to the pupil teachers in the classroom as a part of curriculum teaching.

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

For keeping pace with the recent developments in the school subjects and teaching methodologies, the following steps are taken:-

- 1) School text books on various subjects are kept in the college library for noting any change in the school curriculum.
- 2) The students and teacher educators keep themselves up-to-date with recent developments regarding school subjects and teaching methodologies with the help of internet facility available in the college.
- 3) The teacher educators are encouraged to participate in seminars, workshops, conferences etc. They are also encouraged to publish their articles in renowned journals. The students are asked to gather information and display it on the notice boards.
- 4) The educational journals, magazines, encyclopedias, books, paper presentations and workshops etc., help to understand the recent developments in teaching methodology.

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

- For ensuring personal and professional development of the faculty members, the college creates opportunities to help them to participate in National/State level seminars, workshops, orientation courses, refresher courses and presenting the papers.
- In addition to the programme stated above, the college arranges a number of extension lectures by the experts from other universities/institutions for updating knowledge of the faculty and the pupil-teachers.
- Members of faculty are also encouraged to pursue their higher studies.
The college also organizes field visits to the different places/institutions to give firsthand experience to the faculty and the pupil teachers

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

The institution acknowledges the good performance of the staff at both levels- formally and personally.

- Formally they are honoured from time to time for rendering their best services.
- They are also acknowledged formally during different programs such as staff meeting, during ‘vote for thanks’ etc.

Evaluation Process and Reforms

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

The barriers to student-learning are identified and communicated to the concerned students. It is equally important to address the students regarding barriers which come in the way of student learning. Some of the techniques which are adopted from time to time are mentioned below-

- 1) The teachers teach by discussion method. Every topic is discussed by involving each and every student. The mistakes and errors committed by the students are rectified by giving positive feedback. Teachers are instructed not to pass any sarcastic remarks on students and to help improve their performance by guiding thoroughly to the trainees.

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- 2) The college possesses a very huge campus. Each and every class room, laboratory etc. are well furnished, well ventilated and have ample desks and chairs so that every student has comfortable seating arrangement. All the classrooms are architecturally designed that voice of the teacher is audible and writing a chalk board is clearly visible from all angles. Conference Hall, Library, Science Lab, Language Lab, Work Experience Lab, Training Placement & Counseling Centre, Social Study Lab, Computer Centre, Psychology Lab etc. are well equipped with modern amenities.
- 3) Language Lab, where students are given an opportunity to listen and improve their pronunciation. Here, the students come to know the speech defects and the methods to rectify them.
- 4) Computer Lab of the college is well equipped. The college offers ICT as compulsory to all to prepare Lesson Plan on Power Point.
- 5) Internet facility is available in library and various labs so that the students have access to vast world of knowledge and information improving quality of their work.
- 6) Library is also available where students have easy access to journals and magazines in addition to books. This helps the pupil teachers in developing learning habits and widening their mental horizon.

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

Pupil teachers are assessed through assignments, regular tests, projects and seminars. University has introduced unit based curriculum in B.Ed. level. The candidates are required to answer from each unit. The evaluation is done through annual examination conducted by the university. The college has rigorous practice of holding regular tests including terminal tests, model practical examination etc. to ensure continuous preparation for examination on the part of the students.

There is an internal assessment prescribed by the university. The evaluation of internal marks is done by the committee of examiners constituted by the college.

Scheme of Evaluation for B.Ed. Programme

PART -I

Group	paper	Internal		External		Total
		Ma x.	Min.	Max.	Min.	
1. Education in Emerging India	Paper I	25	10	75	26	100
2. Educational Psychology	Paper II	25	10	75	26	100
3. Secondary Education & Teacher Function	Paper III	25	10	75	26	100

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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 Specialization⁸	Paper VI	25	10	75	26	100

PART –II

Group	Max.	Min.	Evaluation
1. Microteaching	50	17	Internal
2. Teaching of Subject I	50	17	Internal
3. Teaching of Subject II	50	17	Internal
4. Criticism Lesson ⁹	20	10	Internal
5. Assignment	30	12	Internal
6. Final Lesson in Subject I ¹⁰	50	17	Internal + External
7. Final Lesson in Subject II	50	17	Internal + External
8. Work Experience ¹¹	50	17	Internal + External
9. Working with Community/Social Service ¹²	-	-	Internal
10. Psychology Experiment ¹³	50	17	Internal+ External
Total	400		

Psychological Experiments & Test.

Group –A	Group-B
1. Intelligence Test.	1. Bilateral Transfer of Learning
2. Interest Test.	2. Human maze Learning.
3. Personality Test.	3. Cattle's 16 P.F.
4. Creative Test.	4. Pass a long Test.
5. Achievement Test.	5. Battery Performances
6. Adjustment Test.	6. Level of Aspiration.
7. Attitude Test.	7. Adaptation of Thematic
8. Aptitude Test.	8. Appreciation.

- 1 If a candidate passes in Part I but fails in Part II the marks obtained by him in Part I, will be carried over to the subsequent examination. Similarly, if a candidate passes in Part II but fails in Part I the marks obtained by him in Part II will be carried over to the subsequent examination.
- 2 The candidates has the option to select any two elective papers from the list given in part (b) of the pattern of the course section for specialization.
- 3 Two assignments on the practical aspects of each paper should be submitted to be evaluated both by the Head of the Institution and the External Examiner.
- 4 Five copies of the dissertation should be submitted in type written or printed form
- 5 Question based on psychology practical, dissertation and assignments will be included in the viva voce examination.

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

The major objective of internal evaluation is to facilitate the teacher educators and students to improve teaching-learning process by improving the performance of the students. For improving the performance of the students, following steps are taken-

- Marked/checked answer scripts are given back to the students to give them an opportunity to look into their performance.
- Teachers discuss each and every question thoroughly so that students can know the mistakes committed by them.
- Students are given two assignments/tests in each subject and the performance of each student is monitored.
- Record of participation of each and every student in different co-curricular activities is also maintained by in-charges.

The information regarding examination, date sheet, declaration of result etc. is given to the students by

- Putting up notices on notice board
- College website
- SMS on mobile phone.

How is ICT used in assessment and evaluation processes?

ICT is effectively used for assessment and evaluation process in the college. As stated earlier, the information regarding examination, date sheet, declaration of result etc. is given to the students by putting up notices on notice board, college website, by sending SMS on mobile phones.

Moreover, ICT is used not only for assessment & evaluation process but it is effectively used for dissemination the information also.s, dissertation work requires a lot of advanced research in the area concerned. It requires the use of Internet to know the advancement in the area.

In B.Ed., in skill-in-teaching examination, ICT is used by the students to make their power point presentations. Question papers of sessional tests are prepared with the help of computer. It saves ample time. This valuable time is given to accomplish some other important task.

Best Practices in Teaching -Learning and Evaluation Process

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

The institution has introduced the self-learning approach and to promote the student-centered learning activities.

1. Evaluation/assessment adopted as per syllabus of Dr. HS Gour Central University
2. Various methods, strategies & techniques are adopted .
3. Preparation of Power Point presentation.
4. Use of ICT material, in teaching and learning.

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

The above mentioned best practice of the institution is very helpful in the delivery of instructions. The teacher-educators make use of the latest technology in their regular teaching to motivate and encourage the students to enhance their teaching and learning. The pupil teachers are also encouraged to use OHPs, LCDs, slide presentations, etc. as innovative practices in teaching.

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List of Power point Presentations

1. Education In Emerging India

S.No.	Topic	prepared/Developed by
1	Social System	Mr. Ranvir singh
2	Caste Stratification and Mobility	Mr. Ranvir singh
3	Promoting National Identity and Integration	Mr. Ranvir singh
4	Agencies of Education	Mr. Ranvir singh
5	Education Continuation	Mr. Ranvir singh
6	Education of Social Change	Mr. Ranvir singh
7	Equalizing Education Opportunity	Mr. Ranvir singh
8	Reconstruction of Education System	Mr. Ranvir singh
9	Education for social change	Mr. Ranvir singh

2. Educational Psychology

S.No.	Topic	Prepared/Developed by
1	Meaning, Nature, Scope of Psychology	Dr. Deepika Bhatnagar
2	Cognitive development (PIAGET)	Dr. Deepika Bhatnagar
3	Learner as an Individual	Dr. Deepika Bhatnagar
4	Intelligence	Dr. Deepika Bhatnagar
5	Creativity	Dr. Deepika Bhatnagar
6	Achievement and interest	Dr. Deepika Bhatnagar

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7	Theories of learning	Dr. Deepika Bhatnagar
8	Transfer of learning concepts/ theories	Dr. Deepika Bhatnagar
9	Projective Technique tools	Dr. Deepika Bhatnagar
10	Motivation	Dr. Deepika Bhatnagar

3. Teaching Method First (Hindi, English, Science)

S.No.	Topic	Prepared/Developed by
1	<u>Hindi</u>	Dr. Deepika Bhatnagar
2	English	Mrs. Juhi Singh
3	Science	Mr. R. N. Gupta & Mr. Abhilakh Narwaria

4. Teaching Subject Second (Social Science, Economics, Home Science)

S.No.	Topic	Prepared/Developed by
1	Meaning, nature of concepts of social studies	Dr. Deepika Bhatnagar & Mrs. Anjali Shrivastava
2	General principles of curriculum	Dr. Deepika Bhatnagar & Mrs. Anjali Shrivastava
3	Methods & tech.	Dr. Deepika Bhatnagar & Mrs. Anjali Shrivastava
4	Teaching aids for social studies	Dr. Deepika Bhatnagar & Mrs. Anjali Shrivastava
5	Importance and need of textbooks	Dr. Deepika Bhatnagar & Mrs. Anjali Shrivastava
6	Steps of evaluation	Dr. Deepika Bhatnagar & Mrs. Anjali Shrivastava
7	Curriculum development	Dr. Deepika Bhatnagar & Mrs. Anjali Shrivastava
8	lesson planning	Dr. Deepika Bhatnagar & Mrs. Anjali Shrivastava

