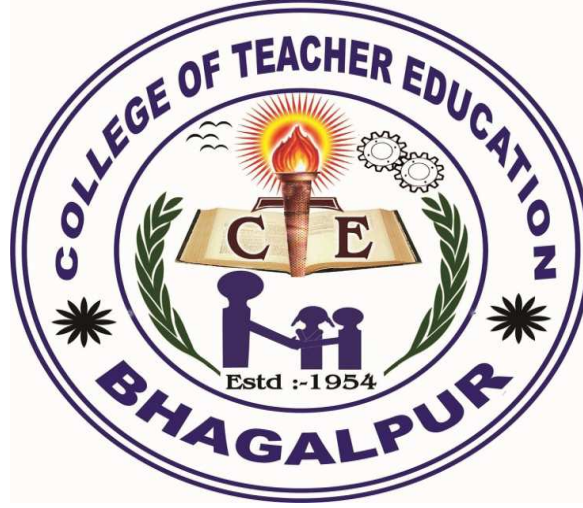


**COLLEGE OF TEACHER EDUCATION (CTE)
BHAGALPUR
BIHAR**

(A Government institution and affiliated Unit of T. M. Bhagalpur University, Bhagalpur)
Ghantaghar Chowk, Bhagalpur-812001, Bihar



लोकतान्त्रिक मूल्यों के लिए तत्पर

SELF STUDY REPORT (SSR)

2016

SUBMITTED

TO

**NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL (NAAC)**

PO BOX NO. 1075 NAGARBHAVI, Bangalore 560072

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COLLEGE OF TEACHER EDUCATION (CTE)

BHAGALPUR-812001(BIHAR)

(Government Institution and affiliated Unit of T. M. Bhagalpur University, Bhagalpur)

No. 31 /

Dated- 20.02.2016

To
The Director,
National Assessment & Accreditation Council
P. O. Box No. 1075, Opp. NLSIU
Nagarbhavi, Bangalore -5600072

Subject: Intimation regarding uploading of SSR on the website of College of Teacher Education(CTE), Bhagalpur.

Sir,

With reference to the subject noted above I am sending herewith the information regarding uploading of the self study report (SSR) of the College of Teacher Education(CTE), Bhagalpur in compliance of acceptance of the Letter of intent submitted by the college vide TRACK ID No. BRCOTE 24479. The institution has tried its best to place the actual picture of the college in the SSR prepared but if any defect is pointed out, it will be rectified at the earliest.

The details of the institution are as follows:-

Sl. No.	Particulars	
1	Name of the Institution	College of Teacher Education (CTE),Bhagalpur
2	Head of Institute	Dr. Rakesh Kumar
3	Contact Mobile No.	08539072999
4	Co-ordinator	Md. Mansoor Alam
5	Contact Mobile No.	09661154550
6	TRACK ID	BRCOTE 24479
7	Website	www.gttcbgp.org
8	Date of Uploading SSR/RAR	20.02.2016
9	Web-Link showing SSR	www.gttcbgp.org

In view of the above stated facts I request your honour that please be kind enough to accept the Self Study Report (SSR) of the college for further action. The hard copy of the SSR is going to be dispatched for evaluation.

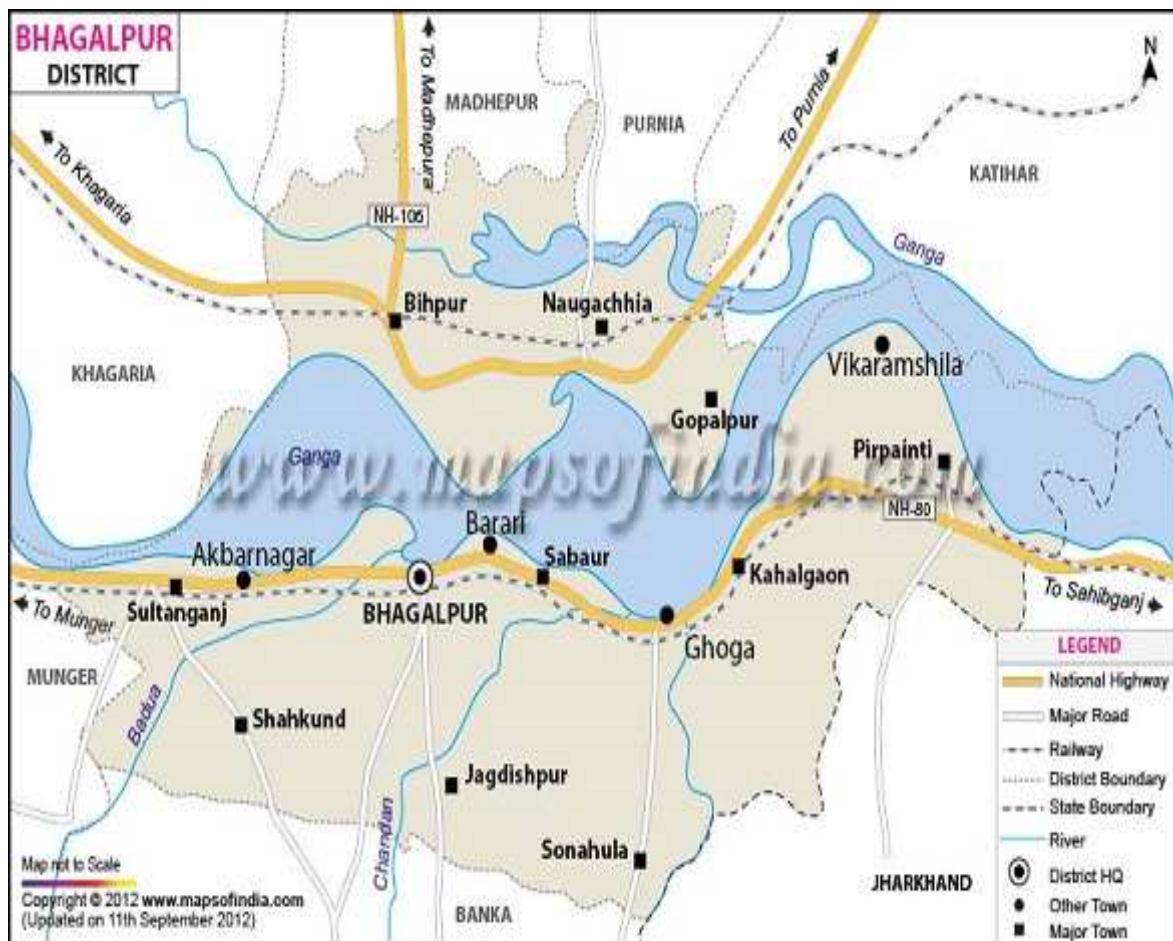
I shall be highly obliged if the acceptance of SSR is intimated and a peer team is constituted for visit and evaluation of the institution.