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5. Teaching Method Second (Science)

S.No.	Topic	Prepared/Developed by
1	Nature & scope for science teaching	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava
2	Methods & tech. of science	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava
3	Objectives of science teaching	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava
4	Lecture method	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava
5	Lecture method	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava
6	Project method	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava
7	Unit lesson planning	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava
8	Evaluation/ blue print	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava
9	Preparation of teaching material & aid Projected & non projected	Mr. R.N.Gupta/ Mrs.Anjali Shrivastava

6. Teaching Method Second (Mathematics)

S.No.	Topic	Prepared/Developed by
1	Nature of mathematics	Dr. A. S. Narwaria
2	The inductive approach	Dr. A. S. Narwaria
3	The heuristic analytic	Dr. A. S. Narwaria
4	Teaching aids of math	Dr. A. S. Narwaria
5	Types of test	Dr. A. S. Narwaria
6	Objectives of teaching mathematics	Dr. A. S. Narwaria
7	Lesson planning	Dr. A. S. Narwaria

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7. Environmental Education

S.No.	Topic	Prepared/Developed by
1	Need & importance of environment education	Mr. R.N. Gupta
2	Philosophy aims & object of	Mr. R.N. Gupta
3	Ecosystem	Mr. R.N. Gupta
4	Environmental pollution	Mr. R.N. Gupta
5	Environmental case study	Mr. R.N. Gupta
6	Environmental awareness	Mr. R.N. Gupta
7	Waste management	Mr. R.N. Gupta
8	Socio-cultural system	Mr. R.N. Gupta
9	Need & importance of environment education	Mr. R.N. Gupta
10	Philosophy aims & object of	Mr. R.N. Gupta

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8. Measurement And Evaluation

S.No.	Topic	Prepared/Developed by
1	Meaning & definition modern concept of evaluation	Dr. A. S. Narwaria
2	Criteria of good test	Dr. A. S. Narwaria
3	Nature & types of validity & reliability	Dr. A. S. Narwaria
4	Measurement achievement	Dr. A. S. Narwaria
5	Interpretation of test scope	Dr. A. S. Narwaria
6	use of computer in evaluation	Dr. A. S. Narwaria
7	Meaning & definition modern concept of evaluation	Dr. A. S. Narwaria

5	Assessment of personality	Dr. Aruna Bhadauria
6	Adjustment & mal adjustment	Dr. Aruna Bhadauria
7	Learning disability	Dr. Aruna Bhadauria

9. Teacher Education

S.No.	Topic	Prepared/Developed by
1	Meaning nature & concept of teacher education	Dr. Vinod Bhadauria
2	Structure of teacher Education	Dr. Vinod Bhadauria
3	Pedagogical theory	Dr. Vinod Bhadauria
4	Parents of practice education	Dr. Vinod Bhadauria
5	Status of teacher education	Dr. Vinod Bhadauria
6	Standard of teacher education	Dr. Vinod Bhadauria
7		Dr. Vinod Bhadauria

10. Teaching of Social Science

S.No.	Topic	Prepared/Developed by
1	Nature scope & objective of teaching of social science	Dr. Aruna Bhadauria
2	Instructional material	Dr. Aruna Bhadauria
3	Teaching techniques	Dr. Aruna Bhadauria
4	Role of co-curricular activity in learning	Dr. Aruna Bhadauria
5	Importance of evaluation	Dr. Aruna Bhadauria
6	Nature scope & objective of teaching of social science	Dr. Aruna Bhadauria
7	Instructional material	Dr. Aruna Bhadauria
8	Teaching techniques	Dr. Aruna Bhadauria

11. Educational Technology

S.No.	Topic	Prepared/Developed by
1	Meaning & definition scope of education technology	Dr. Arti Sharma
2	Input output process feedback	Dr. Arti Sharma
3	System approach	Dr. Arti Sharma
4	Types of classroom communication	Dr. Arti Sharma
5	Concept and step of structural design	Dr. Arti Sharma
6	Open & distance education	Dr. Arti Sharma
7	Meaning & definition scope of education technology	Dr. Arti Sharma

12. Educational Administration

S.No.	Topic	Prepared/Developed by
1	Meaning scope and importance of educational administration	Dr. M. P. Gupta
2	Principle of personal admin	Dr. M. P. Gupta
3	Super vision & inspection in the development of in institution	Dr. M. P. Gupta
4	The Indian education admin system	Dr. M. P. Gupta
5	Advisory & statutory bodies in	Dr. M. P. Gupta
6	Education admin	Dr. M. P. Gupta
7	Wastages & stagnation	Dr. M. P. Gupta
8	Central government & secondary education	Dr. M. P. Gupta

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

- a) Organised by the institution**
- b) Attended by the staff**
- c) Training provided to the staff**

a) Organized by the institution

Micro Skills
Preparation of material aids.
Action Research

b) Attended by the staff

Preparation of low cost material aids
Course revision

c) Training provided to the staff

ICT One month training
Preparation of low cost teaching aids

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

1. Samajik Vikas Shodh Sanstha
2. Samaj vaigyaniki
3. Shiksha Mitra
4. Souvenir
5. Articles of Different News Papers
6. Shodh Yatra
7. Prayas
8. Sodhayan

Consultancy

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

The following consultancy services are being provided by the Institution in past years.

1. Innovative Practices
2. Educational Measurement
3. Guidance
4. Career counseling
5. Computer training
6. Regarding execution of Action Research

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 staff members of the Institute are competent to undertake consultancy:

1. Innovative Practices
2. Interview and Training
3. Guidance & Counseling
4. Educational Management
5. Action Research
6. Cultural activities.
7. Communication skills
8. Preparation for TET, CTET, VYAPAM

The staff members of the college have requisite experience to provide consultancy and guidance to the neighborhood schools.

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 Revenue is generated by the Institution as this consultancy service is absolutely free of charge.

How does the institution use the revenue generated through consultancy?

N.A.

Extension Activities

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)

As one of our institution's objectives is societal transformation, our institute always tries to accommodate in our day to day busy schedule various programmes for the benefit of society. Some of them are as follows:

- a) **Adult Education & Literacy-** It is a part of B.Ed. syllabus of Dr. HS Gour University Sagar. It is obligatory for the pupil teachers to participate in Literacy campaign and make atleast one adult literate.
- b) **Blood Check-up Camp-** We arrange blood-check-up camp every year with the help of sister institutions.
- c) **AIDS Awareness-** Extension lectures are organized in rural areas adjoining the city to provide knowledge of this deadly disease. The Rallies are taken out with the main focus on AIDS awareness , Female Foeticide and other burning issues.
- d) **Environmental Awareness programme-** We disseminate information regarding Environmental issues. Various activities like Tree plantation, Speeches and Competitions are organized.
- e) **Helping Schools-** The institutions helps the practicing schools by voluntarily providing them with charts, models and other teaching materials to make their teaching environment better. Workshops and seminars are also conducted to impart the latest information and use of technology in teaching and new topics are incorporated in the curriculum. To meet the needs of non availability of particular subject teacher, the trainees are motivated and sent to such institutions.
Trainees do community work, internship programme and programs undertaken in collaboration with N.G.Os. They are encouraged by giving incentives in the form of prizes and praises.

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

The college is fortunate enough to receive all kinds of help from the community at the time of its need. Some of the above programmes started by the college are done with the help from the local community. Local authorities always encourage and give us support in fulfilling the college initiatives.

Teaching Practice schools always support the college to give us their campus during training time and helps in supervision and give their necessary inputs.

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

In the future plans and major activities sphere, our institution will undertake students for community orientation. Institution would also like to have linkages with some more important GOs and NGOs at local and national level. The prominent area being part of driving towards elimination of illiteracy, to disseminate information and guide the needy regarding the self employment schemes and programmes, to create awareness about adult education, population explosion, consumer rights, health and hygiene, water conservation, pollution of all types, women empowerment and female foeticide, vote is necessary etc.

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

Adult education: It is obligatory for the pupil teachers to participate in literary campaign and make at least one adult literate.

Blood check up Camp : We arrange blood checkup camp every year with the help of sister institutions.

AIDS Awareness: Extension activities are in rural areas adjoining the city to provide knowledge of this deadly disease. The rallies are taken out with the main focus on aids awareness.

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

1. The citizenship values and skills are inculcated by motivation lectures at the time of Republic Day, Independence Day and morning assembly etc. by reciting National Anthem and Vandemataram and patriotic songs.
2. Working with NGOs also inculcates social and cultural skills among the students.
3. Arrangement of lectures by inspiring personalities.
4. The students are informed about the professional ethics in the beginning of the session and they are made to follow the code of conduct throughout the year.

Collaborations

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)
- Dr. HS Gour Central University Sagar
- Govt., Aided & reputed private schools
- SCERT (M.P.)

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

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.

N/A

How did the linkages if any contribute to the following?

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

➤ **Curriculum Development**

The curriculum is prepared by the University itself as per guidelines recommended by the National Council of Teacher Education and SCERT, Bhopal.

➤ **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.

➤ **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.

➤ **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 co-operation of our teachers and teacher of selected practice teaching school.

➤ **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

➤ **Consultancy**

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

➤ **Extension**

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

➤ **Publication**

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

➤ **Student Placement**

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

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. H.S. School, Hatta, Damoh
2. Govt. MLB Girls H.S. School, Hatta
3. Govt. Excellence HS School, Hatta
4. Govt. Naveen HS School Hatta
5. Govt. Girls High School Hatta

The college has good association with nearby schools of the town and the surrounding areas for organizing different activities and teaching practice. Our Teaching Practice sessions 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 deputed 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.