With highly regards

Yours faithfully



(Dr. Rakesh Kumar)
Principal
College of Teacher Education(CTE),
Bhagalpur





PREFACE

The Government Teacher Training College, Bhagalpur was established in 16th January, 1954. Now it is popularly known as College of Teacher Education (CTE), Bhagalpur under the National policy on Education (NPE) 1986 and the POA (1992). This institution is a well reputed government institution fully financed and governed by the Department of Education, Govt. of Bihar, since 16th Jan. 1954 to impart pre-service and in-service training for secondary school teachers of 100 intake.

This institution is affiliated from T. M. Bhagalpur University, Bhagalpur and graduated B.Ed. degree till 1990-91 session. The institution has already run M.Ed. course successfully till 96-97 session. The intake for the course was 35. The institution is a premier institution in the eastern region of Bihar and pursuing in service training for secondary teachers. The institution is a continuously organizing teacher education program for the benefit of pre-service and in-service teachers. The institution is recognized by NCTE vide letter no. ERC/7-134.4.5/NCTE/B.Ed./2012-12100 Dated-12th JUNE, 2012 to run B.Ed. course has got permanent affiliation form T.M.Bhagalpur University, Bhagalpur.

The institution indeed in being fully equipped to render quality education to make good professionals social workers and trained them to become globally ready to step into quality profession successfully with dignity. The vision is to enrich the college for walking it capable of conducting higher academic research, social research as well as project work to upgrade the quality education.

This has been our feeling ever since the inception of the College of Teacher Education (CTE), Bhagalpur that the traditions should inculcate high standard of learning, attaching of Indian culture and development of a well directed vision in the students. I wish wherever they go, they should keep the college flag flying high.

We are committed to provide high quality education coupled with a sound infrastructure to our students. We strive to tone their personality on one to one basis and make them realize their potential in their chosen

specialization. We call for the students to attain knowledge at our Instigates to reach success in their respective fields and to achieve their personal and social objective. We wish them best of luck of their future endeavours.

Supervised and supported by a bond of young enthusiasts, both male and female committed for imparting quality education for becoming generation of studies from all over India, College of Teacher Education (CTE), Bhagalpur had make a mark even in their infancy with solid footprints. In addition, highly experienced and qualified core and visiting faculty; updated latest Teaching Devices, Laboratories, Library and Interval Facilities have increased the affectivity of a decant campus with congenial atmosphere.

A student teacher is to be prepared, in these scientifically designed course of B.Ed. After successful completion of the course these student teacher become full fledged teachers and take responsibility of teaching future generation of India for there all round development and healthy growth. In the era in which a human being is ready to finish its own existence, an ideal teacher is a ray of hope.



(Dr. Rakesh Kumar)
Principal
College of Teacher Education(CTE),
Bhagalpur

Welcome

Welcome to College of Teacher Education(CTE).Bhagalpur It provides the perfect platform for students to mould and develop their brain.

The Management of College of Teacher Education (CTE) has Provide the basic infrastructure to achieve the same. The faculty also leaves no stone unturned in imparting the best of knowledge, co-curricular activities also are given due importance for the overall development.

At our college we are fully dedicated and Guard up to the cause of producing high quality teachers in our pursuit to the service of the nation and society at the large.

The College of Teacher Education (CTE) has earned an amazing amount of national good will and recognition. Concern for a better society receives more and more support with each passing day. The impact of its actions has been performed and deep, bringing in its wake smiles on the facts of young and old alike ... giving their dreams a new dimension. Education, perhaps more than any other discipline or area of professional activity, is global in its nature, scope and impact.

We understand the dilemma of a student as he or she seeks to create a future, we support the individual they are to become, we appreciate the trust placed on us and we promise to fulfil their dreams by providing them with nothing but the best.

Bhagalpur: A Physiographical Profile

The physiographic profile includes the study of geographical, geological and morphological conditions of the region. The physiographical knowledge of a particular area helps in determining its cultural productivity which plays a significant role in facilitating social change and modernisation.

Bhagalpur is located in southern region of Bihar. It is one of the oldest districts of Bihar and situated in Ganga basin at 141ft. above the sea level. The city is spread on an area of 2569.50 Sq. Km. It lies between 25°07' - 23°30' N latitude and between 86°37'-87°30' E longitudes. The district is surrounded by Munger, Khagaria, Madhepura, Purnea, Katihar and Banka districts of Bihar and Godda and Sahebganj District of Jharkhand.

It is located along the river Ganga about 25 kms. Down stream of Sultanganj and 30 Kms upstream of Kahalgaon. The river Ganga separates north Bhagalpur from South Bhagalpur. The northern division forms about one seventh part of the district and has eastward continuation of the great alluvial plain. The surface of the land of Bhagalpur is generally plain and the drainage is from west to east. The southern division of the district is bounded along its northern face by river Ganga and has a generally plain surface, except near southern frontier. A broad well raised belt of limestone on which the town of Bhagalpur is situated, extends along the southern bank of Ganga and forms a natural and efficient barrier against the incursion of the river (Roy Choudhary, 1962)

Sixteen (16) Blocks in the Bhagalpur district: (1) Sabour, (2)Kahalgaon, (3)Pirpanti, (4)Nathnagar, (5) Jagdishpur, (6) Sultanganj, (7)Bihpur, (8) Narayanpur,(9) Kharik, (10) Gopalpur, (11) Rangra, (12)Naugachia, (13) Ismailpur, (14) Goradih, (15) Sanhoula, (16)Shahkund,

Bhagalpur Sadar Subdivision:- Jagdishpur, Sabour, Goradih, Sultanganj, Nathnagar, Sahkund

Kahalgaon Subdivision:- Kahalgaon ,Pirpanti, Sanhoula

Naugachia Subdivision:- Naugachia, Bihpur,Narayanpur, Kharik, Rangra, Ismailpur,

Historical Effulgence

Bhagalpur has always been known for its socio-cultural heritage. It has always remained a place of educational importance, knowledge and wisdom combined with superb humanitarian qualities of its great soul of sages and benevolent personalities like Bhagadutta, Anga, Karna and so on. It was formerly known as Angadesh.