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

Yes, the teacher educators actively engage in schools and with teachers to design, evaluate and deliver practice teaching. School teachers are consulted regarding distribution of sections and classes, syllabus to be covered and maintaining discipline during practice teaching session, pupil teachers are also asked to plan their lessons & syllabus given by the concerned school teachers . If the need arises, meeting with the head and other teaching staff of the schools is also arranged in between the practice teaching period.

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

The college is actively collaborating with various schools, other institutes and university faculty for augmenting teaching-learning activities:-

- 1) The interaction with teachers of different Govt. & private schools during practice teaching.
- 2) Social interaction also takes place with other School teachers during practice teaching and internship.
- 3) We have cordial relations with other institutes. The college works in coordination with them for some activities.
- 4) Faculty members attend symposia, workshops and seminars organized by the other colleges and Bundelkhand Career College Hatta.
- 5) They present papers at seminar.

Best Practices in Research, Consultancy and Extension

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

The College is not a research oriented education institution. However, it endeavours to promote research through various means and devices:-

- It encourages its faculty members to undertake research work at the best available institution. Some of its faculty members got registered with such institutions and succeeded in obtaining degrees. Others are making satisfactory progress. The college provides flexibility in teaching schedule to the faculty doing research work.
- The college faculty members are allowed and encouraged to undertake consultancy assignments on honorary basis. Likewise they are doing it.
- The college organizes AIDS Awareness Programmes, Plantation Day, Literacy promotion campaigns, etc. in association with NGOs, GOs and other sister organizations as well as under the banner of the University.

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Criterion IV: Infrastructure and Learning Resources

Physical Facilities

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.

Yes, the infrastructure of the college is according to the latest NCTE norms. Bundelkhand Career College Hatta is spread over 1 Hectare . Out of which teachers' education building having total build up area is 1550 mtrs. The college has 04 numbers of spacious class rooms with modern teaching gadgets:-

- Science lab, computer lab, ICT lab, language lab, psychology and workshop for preparing teaching aids.
- Well ventilated auditorium
- Spacious playground

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

The college plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall etc. are furnished with adequate furniture and equipments to facilitate better teaching learning process. The Management is well aware about the new developments in education and academics. The college ensures utilization of its infrastructural facilities to its maximum. By organizing different educational activities the institution encourages the use of its facilities.

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

The Facilities available for co-curricular and extra curricular activities are as follows.

Bundelkhand Career College Hatta

- Well equipped science & mathematics lab, psychology lab computer ICT lab with modernized & improvised gadgets peripherals & instruments
- College has art and craft room to train the students to make socially useful productive work.
- Multipurpose hall.
- Games room for indoor games.
- Audio visual facilities for events.
- Music room with musical instruments.
- Spacious play ground and court for outdoor activities.

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

The physical infrastructure shared with other programmes in the college are:

- a) Play ground used for conducting sports competition.
- b) Canteen facility.

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

The facilities available are:-

- 1) Health care centre with basic amenities are provided.
- 2) College has a tie-up with nearby hospital which will provided medical aid as well the ambulance facility.
- 3) Separate wash room facilities are available in campus.
- 4) The college has separate common rooms for male & female students.
- 5) Modernized canteen which provides hygienic foods.
- 6) Pure drinking water facility with Aqua guard.

The entire premises are kept neat and clean by moping phenyl regularly.

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.

There is no such demand for hostel as most of the pupil teachers come from nearby areas and transport facility is available for them.

Maintenance of Infrastructure

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.

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

- IQAC committee ensures that the budgetary allocations are used optimally. A part of the budget is spent on the upkeep and maintenance of the infrastructure.
- Meeting at the college level are held to plan for the optimal utilization of the available infrastructure.
- Infrastructure is used for curricular, co-curricular and extracurricular activities.
- Stock register of various laborites and rooms are checked regularly and ensure that equipments are not mis-utilized.

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

- Staff is appointed to maintain the garden. Sprinklers are available for watering the plants daily.
- The college takes seriously the problem of pollution, electricity and water management so that our college has got number of trees and plants which are watered regularly to reduce the emission of carbon di-oxide.
- The college has clean and good ventilation, litter free atmosphere.
- The polythene bags are strictly banned within the campus.
- Waste disposal procedure are followed properly to ensure pollution free campus.
- Environmental awareness programmes are conducted time to time by the institution.

Library as a Learning Resource

In order to ensure best library services, the college has formulated Quality Parameters of Library.

The library provides varied, authoritative and up-to-date resources that support its mission and fulfill the needs of its users. Resources are provided in a variety of formats, including print or hard copy, online, electronic text or images, and other media. The college library has the quality of resources as prescribed by UGC, NCTE and affiliating university i.e. the governing bodies.

- 1) The library functions on almost all working days.
- 2) Extended and appropriate working hours before/after the class hours.
- 3) The qualifications and experience of the Librarian are at par with that of the academic staff and as per University norms.
- 4) The library has computer, photocopier and Internet facilities.
- 5) The library has adequate no. of Text books, Journals, reference books periodicals, encyclopedia, dictionaries and magazines.
- 6) There are the measures for overall maintenance and cleanliness of the library.

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

The college has qualified librarian and sufficient technical staff to support the library for material collection and computer services. Details are as follows:

Designation	Name	Qualifications
Librarian	Mr. Bhujbal Singh	B. Lib.

Concerned faculty members and the staff take care of computer services. Besides, the library Committee advises the librarian and looks after the working of the library. The Library Committee is composed of the persons listed below:

S.No.	Name	Designation	Position
1	Dr. Pramod Kumar Mishra	Principal	Chairperson
2	Mr. Bhujbal Singh	Librarian	Convener
3	Mr. Manoj Patel	Teaching staff representative	Member
4	Mr. Yogendra Hazari	Pupil Teachers representative	Member

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The major responsibilities of the Committee are to

- 1) Guide all Library acquisition.
- 2) Monitor the students' use of the library facilities and suggest measures to make the library services more user-friendly.
- 3) Ensure proper maintenance of all library facilities.
- 4) Discuss and place its view on any library-related matter that is referred to it by the management.

The college has designed a system to deliver its services to attract more users. Ultimately the library aims at bringing all its target users to the library and ensures its optimum usage.

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.).

COLLEGE NAME- Bundelkhand Career College Hatta (Damoh) M.P.

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, the Bundelkhand Career College Hatta has a mechanism, a Library Committee to review library resources and to make acquisition decisions.

Organization/composition of Library Committee:

S.No.	Name	Designation	Position
1	Dr. Pramod Kumar Mishra	Principal	Chairperson
2	Mr. Bhujbal Singh	Librarian	Convener
3	Mr. Manoj Patel	Teaching staff representative	Member
4	Mr. Yogendra Hazari	Pupil Teachers representative	Member

Functions:-

- 1) Checks the documents of library.
- 2) Monitors functioning of the library.
- 3) Seeks allocation of fund for the development of the library.
- 4) Selects titles and makes purchases of the book from the lists of publishers.
- 5) Takes stock of obsolete titles.
- 6) Conducts annual verification of the stock of books
- 7) To give suggestion; library period in the time table.
- 8) Get feedback on functioning of library

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Is your library computerized? If yes, give details.

The library working is semi computerized. Customized software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher.

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

The college library has computer and internet facilities.

Computer and internet services are used by staff and the Pupil Teachers alike. Details of the access of the staff and students and the frequency of use are as follow:

- Access to the staff: Teachers and students use computer and internet to access various kind of teaching methods, information regarding teaching subjects, teaching-learning process, teaching education, teaching models, teaching techniques, various kinds of innovations in the field of teacher education, micro skills, teaching aids, effective use of audio visual teaching aids, role of electronic media in education , recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.
- Frequency of use: The library is used almost on each working day.
 - a) By Teaching Staff : as and when required basis.
 - b) By Students : as and when required basis.
- Computer and internet services are used by staff and the students alike

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

It is to be implemented in near future.

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

- The library remains open and functions 220 days in an academic year, 6 days in a weak, 8 hours in a day that is 48 hours in a week.
- Approximately, it remains open for 1760 hours in an academic year

Note : Working hours are extend during examination period.

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

The college has a mechanism in place to keep the staff and students informed of new arrivals. All information related to new arrivals in the library comes to the notice of staff and students through display at an appropriate place in library.

The librarian intimates about new arrivals to the faculty in-charge of library period. The librarian himself conveys this message to the concerned faculty. Sometimes, the librarian makes calls to the principal to inform the arrival of books they had ordered. The information is displayed on the library notice board.

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

Yes, the college library has Book Bank facility for the students. The books from the book bank are to be issued to the needy students for use throughout the academic year without imposing any terms and conditions. Even no caution money and maintenance is to be charged from such students. Books are being made available in Book Bank.

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

Actually no student with special needs have joined the B.Ed. since the commencement of the programme. So, we don't have such special facilities offered by our library for visually and physically challenged persons. As and when the need arises in future, required arrangements may be made within a short period to meet the requirements as per the norms.

ICT as Learning Resource

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.

We have a well equipped ICT lab with 8 computers with internet facility. The computer having **180** GB hard disc **2** GB RAM. The computers have software like Microsoft office package, Photoshop, Page maker, Gimp etc. The ICT lab has one OHP projector, one LCD projector with screen, TV, one digital and one still camera.

Application of computer and information technology is being aided in several core courses and also in subject teaching learning process. Many of our teachers prepare ICT support material with the help of computers and use them during classroom teaching.

The access facilities for students and teachers are commendable. The faculty can use the computer lab at any time. The students can use the computer as per their lab time table. If the students want to use the lab for their presentation, the lab will be available. Every lab has computer available for use of students and teachers. The interconnectivity helps to link them with unlimited board broad access.

Other Facilities

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.

Instructional infrastructure is optimally used by the college. The institution shares its facilities with the community also. The services of teachers of this college are furthered in giving extension lectures. The teacher educators of this college visit other reputed teacher training institutions to share their knowledge, as a guest lecture or resource person upcoming in the field of teacher education. They are invited to nearby schools to judge their co-curricular and extracurricular activities.