As regards the historical records, no authentic report is available as to the origin of the nomenclature of Bhagalpur. According to Jha (1933), Bhagalpur is associated with famous King Bhagadutta of the Mahabharat era. The district Gazetteer of Bhagalpur (1962), state the name is said to have been given by the Moghal officers who collected a number of fugitives and saved them in the plains from the violence. However, according to Census report of Bhagalpur (1981), the descendants of Anu, the great grandson of Manu, founded the Anava Kingdom in the east. Later, the kingdom was divided among the five sons of King bali, namely Anga, Banga, Kalinga, Pundia and Sumha. Lomapada was one of the Kings of Anga about whom there is some reference. His great great son was Champa after whom the capital of Anga was named.

Anga, along with Magadh, first finds mention in vedic literature in Atarvaveda Simhita. It remained a part of the magadh Empire under the Nandas, the Maurya (324-185 B.C.), the Sugas (185-75 B.C.) and the Kanvas (75-30 B.C.), Anga was a part of the great Gupta Empire (320-455 A.D.), After 625 A.D., the area came under Harsha's domain of influence.

Hiuen Tsang visited Champa during his visit to India. He has left a description of the town in travel accounts.

The palas of Bengal established their authority in Anga. After 755 A.D., Vikramshila, the seat of learning Knowledge and emancipation was founded by King Gopal. The Senas also ruled over Anga after the fall of the Palas. Lakshaman Sena (1185-1206) of the sena dynasty who was in power when Khiliji ransacked and razed the ancient University of Vikaramshila. Later, Bakthiar Khilji become the first Viceroy of Bihar and Bengal. Towards the close of the fourteenth century, the whole of Bihar came under the Kingdom of Jaunpur. This rule was terminated Hussain Shah of Bengal.

Humayun was stopped by sher shah in 1540 at Bhagalpur. Akbar's force also faced military revolt against Akbar in 1580. Akbar sent his finance minister, todar mall, to quell the rebellion which he successfully accomplished.

In 1769, the east India Company for the first time appointed "supervisors" in the district. In 1779 Augustus Cleveland was appointed as the first collector of Bhagalpur District.

The 1857 Movement did not have great repercussions in Bhagalpur. However, Bhagalpur played significant role in the country's freedom struggle. Bhagalpur responded adequately to Swadeshi Movement and Gandhiji's "Noncooperation" and "Civil Disobedience Movement ". In 1942, a large number of meetings were held and processions taken out protesting the arrest of national leaders. The police had to open fire at the percussionists at Bhagalpur town, Nathnagar and Champanagar, Thus, Bhagalpur played a prominent role in achieving the country's independence.

Following are the important historical places of Bhagalpur city:-

- i. Bateshwar Sthan, Kahalgaon
- ii. Vikramshila Vishwavidyalaya, Bhagalpur
- iii. Jain Mandir, Nathnagar
- iv. Piran Shah Bandagi Mazar, Asanandpur, Bhagalpur
- v. Shahjangi Mazar
- vi. Hazarat Shabaz Rh. Ka Mazar, Maulanachak, Bhagalpur
- vii. Burhanath Mandir
- viii. Ravindra Bhawan
- ix. Kuppa Ghat
- x. Lajpat Park
- xi. Ajgaivi Nath Mandir, Sultanganj

Industrialisation

The district of Bhagalpur has been famous for its industrial potentiality since long. Tasar Silk, Dyeing, Indigo, Glass-ware were some of the chief Industries. Cloth manufacturing was one of the important Industries. Besides, there were a number of small scale Industries and some of them are still continuing. Dairying, Pottery making, etc are also quite significant.

Climatology

The district of Bhagalpur is characterized by the hot summer, rains and pleasant winter season. The summer starts after a short transit of February and continues from March to end of May. June is the transit month between summer and monsoon followed by South West monsoon commencing from the last week of June, which lasts till the end of September, October is a transition month between the monsoon and winter cold weather starts in November continuing till the last week of February. The area also receives some winter rains.

Katarni rice, Jardalu Mango and Malda Mango are the favourite grain and fruits of Bhagalpur city.

Socio-Educational Heritage of Bhagalpur

Bhagalpur has always been a seat of social and educational reformation. It has seen many ups and downs of culture, civilization, knowledge, Literature, sagacity and prudence. Many great literati, reformists and socialists have nurtured Bhagalpur with their blessings and ponderous personality. The Digambar Jain have a very famous pilgrimage here.

The famous Bengali social writer and reformist sharat Chandra Chattopadhyaya spent a considerable number of years of his creative life at Bhagalpur. The contemporary Bengali writer Banaphool lived at Bhagalpur as a practicing doctor and took inspiration for his writing from the nosegay surroundings of Bhagalpur. Even Gurudeo Tagore stayed for a long time attracted by the scenic beauty and serenity of this place. The great mathematician Amala Pado Chatterjee belonged to Bhagalpur. The

legend in Hindi poetic arena, Mrs. Mahadevi Verma has a maternal background at Bhagalpur. Famous film actor. Ashok Kumar was born here, there is a series of names of fame and renowned in the field of knowledge, culture and education.

In concomitance with educational consciousness in India, the second College of Bihar, T.N.J. College (now T. N. B. College) and one of the oldest school of Bihar, CMS School were founded in the town.

Gradually, efforts were made to remove the mirk of illiteracy and good number of educational Institutions was set up.

At present, Bhagalpur town has its own University, Engineering College, Medical College, Agricultural University, Institute of Silk Technology, Degree Colleges both for men and women, Post Grade Teachings in almost all the Subjects and 24 High Schools for boys and girls, 49 Middle Schools and 82 Primary Schools. By the year 1990, 382 Posts are Sanctioned for Teachers in High Schools, 420 in Middle Schools and 283 in Primary Schools. Statistics provided by the statistician of District Education Officer of Bhagalpur District states the total numbers of students between the age group of 6-14 have increased considerably. With the rise of Government Institutions, there has been simultaneous growth in public managed Institutions and concerns.

Partnership Report:

I. Relationship with Practice Teaching Schools

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

- Intermediate Zila school, Bhagalpur
- Intermediate Govt. Girls High School, Bhagalpur
- Intermediate Mokshada Girls High School, Bhagalpur
- Shyam Sundar High School, Bhagalpur
- Intermediate High School Barari, Bhagalpur
- Intermediate T. N. B. Collegiate school, Bhagalpur
- Intermediate Marwari Pathsala Inter school, Bhagalpur
- Intermediate Balika High School Sabour, Bhagalpur
- Intermediate High school Sabour, Bhagalpur
- High school Bahadurpur, Sabour, Bhagalpur

II. Relationship with Stakeholders

In our context there are different special occasions i.e. Games and Sports, Cultural programmes and Annual Function of the college when all the student teachers and well wishers come together. A lot of time is offered for interaction. Local representatives of people, journalists, people related to education Hon'ble Director, V.C. ,Pro-V.C. etc. collaborate with us.

Challenges faced by the Institution

- **Human Formation:** Forming student teachers and faculty is time consuming. It requires a model to shape the personality of others. Enhancement of person with desirable values will demand respecting the human dignity. It invites concerted effort from each individual.
- **ICT in education:** ICT stand for information and communication technologies and are defined, for the purposes of this primer, as a “diverse set of technological tools and resources used to

communicate, and to create, disseminate, store and manage information. ICT is the need of today. Making use of ICT by the teacher educators need strong will to do.

- **Creating a learning environment:** Student Teachers come from various fields. Some seem to be motivated and others are in low level of motivation. After plus two some of them do not have opportunity to do regular studies. Most of the time is invested in creating a environment of learning.
- **Time Management:** B.Ed. programme has to become two years course since the session 2015-17. In the context of Bihar admission takes place till July. Allotment for working days and other skill based activities time without proportion. Within a period of teacher training we can expect a desirable outcome from the trainees.
- **Action Research:** Once research methodology is studied that is end of study. There is less continuity of research work. Each educator has to inculcate action research.
- **Measures for Prevention of Ragging:** Ragging is totally prohibited in the institution and anyone found guilty of ragging and/or abetting ragging, whether actively or passively, or being a part of conspiracy to promote ragging, is liable to be punished in accordance with “UGC regulation On curbing the Menace of Ragging in Higher Educational Institutions, 2009”.

SELF STUDY REPORT

A. Profile of the Institution

1. Name and address of the institution:- College of Teacher Education(CTE), Bhagalpur
2. Website URL :-<https://www.gttcbgp.org>
3. Office Address

NAME OF HEAD/PRINCIPAL	TELEPHONE NO WITH STD CODE	MOBILE NO
DR. RAKESH KUMAR	0641-2300744	9771752916

4. LOCATION OF THE INSTITUTION

Urban	<input checked="" type="checkbox"/>	semi urban	<input type="checkbox"/>	rural	<input type="checkbox"/>	tribal	<input type="checkbox"/>
-------	-------------------------------------	------------	--------------------------	-------	--------------------------	--------	--------------------------

Any other (specify and indicate)

5. Campus area in acers.

6. Is it a recognized minority institution?

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

7. Date of the establishment of the institution:

Month & year

month	Year
01	1954

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

Govt. institution and Affiliated unit of T.M. Bhagalpur University, Bhagalpur

9. Details of UGC recognition under section 2(f) and 12 (B) of the UGC act:

2(f)

month	Year
UNDER PROCESS	

12(B)

month	Year
UNDER PROCESS	

10. Type of institution:

A	By funding	I	Government	√
		ii	Grant-in- aid	
		iii	constituent	√
		iv	Self financed	
		V	Any others(specify and indicate)	
B	By Gender	I	Only for men	
		ii	Only for women	
		iii	Co Education	√

C	By Nature	I	University department	
		ii	IASE	
		iii	Autonomous college	
		iv	Affiliated college	
		V	Constituent college	√
		Vi	Department of education of composite college	
		Vii	CTE	√
		viii	Any other (specify and indicate)	

11. Does the university/state education act have provision for autonomy?

Yes		No	√
-----	--	----	---

If yes, the institution applied for autonomy?

Yes		No	
-----	--	----	--

12. Details of Teacher education programs offered by the institution:

S.N.	Level	Programs/course	Entry qualification on	Nature of award	Duration	Medium of instruction
1.	Secondary/	-----	-----	certificate	-----	-----
2	Senior secondary			Diploma		
3	Graduation	B. Ed.	U.G. passed	Degree	2 Year	English/ Hindi

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

Level	Program	Order no & date	Valid upto	Sanctioned intake
Graduation	B.Ed.	ERC/7-134.4.5/NCTE/B.Ed./2012-12100 DATED-12 th JUNE, 2012		100

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	√	No	
Mission	Yes	√	No	
Value	Yes	√	No	
Objective	Yes	√	No	

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

Yes		No	√
-----	--	----	---

If yes

a) How many programs?	
b) Fee charged per program	
3. Are there programs with semester system	

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

Yes	√	No	
-----	---	----	--

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

40

5. Number of methods / elective options B. Ed.

Two Methods: School Subject I – Science & Social Science
 School Subject II – Hindi, English, Urdu, Sanskrit, Maithili,
 Angika, Bangali, Arabic, Persian, & Mathematics