After completion of an academic year, the audio-visual aids like charts and models prepared by the pupil teachers are donated to the practice teaching schools and schools situated nearby the college.

Improvised apparatus i.e. working models prepared by the pupil teachers are also gifted to the practice teaching schools.

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?

Various audio-visual aids facility and materials like, audio CD, video CD, transparencies and slides based on compulsory, methodology and teaching subjects are available. Charts, models and improvised apparatus in science are available and the pupil teachers use these materials in preparing their lesson plans and in their practice teaching sessions. In language lab CD's for language development are also available. Slides and transparencies made by the teacher educator and pupil teachers are also available. Well equipped laboratories are available where preparation, demonstration and experiments are conducted. Teacher educators themselves use the audio visual aids while presenting the content before the pupil teachers in the classroom. Pupil teachers are motivated by the teacher educators to use the ICT while presenting their seminar and in preparation of their lesson plans and teaching aids.

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

The following laboratories are available with the college:

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1. Psychology lab – The college having sufficient number of psychology tests and apparatus as prescribed by the syllabus of Dr. HS Gour Central University Sagar and NCTE (WRC). List of psychology test and apparatus:

1. Personality
2. Intelligence
3. Adjustment
4. Interest
5. Aptitude
6. Attitude
7. Achievements and others

2. Social Science Lab – In this lab charts, models, globe, pictures, scrap book, model lesson plans, maps, atlas, rain gauge, measuring instruments, wind wane, drawing material, slides and transparencies of different geographical and historical places are available.

Pupil teachers are given example and training to prepare

- Time line
- Bar diagram
- Chronology chart
- Flow chart
- Map indicators

3. Science and Mathematics lab – The lab comprises of various charts, models, specimens, apparatus, equipments, chemicals and regents related to Physics and Life Science. Charts and models/working models are kept safe for ready reference.

4. ICT Lab – Computers, Internet, printer, overhead projector, slide projector, LCD, television, radio, tape recorder, CD Player, audio and video cassettes related to curriculum are available in this lab. This lab provides adequate training to teacher educators and pupil teachers to acquaint themselves with ICT materials. They are also provided basic training to prepare Power Point presentation for teaching & learning purpose.

5. Language Lab – The institution has the provision of Language lab equipped with necessary materials and set up of 10 instruments to provide basic phonetic knowledge to all pupil teachers.

6. Workshop for Art and Craft / Work Experience Lab – Moulds of chalk and candle making, equipments for gardening, tables, drawing material, charts, scale, brushes,

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colours and other stationary material are present in the lab. The provision for making best out of waste, rangoli and flower arrangement is also made available.

A teacher in-charge of each laboratory keeps a check from time to time and looks after the facilities, lab maintenance, upkeep and upgrading the equipments, materials and services available in the laboratory. Teacher incharge of respective lab ensures the careful and proper use of equipments of the lab. The damaged material is replaced and the areas which need some modifications are located by teacher incharge and feedback from pupil teachers is taken and then necessary modifications are done from time to time. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipments of the lab. The lab incharge takes care of the requirements of the lab and purchases equipments and other lab material according to the needs and after discussing with the principal. The student teachers are encouraged to optimally use the various material and equipments for learning including practice teaching.

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

- **Workshop** - The workshop is equipped with clay, cloth, drawing and decorative paper, various colours, stencils, design book, moulds of chalk making, candle making and essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, preparing best out of waste and material for chart and model preparation. Workshops on paper cutting and card board modeling are organized for the students from time to time during each session.
- **Sports** - Provision of playground in the college premises for organizing games like badminton, volleyball, handball and cricket is there and material for games like chess, skipping, carom board is available.
- **Transport** – The college provides Conveyance from adjoining areas of the college campus both for teachers and students.
- **Multipurpose hall** – The college is having facility of multipurpose hall. Multipurpose hall has seating capacity of 200 persons. It acts as a common ground for students, faculty and invited guests for workshops, conferences, seminars and other events. This hall is equipped with communication tools like public address system for organizing various co-curricular and extracurricular activities.

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 the classrooms, multipurpose hall, ICT lab, language lab are well equipped with the use of latest technology for teaching. Details are given as under:

- Teacher educators make use of laptop in the classroom.
- The classroom are equipped with OHP, audio, Video facilities, LCD with screen and computer system/Laptop.
- Smart classes are available.

Best Practices in Infrastructure and Learning Resources

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

Teacher educators are encouraged to use innovative methods, models, techniques and strategies to enhance the learning process. They use ICT frequently in their routine teaching process. Each faculty member has to prepare power point presentation for topics to be taught. The computer OHP, LCD projector, screen are frequently used for day to day teaching process.

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

College focuses on the proper planning and management of infrastructure and learning resources and ensures optimal utilization of resources to yield higher quality of education.

- a) The college campus is in rural area and completely pollution free.
- b) The library committee has contributed in the enrichment of the library.
- c) Establishment of well equipped ICT lab comprising of computer system OHP, LCD projector, TV and camera.
- d) Establishment of languages lab with adequate software and multi educational CD.

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Criterion V: Student Support and Progression

Student Progression

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

Admission in B.Ed. taken as per Madhya Pradesh Govt. rules & regulations and the norms set by NCTE.

Authority for admission in B.Ed. Course in Madhya Pradesh lies with the Department of Higher Education, Bhopal, MP which calls the students for counseling process on the basis of their marks in the qualifying examination. The admission policies, eligibility, general conditions, fees structure and reservation policy etc are mentioned in the notification released by the Dept. of Higher Education. Rules and regulations of the concerning universities are strictly followed by all the teacher education institutions in the state. In order to participate in the counseling process, a candidate must have secured at least 50% marks in the qualifying examination while that is 45% marks for reserved category candidates.

Moreover, following specific measures are adopted so that the students receive appropriate academic & professional advice:

- 1) After the process of admission is over, the college arranges a pre-test to pupil teachers (for B.Ed. only). College frames common objective question paper including teaching Aptitude and attitude for all candidates. The pupil teachers who scored well/did not qualify in the pre requisite test are identified by the college.
- 2) At the commencement of the course an Orientation programme in General and then with individual faculty further deepen awareness of individual needs. Three days orientation programme is conducted after the inaugural of Academic Session.
- 3) The students of B.Ed. have a choice of taking two teaching methodology courses. They opt those subjects which they have studied at graduation level. So, the content is already studied by them in the graduation.

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- 4) Thus the college organizes orientation session for new entrant in which principal and some senior faculty provides basic information to the students after their admissions.
- 5) Students are also informed from time to time through verbal announcements in the class rooms, morning assemblies and also through written information displayed on the notice board.
- 6) Organizing different co-curricular activities mentioned in academic calendar helps the faculty informally to assess the capabilities, knowledge and skills of the students.
- 7) Students also have the opportunity to participate in recreational activities and indoor and outdoor games.
- 8) Participation in the cultural activities is another channel that nurtures aesthetic sensitivity among pupil teachers.

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

The campus environment is so geared as to promote, motivate, satisfy, develop and ensure performance improvement of Pupil teachers. Bundelkhand Career College Hatta organizes a three days- long Orientation Program to provide ample opportunity for knowing/understanding each other and thus building amicable inter personal relationships with the peers and the faculty. During Orientation Program , the pupil teachers come to know about the different programs of B.Ed. including curricular and co-curricular activities. Besides, they are familiarized with professional code of conduct and ethics of being a good teacher/human being.

- 1) Pupil teachers are also encouraged to participate in sports activities/event which has both indoor and outdoor games like-Badminton, Table Tennis, Chess, Carom, Kho-kho, Volley ball etc.
- 2) Pupil teachers are encouraged to participate in the various cultural events organized by the college on National days, Basant Panchami, Annual Day. Pupil teachers are motivated by giving rewards, certificates, incentives and recognition of their efforts by showering praises on them for good performance.

Various cultural and literary events attended/organized by our pupil teachers are:-

- Drawing & Painting
- Table decoration
- Best out of Waste
- Flower making
- Slogan writing
- Debate
- Poem recitation
- Quiz
- Rangoli, Mehendi
- Pot painting

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- Dance-western, Indian & folk
- College making
- Salad decoration
- Paper bag making

Inter-house competitive events are organized frequently. Various cultural festivals and national days are celebrated in a native way so as to provide a homely-touch to participants.

- 3) Pupil teachers participate actively in the Environment Campaign which aimed at spreading awareness related to environmental issues. Environment Campaign comprised of an Awareness Rally, slogan writing, making of paper bags. Awareness towards gender issues, HIV & AIDS, and voting rights were the issues highlighted in the community through demonstration and rally.
- 4) The pupil teacher are provided training in ICT. This comprises of activities like opening an e-mail account, transferring & sharing the information, preparing lesson plans, transparencies and PPT etc.
- 5) The College is having a rich library in terms of text books, references, journals, periodicals, encyclopedia, dictionaries and magazines and with internet facility.
- 6) Bundelkhand Career College Hatta has established Alumni Association, which is motivated enough for participating in developmental activities. This has been done in order to maintain an active relationship with teaching community.
With such paramount care with counseling from the very start of the session, Bundelkhand Career College Hatta makes its pupil teachers feel at home in the new environment. They remain attracted and engaged in such activities which are interesting and equally educative. At the same time, adequate infrastructural facilities are provided by Bundelkhand Career College Hatta for all round development of the pupil teachers.
- 7) The College established a grievance redressal cell where pupil teachers and teacher educators put their grievances.
- 8) The placement cell works for ensuring recruitment of the B.Ed. trainees after the completion of the course. Many pupil teachers of our previous batches have got good placements in reputed schools of Hatta and adjoining areas.

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?

The Dropout rate is calculated by the taking into account the number of pupil teachers who were admitted to the course and left it before the completion of the programme. The gender wise Dropout Rate of the pupil teachers is shown in the table given below:

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Dropout : B.Ed. Course

Year	Dropouts		Reasons
	Male	Female	
2009-10	0	0	
2010-11	0	1	
2011-12	2	0	
2012-13	2	3	
2013-14	--	--	
2014-15	0	0	

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

The institution has 'Alumni Association'. The members of 'Alumni Association, are given following facilities:

- 1) They can avail facility of library resources
- 2) They can avail the facility internet, computer laboratory, computer hardware and software etc.
- 3) They are invited to attend workshops, conference and seminars and cultural functions held in the institution.
- 4) They are invited to motivate the present students by discussing various ways and means to excel in academic and co-curricular activities.

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

Pupil teachers are ear marked during practice teaching at Practice teaching schools and they give priority to our students. The faculty members also collect information from principal or head masters of schools about any vacancy and help the pupil teachers in placement.

Student Support

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?

Bundelkhand Career College Hatta, the curricular, co-curricular and extracurricular programs are planned, executed and evaluated by the systematic process as per the Academic Calendar. The Academic Calendar is revised as per requirements of feedback and inputs from all stakeholders i.e. pupil teachers, teacher-educators, non teaching staff, staff of practice teaching schools, parents and alumni to make the programme more effective for the teaching learning process.

The academic calendar is evaluated and revised to achieve the objectives and effective implementation of the curriculum by carrying out the following programmes:

- Preparation and execution of academic calendar
- Well planned orientation session.
- Principal's address on student support at the commencement of B.Ed. programme.
- Arrangement of counseling session through teacher educators. They provide knowledge of compulsory papers, selection of methodology & additional specialization paper.
- Evaluation system i.e. through assignments, internal evaluation, formative and submitive assessment.
- Feedback proforma on various aspects of teaching & learning i.e.
 - Institution atmosphere
 - Teacher educators performance
 - Practice teaching
- Working Hours of the Institution are decided as per norms of NCTE (WRC).
- Well execution of time table
- Improvement of the content and school subjects chosen as effective methodology.
- Conduct of workshops, conferences and seminars.
- Invitation of guest lectures and eminent personalities.
- Language improvement programmes through well equipped language lab.

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

BUNDELKHAND CAREER COLLEGE HATTA provides special care with arrangements for physically challenged pupil teachers.

- Selected Faculty are trained as their mentors and they help them in guiding them for all activities.
- Such pupil teachers are given equal opportunity to take part in all activities like

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- workshops, talks so that they do not feel left out.
- Indoor games are arranged for them.
 - Nearby schools are allotted for practice teaching.

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

Yes, the college has mentoring arrangement. One faculty member is appointed as mentor for every 20 students.

The faculty members have one to one connect with the pupil teachers where in they assess the strengths and weakness of the pupil teachers. They are mentored and they are helped to convert their weaknesses into strengths by giving them adequate guidance & support.

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

The institution supports and enhances the effectiveness of the faculty in teaching and mentoring of Pupil teachers by :

1. Giving secretarial support with computers, laptop, internet, copiers, OHP & LCD Projector Smart board.
2. They are not only given training of basics of ICT but also get exposure of handling related equipments i.e. use of photocopier, camera, OHP & LCD. so that teaching learning process is enriched for a two way interactive process. Faculty are encouraged to attend refresher course seminars, workshops, symposia.

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

Yes, Institution has its own Website <http://bundelkhandcollege.org/> and all the relevant information including photos are posted on the website and updated from time to time follows:

1. Introduction of the college and its background.
2. Course details Bachelor and Masters of education and fee structure.
3. Admission and administration.
4. Academic calendar and Mapping.
5. Assessment, Evaluation, Research and Extension.
6. Faculty and Staff.
7. Committees, cells and Association.
8. Infrastructure details and Facilities.
9. Learning Resources (Classrooms, Laboratories, Library, ICT and others Resource Rooms).

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10. Placement, collaboration, tie-ups and Linkages.
11. Download mandatory disclosures.
12. Enquiry and contact.
13. Best Practices
14. News and Events.
15. Other Facilities.

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

Counseling is provided for improving the performance and to cope up with standard of average pupil teachers. Special guidance is provided for reading, writing and speaking. Following strategies are undertaken for low achievers :

- Counseling sessions are provided.
- Mentoring is given for communication skills.
- Remedial classes are organized.
- Exhibition of charts, models and working models.
- Class tests are organized to see improvement
- Extra classes is given to them.

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

A) Advanced learners

Advance learners are allotted more & creative assignments, project works, and extension programs. They are also sent to practice teaching schools if any help is needed by the Schools. They are asked to refer reference books in the library to have depth knowledge of the subject.

Following strategies are undertaken for high achievers.

- Creative assignments with the help of library
- Preparation of working models
- Organize subject quiz
- Brain storming
- Organize creative activities
- Question bank is provided to them

B) Slow learners

Counseling is given for improving the performance and to cope up with the standard average pupil teachers. Their speaking, reading and writing is developed by making them present their activities with other pupil teachers. Guidance is given with patience.

Following strategies are undertaken for low achievers:

- Counselling is given
- Mentoring for communication skills
- Remedial classes
- Exhibition of charts & models
- Regular class tests
- Extra hours given to them whenever required.

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

The guidance and counseling cell of the college provides following guidance and counseling services to the pupil teachers:

- (i) Information regarding admission.
- (ii) Information regarding scholarship.
- (iii) Information regarding lodging and boarding.
- (iv) Various study methods.
- (v) Answering in tests and examination.
- (vi) To solve individual problems.

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- (vii) To give suggestions for health problems
- (viii) To motivate the students for higher education and self-employment
- (ix) To provide moral support.
- (x) Career counseling to pupil teachers.

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

Grievance Redressal Cell of Bundelkhand Career College Hatta works as an effective internal grievance redressal mechanism for pupil teachers and staff members. Generally, the grievances are related to irregularities in admission procedure, transfer, leave, study problems, adjustments, results, assignments, adjustment in time table and welfare amenities etc. all of which are solved by this cell. The grievance of the staff such as salary, leaves etc are effectively settled through this grievance redressal cell. For students, a suggestion box is kept near the notice board in the college. The students put their grievances in it which are collected by the cell and then the grievances are listened to and discussed in detail by the members of the cell. Majority of the grievances are redressed informally in view of participative nature of the environment existing in the college.

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

The progress of the candidates at different stages of programmes is assessed by their performance in daily attendance, assignments, psychology lab, experiments done, ICT lab, work done, Micro teaching, practice teaching record, final lesson, Internal assessment marks, performance in co-curricular activities and sports activities. The principal and teacher educators come up with selection for each individual pupil teacher and accordingly pupil teacher are advised for improvement.

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?

Before commencement of the practice session pupil teachers are required to carry out micro-teaching. Total 14 micro teaching lessons are practiced with the seven teaching skills. Similarly, before going for practice teaching in schools, every student delivers 02 (one each in two teaching subjects) in simulated situation in the college.

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Finally pupil teachers go to practice teaching schools to practice the lesson in real class room teaching. During practice teaching, continuous monitoring is done by the teacher educators and subject teachers of concerning practice teaching schools. During teaching session written and oral feedback is provided to pupil teachers for improvement.

Student Activities

Does the institution have an Alumni Association? If yes,

- (i) **List the current office bearers**
- (ii) **Give the year of the last election**
- (iii) **List Alumni Association activities of last two years.**
- (iv) **Give details of the top ten alumni occupying prominent position.**
- (v) **Give details on the contribution of alumni to the growth and development of the institution.**

(i) Yes, the institution has an alumni association

S.No.	Designation	Name and Post
1.	President	Ms. Babli Patel
2.	Vice- President	Mr. Abhinav Pandey
3.	Secretary	Ms. Shivani Solanki
4	Representative	Mr. Akhilesh Rohit
5	Representative	Ms. Aakanksha Mishra

Office bearers are mutually elected from amongst the students. We invite suggestion from them for the improvement and development of the institution.

(ii) 10 April 2015

(iii) The association has been formed in the year 2015, it was very late session so no such activities related with the alumni association has been organized.

(iv) Details of the top ten alumina occupying prominent posts are:

S.No.	Name of alumni	Designation	Name of organization
1.	Shivakant Pandey	TGT	Govt PS Simariya
2.	Lokendra Viswakarma	TGT	Govt MS Raneh
3.	Balmukund Patel	TGT	Govt PS Kanti

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(v) The activities undertaken by our alumni association for the last two years are follows :

- (i) Motivating and facilitating the students to obtain high merit and top positions in university examination.
- (ii) Providing help to various committees of the college.
- (iii) Organizing get-togethers and cultural functions.
- (iv) Offering their services in curricular, co-curricular and extra curricular activities of the college.

It is expected that the association will extend its activities in other aspects of the college administration and its all round development in the coming future

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 are identified at the time of orientation session. Interested and talented pupil teachers are motivated to practice in different events i.e. folk dance, solo dance, Corus music, solo music and various sports etc. Based on their performance in college level, they have to represent in inter collegiate cultural and sports events.

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.

Pupil teachers are encouraged to publish their work in magazines, news papers and wall magazines.

Pupil teachers also get a chance to participate in teaching aids, competition, model exhibition, essay writing competition, and poem writing at college level to express their hidden talent.

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

Student council is a nominated body drawing representative from various groups for discussing the common problems and activities of general nature. In student council policy decision are drawn and implemented.

The students' council has one president, secretary, Joint secretary and Treasure.

S. No.	Designation	Name of Student
1	President	Ms. Babli Patel
2	Secretary	Mr. Abhinav Pandey
3	Joint Secretary	Ms. Shivani Solanki
4	Treasure	Mr. Akhilesh Rohit

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The major activities of the students' council are follows:

1. To organize college activities effectively & efficiently.
2. To maintain college discipline.
3. To shoulder the responsibilities assigned to them.
4. To motivate the peers for their involvement and participation in the various activities.
5. To take participation in decision-making process concerning the college issues.
6. To participate in the solution of the college problems and their redressal.