6. Are there Programs offered in modular form

Yes		No	√
-----	--	----	---

Number	
--------	--

7. Are there programs where assessment of teachers by the students has been
 Introduced

Yes	√	No	
-----	---	----	--

Number	4
--------	---

8. Are there Programs with faculty exchange / visiting faculty

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Heads of practice	Yes	√	No	
Teaching school	Yes	√	No	
Academic peers	Yes	√	No	
Alumni	Yes	√	No	
Students	Yes	√	No	
Employer	Yes	√	no	

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

2 Years

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

Yes	√	No	
-----	---	----	--

Number	2
--------	---

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

Yes	√	No	
-----	---	----	--

Number	5
--------	---

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution		
b) Common entrance test conducted by the University / Government		
c) Through an interview		
d) Entrance test and interview		
e) Merit at the qualifying examination conducted by B.S.E.B. PATNA(STET)	√	
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):

Date of start of the academic year	JULY 2014
b) Date of last admission	30/09/2014
c) Date of closing of the academic year	30 APRIL 2015
d) Total teaching days	210 DAYS
e) Total working days	210 DAYS

3. Total number of students admitted

Program	Number of students		
	M	F	Total
B. Ed 2012-13	53	43	96
B. Ed 2013-14	19	06	25
B. Ed 2014-15	88	12	100
B.Ed. 2015-17	88	11	99

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes how many

--

5. Highest and Lowest percentage of marks in final examination of previous academic session

Programs	Open	
	Highest	Lowest
B. Ed 2014-15	85.80%	71.10%
B. Ed 2013-14	78.30%	67.10%
B. Ed 2012-13	88.40%	74.70%

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

Yes	√	No	
-----	---	----	--

7. Does the institution develop its academic calendar?

Yes	√	No	
-----	---	----	--

8. Time allotted (in percentage)

Programs	Theory	Practice teaching	Practicum
B. Ed.	80	10	10

9. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	30
b) Minimum number of pre-practice teaching given by each student	25

10. Practice Teaching at School

a) Number of schools identified for practice teaching	10
b) Total number of practice teaching days	30
c) Minimum number of practice teaching lesson given by each student	40

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

No. of Lessons in simulation	40	No. of Lessons Pre-practice teaching	25
------------------------------	----	--------------------------------------	----

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

Yes	√	No	
-----	---	----	--

13. Does the institution provide for continuous evaluation?

Yes	√	No	
-----	---	----	--

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

Programs	Internal	External
B. Ed.	260	1040

15. Examinations

a) Number of seasonal tests held for each paper	2
b) Number of assignments for each paper	

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

	Yes	No
Computers	√	
Intranet		
Internet	√	
Software/courseware(CD)		
Audio resource	√	
Video resource	√	
Teaching Aids and other related Materials	√	
Any others		

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

Yes	√	No	
-----	---	----	--

Numbers	2
---------	---

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

Yes		No	√
-----	--	----	---

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

compulsory		No	
------------	--	----	--

Criterion III: Research, Consultancy and Extension

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

	Ph. D	Non-Ph.D	Strength
NUMBERS	4	2	66%

2. Does the Institution have ongoing research projects?

Yes		No	√
-----	--	----	---

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

Funding agency	Amount(₹)	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.

17

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		

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

Yes		No	√	
-----	--	----	---	--

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

Ph.D.	15	M. Phil	nil
-------	----	------------	-----

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	√		1
National journals – referred papers Non referred papers	√		48
Academic articles in reputed magazines/news papers	√		25
Books	√		10
Any other (specify and indicate) author of modules for D.El.Ed., B.Ed. and in-service training for Elementary and secondary teachers			20

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

Yes	√	No	
-----	---	----	--

Numbers	1
---------	---

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

	Faculty	Students
National seminar	48	14
International seminar	1	
Any other academic forum	5	

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) Formation of B.Ed syllabus in the light of N.C.T.E. Regulation 2014 and Content development	√

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 programs in the institution?

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

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

10 per year

16. Does the institution provide consultancy services

Yes	√	No	
-----	---	----	--

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

N.A.

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

Local level	√
State level	√
National level	√
International level	

Criterion IV: Infrastructure and Learning Resources

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

73995.24 sqr. ft.

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

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

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

15

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

Provided by the state Govt.

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

By contingency

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

By contingency

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

Amount of budget is provided by the govt of Bihar

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

Yes		No	√
-----	--	----	---

9. Total number of posts sanctioned

	Posts Sanctioned
Principal	01
Teaching	07
Non teaching	10

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

	General		Reserved	
	M	F	M	F
Associate professors				
Assistant professors	2		4	
Professors				

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

	Open		Reserved	
	M	F	M	F
Associate professors	--	---	---	---
Assistant professors	---	---	---	--
Professors	---	---	---	--

11. Number of teachers from same state/ other state :

Same state	√	Other state	
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12. Teacher student ratio (program-wise)

Program	Teacher student ratio
B. Ed.	1:15

13. a. Non-teaching staff

	General		Reserved	
	M	F	M	F
Permanent	3	--	5	2
Temporary				

c. Technical Assistants

	General		Reserved	
	M	F	M	F
Permanent				
Temporary			1	

14. Ratio of Teaching – non-teaching staff

6:11

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

3000000(approx.)

16. Is there an advisory committee for the library?

Yes	√	No	
-----	---	----	--

17. Working hours of the Library

On working days	10 am to 5pm
On holidays	
During examinations	

18. Does the library have an Open access facility:

Yes	√	No	
-----	---	----	--

19. Total collection of the following in the library:

A . Books	
-Text books	4500
-Reference books	500
B. . Magazine	100
c. journals subscribed	
- Indian journals	10
- Foreign journals	05
f. Peer reviewed journals	05
g. Back volumes of journals	50
h. E-information resources	
- Online journals/e-journals	
- CDs/DVDs	500
- Databases	15
- Video Cassettes	25
- Audio Cassettes	20

20. Mention the

Total carpet area of the library(in sq. mtrs.)	78.30
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	
Partially automated	√
Fully automated	

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

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

23. Are students allowed to retain book for examinations?

Yes		No	√
-----	--	----	---

24. Furnish information on the following

Average number of book issued/returned per day	25
--	----

Maximum number of book issued /returned per day

By students	20
By faculty	5

Maximum number of books permitted for issue

2

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

As per provided by the Bihar government.
--

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

	2012-13		2013-14		2014-15	
	No.	Total cost	No	Total cost	No	Total cost
Text books					1205	160800.00
Others books						
Journals/periodicals					85	9025.00
Any other specify and indicate						
(Additional rows/columns may be inserted as requirement)						

Criterion V: Student Support and Progression

1. Program wise “drop-out rate” for the last three batches

Programs	Year 1	Year 2	Year 3
B.Ed.	No	No	No

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

Yes	√	No	
-----	---	----	--

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

--

3. Dose the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Dose the institution offer Bridge courses

Yes	√	No	
-----	---	----	--

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

	UG		
	2012-13	2013-14	2014-15
Pass percentage	98%	99%	99%
Number of first classes	01	20	13
Number of distinctions	88	04	80
Exemplary performances(Gold Medal and university ranks)			

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

	2012-13	2013-14	2014-15
Net			
SLET/SET			
Any other and indicate			

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes		No	√
-----	--	----	---

9. Dose the institution provide Residential accommodation for:

Faculty

Yes	√	No	
-----	---	----	--

Non- teaching staff

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes number of students residing in hostel

MEN	40	WOMEN	05
-----	----	-------	----

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

Sports fields	YES	√	NO	
Indoor sports facilities	YES	√	NO	
Gymnasium	YES		NO	√

12. Availability of rest room for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest room for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution Participated / organize:

	Organized			Participated		
	YES	NO	NUMBER	YES	NO	NUMBER
Inter- collegiate						
Inter- university				√		
National				√		
(Any other) Sports meet and the Cultural program				√		
(specify and indicate)						

(Excluding College day celebration)

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

	Participation of students(Nos.)	Outcome (Medal achievers)
STATE	1	1
REGIONAL	1	1
National	1	1
INTERNATIONAL		

18. Does the institution have any active alumni :

Yes	√	No	
-----	---	----	--

If yes, give year of establishment

2013

19. Does the institution have a Students Association/ Council

Yes	√	No	
-----	---	----	--

20. Does the institution regularly publish a college magazine

Yes	√	No	
-----	---	----	--

21. Does the institution publish its update prospectus annually?

Yes	√	No	
-----	---	----	--

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

	Year 2012-13(%)	Year 2013-14(%)	Year2014-15 (%)
Higher studies	25	30	40
Employment (Total)	80	75	70
Teaching Non teaching			

23. Is there a placement cell in the institution?

Yes		No	√
-----	--	----	---

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

1	2	3

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

	YES	NO
Academic Guidance and Counselling	√	
Personal Counselling	√	
Career Counselling	√	

Criterion VI: Governance and Leadership

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

Yes	√	No	
-----	---	----	--

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

Governing Body/ Management	√
Staff council	√
IQAC council	√
Internal Administrative Bodies contributing to quality improvement of the intutional processes.(mention only for three most important bodies)	

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

	YES	NO
Loan facility	√	
Medical assistance	√	
Insurance	√	
Other (Specify and indicate)		

4. Furnish the following details for the past three years

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

6

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

National	5
International	1

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

5

5. Number of Seminars / workshop/symposia on Curricular development, Teaching – learning, Assessment, etc organized by the institution:

6

Any other area (Specify the program and indicate)

--

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

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

7. Are the faculty assigned additional administrative work:

Yes	√	No	
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If yes, give the number of hours spent by the faculty per month

12 hrs.

8. Income/ Expenditure statement (for last three years):

Non-Plan Statement:

Financial Year	Total Income	Total Expenditure	Balance Amount
2012-13	6439000.00	5356018.00	1082982.00
2013-14	5796600.00	5553740.00	242860.00
2014-15	6020793.00	5302088.00	718705.00

Plan Statement:

Financial Year	Total Income	Total Expenditure	Balance Amount
2012-13	68000.00	61000.00	7000.00
2013-14	1690000.00	1618199.00	71801.00
2014-15	768100.00	364561.00	403539.00

9. Is there an internal financial audit mechanism?

Yes		No	√
-----	--	----	---

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

	YES	NO
Administration	√	
Finance	√	
Student Records	√	
Career Counselling	√	
Aptitude Testing	√	
Examination/Evaluation/ Assessment	√	
Any other (specify and indicate)		

11. Dose the institution have an efficient internal co-coordinating and monitoring mechanism?

Yes	√	No	
-----	---	----	--

12. Dose the institution have an inbuilt mechanism to check the work efficiency of the non – teaching staff?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

14. Dose the institution have the freedom and the resources to appoint and pay Temporary / ad hoc/ guest teaching staff?

Yes		No	√
-----	--	----	---

15. Is a grievance redresses mechanism in vogue in the institution?

	Yes	No
a. For teaching		√
b. For students		√
c. For non-teaching staff		√

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

Yes		No	√
-----	--	----	---

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

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

Criterion VII: Innovative Practices:

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

3. Total number of student category wise in the institution

Category	Men	Woman
SC	27	02
ST	01	
OBC	49	09
Physically challenged	03	
General Category	08	

4. Total number of teaching and non-teaching staff category wise

Category	Teaching staff	Non-Teaching Staff
SC		3
ST		
OBC	4	4
Physically challenged		
General Category	2	3

CRITERION 1: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the institution and major considerations addressed by them. (Intellectual, Academic, Training Access to the Disadvantaged, Equity, Self development, Community and National Development Issue of ecology and environment, Value Orientation, Employment, Global Trends and demands etc)

Objectives:

The objectives of the institution is communicated to the society through students, teachers and staffs by organising introductory class for new entrants, meeting of the teachers, staffs, students and guardians in order to communicate the steps taken by the institution for better quality of B.Ed. Degree in national perspective. We organise seminars and workshops in order to make them understand the objectives of the institution.