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

The students have participated in some of the committees i.e.

- a) **Discipline Committee** – To maintain discipline among pupil teachers.
- b) **Library committee** – To review the various library resources and requirements and to maintain smooth functioning of library.
- c) **Cultural Committee** - Cultural committee decides cultural activities from prayer/assembly to major cultural event to be organized.
- d) **Alumni association** – Alumni association plays a vital role to bring about quality enhancement in curricular, co-curricular and extracurricular activities.

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, college has collected feedback from its pupil teachers and employees, alumni and other stakeholders.

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The information so collected is duly analyzed by a team of senior faculty members and relevant suggestions are taken into consideration while preparing academic calendar and list of activities to be carried out in upcoming academic session.

Best Practices in Student Support and Progression

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

The institution follows the following best practice in student support and progression.

1. The pupil teachers are encouraged and inspired to take part in college curricular, co-curricular and extracurricular activities.
2. Every decision concerning pupil teachers is taken in consultation with student council and various bodies which have student representation on it.
3. A well designed programme for games and sports activities is provided to the students for their physical developments.
4. Record of every activity concerning students is kept in black white.
5. Special care is given to the slow-learners and gifted students.
6. We provide Guidance to the students for various competitions for getting suitable jobs in the field to teaching.
7. To acquaint the students with the latest knowledge and innovations in the field of education, lectures, workshops, seminars etc. are organized regularly.
8. Students are encouraged to use the services of placement cell.
9. Establishment of grievance redressal cell.
10. Guidance and counseling services are provided.
11. Constitution of various committees with student representation on them.
12. Organization of Alumni association.

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Criterion VI: Governance and Leadership

Institutional Vision and Leadership

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

The Institute has the following Vision, Mission And Values:

Vision

To Provide Quality teacher education programme for providing competent teachers to meet with regional, National and Global Demand of teacher education.

Mission

- Building core competency among Prospective Teachers.
- Developing basic teaching skills.
- Keeping Pace with ICT.
- To undertaken community development Programme in collaboration with local community.
- Undertaking Action Research at basic level and further Promote research activities.

Values

- Teaching Excellence.
- Expertise in ICT.
- Accountability towards Society.
- Positive attitude towards Students.
- Quest for Excellence.

Vision, Mission and values of the college are made known to the stakeholders like students, parents, people of the society through display on notice boards and on the website of the college.

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 mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serves, the school, educational institutions traditions and value orientations. The management of the college had given the vision and mission for the success of the institute in future. The vision and mission are properly

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stated as per the need of the local region like rural area remote from hatta. The present higher education policy in India emphasizes the development of new Institutes of higher learning in the places where education is not a luxury and the rate of literacy is lower than national level. So it becomes very important for the institute to work for the upliftment of the people of that region.

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 Planning of the entire year is done by the principal and a team of senior Faculty members. As far as, teaching and learning is concerned, the management plays an indirect role by encouraging and supporting. They provide Finance and support for various Curricular and Co-Curricular activities and they remain present in almost all important Functions that are organized by the college. Management encourages teachers to use ICT to participate in workshops and seminars and to upgrade their Qualification.

Name of composition of various Committees-

- IQAC COMMITTEE
- ADMISSION COMMITTEE
- ACADEMIC COMMITTEE
- RESEARCH COMMITTEE
- DISCIPLINE COMMITTEE
- LIBRARY COMMITTEE
- PURCHASE COMMITTEE
- GRIEVANCE CELL
- GUIDANCE COUNSELLING AND PLACEMENT CELL
- WOMEN CELL
- CULTURAL ACTIVITIES
- EXAMINATIONS COMMITTEE
- GAMES AND SPORTS
- ALUMNI ASSOCIATION
- ADMINISTRATIVE COMMITTEE

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

The Principal defines the responsibilities of the individual staff member taking into consideration the suggestions of the management. These, then, are put in the form of work distribution and time table. The staff is informed about the work distribution in the time and regular staff meeting during the year.

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 entire activities of the college are reviewed by the Principal periodically. Necessary guidance and suggestions are given for proper functioning of the college. The feedback of the various stakeholders is available to the Principal through-

- Prayer and assembly
- Personal Contact
- Various feedback Proformas
- Suggestion Box
- Telephone
- E-Mail
- S.M.S

And after having prolong discussion with management appropriate solution come out.

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

After having feedback from various stakeholders, Principal identifies and addresses the barriers(if any)in achieving the vision/mission. Principal formally and informally acquaints the Management about the barriers. e.g. application of transport facility is written to the Management by the Principal.

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

Management encourages the staff members to qualify themselves and update their knowledge by participating in refresher courses, workshops, national and international seminars. Management also provides full freedom to plan and execute Curricular, Co-Curricular and extracurricular activities.

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.

Principal, as the head of the institution, leads the pupil teachers and teacher educators towards the vision. He fulfills this role through constant consultation and interaction with the staff members, administrative staff and those involved in policy decision. He motivates and inspires the faculty and pupil teachers. He conveys the message from the

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management to the staff members and pupil teachers. He acts as a bridge between the management and the pupil teachers.

Principal's Duty

1. Academic planning for the year.
2. Monitoring the implementation of the plans through regular meetings of the staff and various committees.
3. Improving the teaching-learning process by providing ICT and well equipped library.
4. Coordinates all the activities with the active support of the Heads of the departments and the staff.
5. Identify the infrastructural needs and brings them to the knowledge of the management for allocation of more funds in the annual budget.
6. Effective planning and implementation of innovative management ideas for the benefit of the students.

Organizational Arrangements

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

The college encourages participatory management practices between the different components of the college. Various committees are constituted to assist the principal in curricular, co-curricular and extracurricular activities. These committees plan, execute and co-ordinate the activities in their respective field.

The constituted committees and their meeting details held during the session 2012-13 are under:

S. No.	Committee	No. of Meetings Held
1.	IQAC	04
2.	Admission Committee	02
3.	Discipline Committee	12
4.	Academic committee	06
5.	Library Advisory Committee	04
6.	Cultural Activities	02
7.	Examinations Committee	02
8.	Games and sports	02
9.	Women Cell	04
10.	Guidance & Placement Cell	04
11.	Research committee	04

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12.	Alumni Association	02
13.	Administrative committee	06
14.	Grievance redressal cell	04
15.	Purchase Committee	02

Major outcomes of the meetings:

1. Academic calendar of year was finalized by the IQAC.
2. Time table for curricular activities were framed and effectively implemented by Academic committee.
3. Rules and regulations were framed by the discipline committee.
4. Schedule regarding orientation about skills, micro-teaching and practice teaching was finalized.
5. Schedule of various literary and extension activities to be organized by the institution were finalized.
6. Library committee reviewed the library resources and decisions were taken regarding upgradation the library facilities. New editions and volumes of Text books, reference, journals and magazines were recommended by the committee.
7. Schedule for organizing various Competitions, celebrating functions, and others cultural activities for the session 2012-2013 were finalized by the cultural committee.
8. Guidance and counseling Cell was established in staff council meeting.
9. Duties of the faculty members were reallocated for conducting internal examinations. Layout was prepared for conducting the annual B.Ed. and M.Ed. examinations by the examination committee.

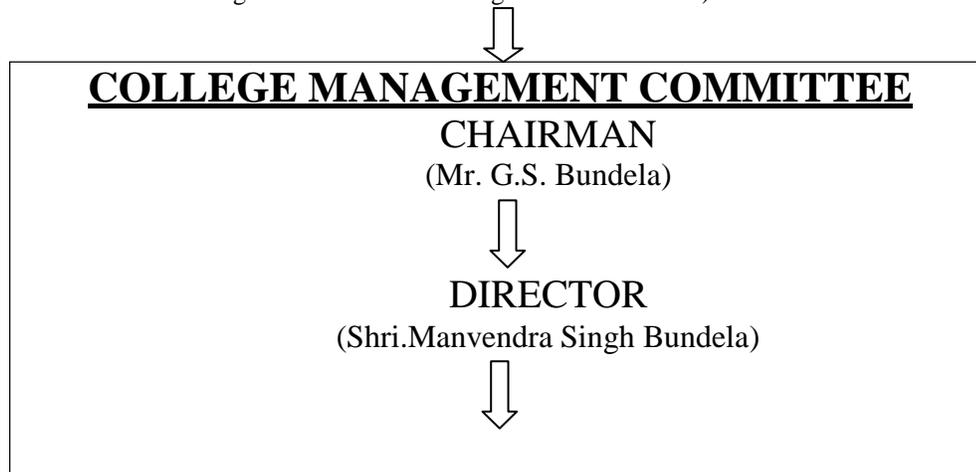
The Principal convenes the meeting with the faculty members to discuss about the academic calendar, syllabus, examination and implementation of various decisions regarding pupil teachers related issues, administration, finance, admission, orientation, Micro teaching, practice teaching, discipline, sports, cultural activities, library, examination etc.

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

ORGANIZATIONAL HIERARCHY OF **Bundelkhand Career College Hatta**

Damoh Panna Road Hatta, Damoh (M.P.)
Bundelkhand Shiksha Avam Samajottha Parishad
Regd. Under Societies Registration Act 1987



CORE COMMITTEE

1. IQAC
2. Academic committee
3. Examination committee
4. Research Committee

OTHER COMMITTEES

1. Admission Committee
2. Discipline Committee
3. Cultural activities
4. Administrative Committee
5. Women Cell
6. Guidance & Placement Cell
7. Library advisory Committee
8. Games & Sports Committee
9. Grievance redressal cell
10. Alumni Association
11. Purchase Committee

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Details of different committees

IQAC	Admission
<ol style="list-style-type: none"> 1. Dr. Hina Khan 2. Mr. Manoj Patel 3. Smt. Bindu Bala Jain 	<ol style="list-style-type: none"> 1. Dr. Pramod Mishra 2. Dr. Farhat Parveen 3. Mr. Manoj Patel
Academic	Research
<ol style="list-style-type: none"> 1. Dr. Pramod Mishra 2. Dr. Hina Khan 3. Smt. Priti Tiwari 	<ol style="list-style-type: none"> 1. Dr. Pramod Mishra 2. Dr. Hina Khan 3. Dr. Farhat Parveen
Administrative	Purchase
<ol style="list-style-type: none"> 1. Dr. Pramod Mishra 2. Mr. Yogendra Singh Hazari 3. Dr. Hina Khan 4. Mr. Manoj Patel 	<ol style="list-style-type: none"> 1. Dr. Pramod Mishra 2. Mr. Yogendra Singh Hazari 3. Mr. Bhujbal Singh Lodhi
Discipline	Library Advisory
<ol style="list-style-type: none"> 1. Mr. Yogendra Hazari 2. Mr. Manoj Patel 3. Mrs. Rashmi Nema 4. Mrs. Bindu Bala Jain 	<ol style="list-style-type: none"> 1. Dr. Pramod Mishra 2. Mr. Manoj Patel 3. Mr. Bhujbal Singh
Examination	Women cell
<ol style="list-style-type: none"> 1. Dr. Farhat Parveen 2. Mrs. Bindu Bala Jain 3. Mr. Manoj Patel 	<ol style="list-style-type: none"> 1. Dr. Farhat Parveen 2. Mrs. Bindu Bala Jain 3. Mrs. Rashmi Nema 4. Mrs. Babita Nema
CULTURAL	Games & Sports

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1. Mrs. Bindu Bala Jain 2. Mrs. Rashmi Nema 3. Mrs. Babita Nema	1. Mr. Amarjeet Singh 2. Mr. Yogendra Hazari 3. Mr. Bhujbal Singh
ALUMNI COMMITTEE	
1. Mr. Balmukund Patel 2. Mr. Shivakant Pandey 3. Mr. Lokendra Viswakarma	

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

The college has maintained an administrative set up in which the Principal is given the absolute freedom from the management committee for the development of the institution. The institution has constituted 10 committees to execute different functions like admissions, discipline, academic activities, examination, cultural, sport and management of the library etc. There is constant interaction among the functional units of all the committees. The meetings of the committees are chaired by the Principal and the decisions of these committees are finalized by the Principal. The functions of each committee are well defined to ensure the administrative decentralization.

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

Meeting of Schools' staff with college principal are held regularly for doing necessary improvements. Feedback about teaching practice is taken from schools staff. School teachers are also consulted while developing the teaching plan and their suggestions are considered during practice teaching. The audio-visual aids like charts and models are distributed to the concerning schools. During teaching practice the pupil teachers of the institution are provided a platform to participate in different activities of the school. They maintain the student discipline and also help in serving mid-day meal during teaching practice. Cleanliness of school campus is also done by the student teachers. All these activities are planned, guided and executed by the teacher educators and school teachers in collaboration to improve the quality of education provisions.

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 welcomes all the relevant & useful information and data for decision making and performance improvement. The concerned data for feedback is obtained from the faculty members, pupil teachers, heads and staff of the practice teaching schools, visiting eminent educationist, alumni and parents. The decisions regarding discipline, teaching learning practices, teaching aids, academic environment, institution-community relationship are taken for performance improvement.

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 provides conducive environment and empowerment of the faculty members by-

- Motivating the faculty members to upgrade their skills & Qualifications.
- Motivating them to attend refresher courses, seminars and workshops.
- Motivating them to use ICT facility in teaching and learning.
- Motivating them to use library facility in various research activities.

Strategy Development and Deployment

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

Yes, the college has an management information system –(MIS) to select, collect and analyse the data and information on academic and administrative aspects of decentralization of the power and work.

The following activities come under the preview of the issue in hand.

- Fees record
- Information sharing
- Internal assessment
- Attendance record
- Salary record.

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

The college allocates resources as follows:

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(a) **Human Resources:** The college strictly follows the norms of NCTE (WRC) and Dr. HS Gour Central University Sagar. Therefore, the college has always enough human resources to accomplish and make changes, if any, resulting from action plans.

(b) **Financial Resource :** Estimated budget is prepared by IQAC Committee with the help of the Principal and the college administrative staff. Changes resulting from the action plans are fully accomplished and sustained by these offices.

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.

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

IQAC Committee provides an academic calendar with various activities to be carried out during a coming session. Keeping that as a base, tentative dates are decided for various activities by the committees in various meetings. With the co-ordination of the school authorities, the dates of practice teaching are decided. The scheduling of theory classes, Internal tests, cultural activities, Sports campus and extension activities etc. is done.

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

A staff meeting held at the beginning of every academic session decides the duties and responsibilities of every staff member. The vision, Mission, Values and objectives of the institution are communicated to all the staff members. Apart from their academic duties, co-curricular and extra-curricular duties are assigned to them. They are distributed according to the caliber, potential and interests of the staff members. Duties of IVth class workers are also decided and communicated in the beginning of the session. Teacher-in-charge of these employees assigns duties to this staff with the help of office-superintendent.

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

As the vision, mission and their implementation plans are prepared after a long contemplation and efforts, no change is made frequently. However, sometimes, minor

changes are made according to the needs and situation of the institution. For this change, discussions are done at the level of Principal and IQAC.

How does the institution plan and deploy the new technology?

The teachers are trained with new trends that can help the pupil teachers to acquire latest knowledge. New trends of ICT are introduced. Pupil teachers are encouraged to use the latest technology during Micro teaching and practice teaching at schools. Use of Internet is taught for updating their knowledge in every field and subject.

Human Resource Management

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

The Principal tries to locate the areas of faculty development, their needs and tries to motivate them. The latest journals, peer viewed journal, reference, encyclopedias are subscribed for keeping the knowledge of faculty members up-to-date in their respective field. They are also encouraged to carryout research, attend refresher courses, seminars and workshops, publish research papers etc. for their career progression.

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

The Principal evaluates the faculty members on their Self-appraisal Reports submitted by the faculty members themselves and also by observing their dedication towards work. Appraisal of teachers' performance is done on the basis of:

a-Self-appraisal form filled by teachers.

b-Pass percentage of students in the University Exams.

c-Evaluation by students done by filling a Performa to assess the performance of the teachers.

As far as concern of development of the research work among faculty members, the annual assessment is done by the submission of latest documents with special reference to their research publication and participation in refresher courses and conferences.

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

The College does provide important help to the staff and faculty for welfare. Some welfare oriented aspects of the Institution are as below:-

1. Providing conducive atmosphere.
2. Special increments are provided to the staff members who upgrade their qualification.
3. Financial assistance for participation in refresher programmes/orientation programmes/related seminars & workshop etc. Non teaching staff is also given encouragement for good work
4. Organizing sports and cultural activities etc.

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.

The College persuades faculty & staff members to participate in various programmes related to the staff development in the direction of improvement and their well being like refresher course, orientation programme. College provides 15 days computer training to college Faculty and staff so that they can handle computers and use them for office work and teaching work.

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.)?

Faculty members are recruited by a Panel of Dr. HS Gour Central University Sagar as per the desired qualifications and experience regulated by NCTE, UGC as well as Dr. HS Gour Central University Sagar Vacancies are advertised in leading newspapers. The recruitment of Faculty members is followed by the letter of approval (28/17) to be issued by the Dr. HS Gour Central University. All the norms and regulations prescribed by the Dr. HS Gour Central University are followed. Salary structure is as per state government norms. For the long term development of the institution, the increments are provided time to time by the management.

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

Part time faculty is appointed as per requirement of situation and vacancies to be filled apart from Regular Faculty.

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The part time and Adhoc Faculty members are retained with negotiable salary with limited workload. whereas regular faculty get salary as per norms of M.P. Govt. and working hours for them are as stipulated by NCTE & Dr. HS Gour Central University Sagar.

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

The institute is always keen for the professional development of the faculty. The institute encourages the staff for membership with various associations, which adds value to the society and personal career enhancement.

Major provision are:

1. The institute provides duty leave and allowances to attend workshops, conferences and seminars to the staff members.
2. Leave Sanctioned for literature compilation, data collection and specimen collection.
3. Faculty members are given incentives to obtain M.Phil. Ph.D. & NET.
4. College provides well equipped library with internet facility.

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

The physical facilities provided to its faculty members are:-

- In staff room there is a computer with internet facility.
- Staff room with separate sitting and storage facility.
- Library with adequate no. of text, reference, journals & magazines.
- Water cooler facility for staff members.

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

Mechanism for faculty and other stakeholders to seek information:

1. Website of the college gives information about college related matters.
2. College phone, email are used for seeking information and registering complaints.
3. Suggestion/complaint boxes are placed on entrance and some other approachable places.
4. Grievance and redressal cell is established to redress the grievance of faculty and stakeholders.
5. The faculty and other stakeholders can approach the Principal and/or Director and register their complaints.

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

The workload to every teacher is given as per the norms set by NCTE (WRC) and Dr. HS Gour University Sagar etc. It is maximum of 24 periods 36 hours in a week. The Principal decides and assigns the workload to different faculty and staff members on the basis of their qualifications, specializations and experience. This practice provides sufficient time for teacher educators to engage themselves in activities other than teaching. A teacher educator apart from teaching, performs tasks in various committees and cells and in organizing cultural activities, sports activities, Micro Teaching practice teaching, guidance and counseling, workshops and seminars etc.

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

Yes, the staff members are motivated and rewarded for their noteworthy achievements.