In view of the above stated facts the following mission is targeted by the institution:-

- i.** Students are encouraged to be honest and hardworking, courteous in behaviour towards all, faculty members to be caring and responsive, and emphasis is laid on personal dignity as well as simplicity and austerity in the total life of the college.
- ii.** To accompany and guide our students teachers in their search for good knowledge,
- iii.** To emphasize excellence in all spheres of life our student teachers and educators,
- iv.** To develop leadership qualities in our student teachers so that they become committed leaders,
- v.** To foster in our student teachers an intellectual curiosity, a culture of hard work, a growing sense of personal responsibility for one's training and openness to lifelong growth in other areas of life.
- vi.** To promote the students to contemplate basic features, traditions, governing India as well as global society.
- vii.** To foster and nurture the students with English communication skills and also to enable them to improve writing skills.
- viii.** To infuse and equip the students with the contemporary theoretical input and provide them practical training so that teaching- learning process becomes effective.

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

Various steps in curricular development process:

The institution strictly action plans for effective implementation of the curriculum which imparts the quality education for B.Ed. student teachers through lectures prepared by the teachers. The schedule of work for each subject, available in our library and

supported by powerpoint presentation and e-contents. The college also organizes the group discussions, debates, seminars and workshops awareness camps.

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

Very curiosities of nation are included in the teacher education for understanding and analysis.

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

We focus on common issues through orientation programs among the students. We motivate the students towards the values enshrined in the constitution of India: equality, justice and truth are emphasized in day to day programs .

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

ICT is very important for curriculum planning. Our faculty members use ICT in the classroom, during prayers and many other activities. Faculty members are encouraged to use internet for the preparation of lessons and visual aids through computers.

1.2 ACADEMIC FLEXIBILITY

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

- “Engaging with Unequal India”- is meant to raise awareness among students about the socio-economic problems that the country is still beset with so as to promote in them a spirit of public service as well as commitment to social justice.
- “An introduction to the arts and cultures of India” is aimed at grounding the students in our rich cultural traditions about which, otherwise, they could remain ignorant or indifferent.
- The course on concepts is meant to promote clarity and deeper understanding of concepts which is necessary to enable students to think clearly. This is a weak area in school education and needs, hence, special attention.
- “Citizenship and cultural richness”- is a course open to the citizens of all age groups. This is aimed at highlighting the social responsibility that every educational institution- and all beneficiaries of education- should have.

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

A prepared Morning Assembly is conducted every day by two student teachers for six days. Proficiency in expression (verbal-non verbal) is demonstrated. Immediate evaluation is done by the educator. Every weekend has fixed co-curricular activity .e.g. Presentation of writing style, ample opportunities to lead variety of programs in the stage and classrooms, participating in framing a grounds (Football, Cricket, Badminton, Kabaddi, Khokho, Volleyball for boys and girls) with the help of Play teacher, opportunities are provided to experience of work culture through gardening, drawing & painting, flower plantation etc.

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

Our student teachers visit to special school and sick centre. They also participate in the rally e.g. Aids Day, Teachers' Day, Gandhi Jayanti, Career guidance etc. They also involve in social camp for three- four days. The student teachers take participate in the development of communication skills (verbal & written) e. g. Spoken English, Speech Contest (Hindi and English), Writing Assignments, Articles for college magazine.

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

- Interdisciplinary
- Multi-skill development
- Inclusive education
- Practice teaching
- School experience/internship
- Work experience

Role of Teacher in Indian Society:

It reflects the integration of philosophy of Education, Sociology, Child Psychology and Political science. These disciplines direct us towards student teachers, learning system and its environment of socio-economic, political situation of today.

Development of Student Teachers and Teaching-Learning Process

Student teachers are pivotal point of learning system. He/she is child of climate and belongs to particular social background. Student teachers difference calls for depth level study of Student teachers' mind.

Education System of India

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

Educational Technology and its Wonders

As we know that the computers usage has increased by leaps and bounds worldwide. With internet and multimedia now becoming play things for children, the question of desk space in assuming unmanageable proportion. The internet revolution is beginning to peak in India. The government has given a free hand to the private players as a boost to Information Technology. The ongoing internet revolution has helped in the emergence of a new community today there are a wide range of on-line information and services provided of school subjects and college subjects.

2.3 Feedback on curriculum

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

- Innovative practices in classroom transaction at secondary level and take individual feedback from the students.
- On different occasion feedback is sought from academic peers and stakeholders.
- The design and development of the curriculum is usually prepared by the University. The Dean, Principal & other faculty members of the college contribute from time to

time by holding courses of studies meeting in restructuring the curriculum on the basis of NCTE.

1.4 Curriculum Update

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

Since B.Ed. programme has done two years from 2015. So the curriculum has revised in 2015 and we engaged in the process of envisioning our two year B.Ed. programme. While developing the document, that would satisfy the needs of our time, we agreed on certain broad principles that should inform this process.

- First, our thinking on teacher education should be integrative and flexible.
- Second, the curriculum of teacher education should capture the global canvas of contemporary knowledge required for preparing effective teachers.
- Third, the potential of socio-cultural context of learners as a source for rejuvenating teaching –learning is very important.
- Fourth, there is a need to acknowledge the existence of a diversity of spaces and curriculum sites for the learning of teachers.

1.5 Best Practices in curricular Aspects

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

- Motivation of students by orientation programme.
- Organized seminars and workshops.
- Sharing with the invited eminent teachers.
- Organized career guidance and career counseling.

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

- Writing school diary.
- Project work or Action Research.
- Teacher-student Dialogue.
- Developing communication skills
- Involvement in the use of library.
- Feedback on activities by students
- Feedback by teacher on students’ attendance.
- Organizing educational excursion.
- Learning plan transaction in classroom.
- Unit wise organizing the test examination.

CRITERION II: TEACHER LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Admission Process and Admission Policy of the Institute

The process of admission to B.Ed. programme is completed through the rules and regulations laid down by the education department of State government from time to time. In this year 50% seats are filled by the candidates who are qualified Secondary/Senior Secondary Teacher Eligibility Test (BSITET) examination conducted by Bihar School Examination Board, Patna and posted in the post of teacher at Secondary/Senior Secondary school level and 50% seats are filled by those candidates who are qualified only Secondary/Senior Secondary Teacher Eligibility Test (BSITET) examination and not posted in any level of schools.

2.1.2 Admission Cut-offs

CATEGORY WISE CUTOFF PERCENTAGES- 2015-17

The following were the minimum eligibility requirements for being called for admission on the basis of percentage marks of BSITET examination.