1. A certificate of appreciation is given by the Principal/Management.
2. Study leave is given for pursuing higher studies to the staff, if they desire for.
3. The faculty is given rewards by the Management on the basis of research work carried out by them & paper published in reputed journals.
4. Director gives rewards for outstanding achievement to both teaching and the non-teaching staff. It may be verbal, written or economic in shape and from.

Financial Management and Resource Mobilization

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.

Our college is a self-financed Institution. All the programmes and activities of the college are carried out from the fees collected and the infrastructure facilities are provided by the management.

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

We have not been getting any donation. College fee is the only source of income.

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

Yes, at present the operational budget of the institution is at par and adequate enough to meet out day to day expenses.

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 regularly audited. The internal audit is done periodically and external audit is done by an auditor annually. The information on the outcome of the last two audits is made available in the concerned annexure.

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

NA

6.6 Best practices in Governance and Leadership

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

- There is a governing body which functions democratically.
- Decentralized management system to encourage the involvement of faculty and staff members in decision-making process i.e. through IQAC and other Committees and cells
- Academic calendar is prepared before commencement of the academic session.
- Students' evaluation on teachers feedback proforma is being developed for this purpose.
- Self appraisal report by the teachers is submitted
- Several welfare schemes are adopted for the teachers by the management.
- Workshops and training programmes are organized for teachers educators' professional development.
- Students participation in the governance i.e. in various committees and cells.

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Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, Bundelkhand Career College formulated and established Internal Quality Assurance Cell (IQAC) in 2011 so as to respond to the changing educational scenario .

Composition of IQAC

Name	Post	
1. Dr. Hina Khan	Prof. & Head	Chairman
2. Mr. Manoj Patel	Lec.	Member
3. Smt. Bindu Bala Jain	Lec.	Member

The cell makes assessment of different aspects i.e. Curricular, co-curricular and extra curricular activities and functioning of the college. It gives suggestions from time to time i.e. from commencement to the end of the programme. This cell also examines and addresses the suggestions & feedback received through different modes such as verbal, Suggestion Box, Various proformas and allied channels. Its major activities include

1. Development and application of quality benchmarks/parameters for the curricular, co-curricular, extra-curricular and administrative activities of the College.
2. Arrangement for feedback responses from students, parents alumni and other stakeholders on quality-related institutional process
3. Dissemination of information from top management to all stake holders.
4. Development and maintenance of Institutional database through MIS for the purpose of maintaining/enhancing the institutional quality
5. Facilitating the creation of a learner-centric environment conducive for teaching and learning and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
6. Documentation of the various activities of the College leading to quality improvement;

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

The college has a mechanism to evaluate the achievement of goals and objectives. The implementation process is carried through feedback and such other data. It examines and evaluates the following to see the extent and degree the goals achieved:

- Teacher educators appraisal by the principal
- Self appraisal by teacher educators
- Pupil teachers achievement in university examination
- Pupil teachers evaluation on teacher educators
- Participation and performance of students in Inter-College/University activities
- Opinion of parents and stakeholders.
- Feedback from pupil teachers with regard to teaching and its method
- Appraisal of placement

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

The college is sensitive to the quality of education as well as to changing educational and social scenario.

The BUNDELKHAND CAREER COLLEGE HATTA has IQAC (Internal Quality Assurance Cell) which assesses the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and the target achieved.

To sustain the quality of its academic programmes, the alumni's & stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The college makes all efforts to:

1. Prepare academic calendar and ensure adherence to it.
2. Watch frequency of the use of OHP, LCD Projector, TV, Video CD and other IT based material etc.
3. Ensures high performance of students in internal examination and assignments.
4. The Principal supervises the content delivery.
5. Maintain stock of laboratory equipments and Articles.
6. Ensure stock of books in library.
7. Monitor attendance of students
8. Make sure the utilization of ICT in teaching and learning, practice teaching, workshops and seminars organized.

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

The following practices are in-built into the system to ensure the quality of its administrative and financial management process. In addition to this, the principal/management gets

- Feedback from committees and cells.
- Feedback from the faculty, employees and stakeholders.
- Feedback from pupil teachers.
- Transparency in the matters related to finance and administration
- Internal audit system
- Annual auditing through Chartered Accountant
- Auditing report submitted to Dr. HS. Gour Central University Sagar.
- Report of Grievance cell.
- Complaint/Suggestion Box and Information form,

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

The college sustains some of the good practices in the day-to-day working throughout the academic year. Some of such good practices followed are given below:

- The college faculty are interacting with the staff of other units and exchanging ideas. This interaction is done even for some academic programmes found beneficial for faculty members and students.
- Faculty development programmes are organized.
- Lectures are organized and outside resource persons are invited.
- A thoughtful quote is written every day on the college notice board by pupil teachers. Good quotes, hoardings are placed in the college building for initiating wisdom among the pupil teachers.
- Tree plantation in campus are arranged at regular intervals to instill into each student protection of the environment
- Pupil teachers, faculty members and staff have their representation in various committees and cells.

Inclusive Practices

The college caters to inclusive practices and better stakeholder relationships. The college promotes inclusive practices for social justice and better stakeholder relationships. It promotes value-based education for inculcating social responsibilities and good citizenry amongst its student community.

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

The college sensitizes teachers to issues of inclusion and the focus given to these in the policies and the school curriculum by following ways:-

- The teacher educators are given orientation on various disabilities.
- Open session is organized to carry out various aspects of disabilities.
- Any article related to inclusion are displayed on college notice board.
- Information is collected through internet and shared with pupil teachers.

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.

Some provisions are made for pupil teachers to learn about inclusion and exceptionalities.

- In orientation session they are provided with basic knowledge about inclusion and various exceptionalities.
- Establishment of Grievance redressal cell and women cell
- Guidance and counseling is provided for this purpose.
- Guest exposure to various issues of Inclusive education.

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

The following are some of the activities that are undertaken for creating learning environment that foster positive social interaction, active engagement in learning and self-motivation in the pupil teachers:

- B.Ed. curriculum pays good attention to social interaction, active engagement in learning and self motivation.
- Practice teaching provides opportunity for interaction with school community. In such classes pupil teachers come in contact with students of all social strata.

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- Seminars and workshops provide ample opportunities for self learning as well as self expression
- Assignment/problem based learning.
- Computer assisted learning fosters motivation.
- Participation in inter-college/inter house competitions inculcate healthy competitive spirit amongst students of different social strata.
- Attendance in every activity is compulsory for every student.

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

Dr. HS Gour Central University Sagar has various practices for ensuring that the pupil teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities.

- Pupil teachers are engaged in debates and lectures on equity, equality and social justice.
- Pupil teachers are engaged in curricular and co-curricular activities that promote social values. Equal opportunities for pupil teachers in social activities provides exposures to them to the real society they are to face in future
- Pupil teachers of diverse background are engaged in project work of multiple description
- Pupil teachers participation in cultural activities, debates and discussions provides the opportunity.
- Pupil teachers are required to participate in the trans-community festivals and participate in talks and discussions with prominent personalities hailing from different socio-economic cultural backgrounds.
- During Micro teaching and practice teaching they are required to practice competencies for creating cordial atmosphere between the peer groups.
- Pupil teachers are prepared to be free from all differences emanate from caste, class, creed and religion.

Collectively, all the above mentioned competencies and skills are promoted amongst the pupil teachers at different stage and through different activities.

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

Till date no physically challenged student has taken admission, so provision of such special arrangements has not been necessitated in the college. But we will make some arrangements if such students are ever admitted in future.

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- Special sitting arrangement may be made
- Provision of free health check up/ physiotherapy exists
- Individual attention will be provided.
- Books may be issued from book bank
- Extra time will be given for activities
- As per Dr. HS Gour Central University Sagar norms, permission for bringing 'writer' during final examination.

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

BUNDELKHAND CAREER COLLEGE HATTA has constituted a Women Cell. The cell is headed by Dr. Hina Khan and contains two female faculty and two female students.

Any girl student of our college can place her complaint to women cell . The cell arranges lectures on the women-related problems. It works in educating women about their rights, privileges and empowerment. It has arranged gender-related sensitizing discourses for the staff and pupil teachers.

Women students form the overwhelming majority of students. They enjoy a respectable position in the college. No complaints are ever received by the office on gender related issues.

7. 3 Stakeholder Relationships

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

- Stakeholders can obtain information on academic and administrative performance from the administrative office by giving a written request or through college website.
- Information regarding academic achievements is placed on the notice board. The college results of the university final examinations are put on the notice board and every student is informed individually.
- The college displays its progress and achievements through brochure and news papers.

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?

While preparing the upcoming year academic plans, the preceding year's suggestions, feedback analysis and results are taken into consideration. It is done in the following ways:

1. Efforts of the pupil teachers are appreciated and rewarded.
2. Merit certificates are given to meritorious students for the success of their efforts in curricular and co-curricular activities.
3. Faculty members are briefed about corrective steps to be taken.
4. Incentives are given to faculty members for their successful endeavors.

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?

BUNDELKHAND CAREER COLLEGE HATTA is well-placed to promote an ambience of creativity, innovation and improving quality. For this purpose, feedback is procured from the following channels.

1. Suggestion box.
2. Pupil teachers feedback
3. Record of participation / performance of students curricular, co-curricular and extracurricular activities.
4. Feedback from the staff and the principal of practice teaching schools where pupil teacher do their practice teaching programme.
5. Feedback from employers.
6. Feedback from alumni
7. Feedback from various committees and cells

Data collected from various sources are accumulated and discussed in IQAC meeting and corrective measure are taken for quality improvement.

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Bundelkhand Career College Hatta

(Approved by : NCTE Delhi and Affiliated to Dr. HS Gour University Sagar)

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Declaration by the Head of The Institution

I certify that the data included in this Self – study Report (SSR) are true to the best of any knowledge.

This SSR is prepared by the institution after internal discussion, and no part thereof has been outsourced.

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

Signature of the Head of the institution

Seal

Place Hatta (Damoh) M.P.

Date 12/10/2015