Posted Student Teacher

Course	Category	Category wise Highest Percentage	Category wise Lowest Percentage
B.Ed. Programme	GEN	83.33	64.00
	BC	NIL	NIL
	EBC	77.33	60.66
	BCF	65.33	65.33
	EBCF	NIL	NIL
	SC	67.33	67.33
	ST	NIL	NIL
	EBCOH	54.66	54.66
	EBCVH	NIL	NIL

Non Posted Student Teacher

Course	Category	Category wise Highest Percentage	Category wise Lowest Percentage
B.Ed. Programme	GEN	83.33	79.33
	BC	79.33	76.00
	EBC	78.66	77.33
	BCF	75.33	74.66
	EBCF	78.66	76.00
	SC	74.66	71.33
	ST	62.66	62.66
	EBCOH	67.33	67.33
	EBCVH	74.00	74.00

2.1.3 How are the programs advertised? What information is provided to prospective?

Student about the programs through the advertisement and prospectus or the similar Material of the in situation?

Every year State government advertised in different newspapers for taking admission in B.Ed. Programme. Generally advertisement provide the following information: -

- Format of form
- Admission Process
- Dates given and submitting the forms at appropriate place.
- Fees
- Contact number, address and website etc.

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

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

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

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

The process of admission to B.Ed. programme is completed through the rules and regulations laid down by the education department of state government from time to time. The rules and regulations of reservation are followed strictly.

- **Cultural and religious diversified group** : The institution has adopted secular approach in all the practices. All the main festivals of different cultures and

religions are celebrated in the institution. The college believes in secularism and celebrates every festivals.

- **Gender group:** The institution is a co-educational. Last four years Gender wise record of Male -Female student teachers are as follows:

Year	Male	Female	Total
2012-13	53	43	96
2013-14	19	06	25
2014-15	88	12	100
2015-17	88	11	99

- **Physically challenged group:** A special provision is made in order to admit and look after such challenged candidates. A ramp is provided at the entrance gate and seating arrangement fixed. There are two candidate admitted in this current session from this group.

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

Student teachers are given opportunity to show their abilities to prepare teaching aids. Teaching aids are checked whether it is appropriate or not. According to student teachers are promoted to have creative demonstration in the classroom situation. Student teachers are also provided opportunities to work among themselves so that they are enabled to assist one another in the groups. Micro-teaching is one of the best processed of getting confidence in teaching. These activities are observed by the peer groups and teacher educators. Such assessment programme helps students to remedy their deficiency in communications and teaching skills.

2.2 Catering to Diverse Needs

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

Emphasis on promoting original and critical thinking is innate in the tradition and culture of the College of Teachers Education (CTE), Bhagalpur. Student teachers are listened to with respect and appreciation. Their views are valued. Faculty members serve as catalysts in the process of enabling them to grow in this important respect. They are encouraged, instead, to stay focused on growing through learning. It is our conviction that, once a taste for ideas is inculcated in students, they will remain life long learners.

Through various games and discussions the whole group is led to focus their minds and hearts to become aware of their vacation. The student teachers are made aware of their objectives of being student teachers . It is a fitting period to make aware of collective responsibilities to know the syllabus and whole B.Ed. curriculum. All these programmes are field based which are experiential of various fields.

- **Morning Assembly:** Every day morning assembly starts its own scheduled time. There are various items to be presented at the time of morning assembly. It draws the minds and hearts of the student teachers and teacher educators together to express their conviction in the Supreme being. A few mental and physical exercises are conducted prayerfully which moulds their positive outlook towards

self and others. A few challenges are thrown by way of asking thought provoking questions. A thought of the day is presented every day by individual students. In this way every day is concentrated for preplanned message. This group of four student teachers creates a union of minds and hearts to make the morning assembly fruitful.

- **College Campus:** There is a campus developed in the institute. It ensures all the inmates faculty, non-faculty and student teachers to become eco friendly. Surrounding and greenery create an atmosphere of physical fitness. Its set up is away from noisy and disturbing situations that make all the inmates willing to do good studies and training. It gives ample place to move around and enjoy nature. It has multi-faceted dimension of landscape to play and dance on the ground. In this way different types of activities creates in the college campus.
- **Classrooms:** All classrooms are built with state of art infrastructure and well equipped for imparting quality teaching. . Each classroom is well ventilated with sufficient natural light. Every classroom is having LCD Projectors with wall mounting fitting and its large size screen. Classroom in which 100 student teachers sit together. Sufficient number of tube lights and fans are provided in those classrooms. Benches in the classrooms are adult sized and made up of wood which are comfortable to sit. All the facilities in the classroom help to keep the environment conducive for learning.
- **Library:** College is having an excellent library with capacity to accommodate 50% of the total strength at a time. Library is well stocked with above 5000 books. The state of the art library stretching over 78.30 squares meter, is a domain for information seekers, be it students, faculty or researchers. The library has been carefully planned to have more space and natural lighting for the comfort of the users. The library is fully ventilated. It has the capacity to accommodate 50% of the total strength at a time. Besides the comfortable seating and reading environment, the library is well equipped with modern facilities and resources in the form of CDROM, books, journals(NCERT), encyclopaedia, educational encyclopaedia, back values of journals etc. facilities such as Photographing, access to internet resources, wi-fi, e- learning are some of the special features. The library has all the facilities for the students to learn. The library is committed to provide a world-class information support to its uses.
- **Educational Technology (ET) /ICT Lab:** The institution has a well equipped Educational Technology (ET) lab. It consists of desktop, over head projector(OHP), LCD, and laptop. The teacher educators use these technologies while teaching. It helps the student teachers to develop their skills regarding the use of electronic gadgets so that they can easily handle these equipments during their practice teaching sessions. Student teachers also prepare and use various models, PPT and teaching aids required for the teaching sessions throughout the academic year.
- **Multipurpose Hall:** - College is having a multipurpose hall of covered area 86.81 sq. meter with ultramodern facilities like LCD projectors, Over Head projectors (OHP), public Address system extra. All the seminars, mini functions and parties

are organized here. It is also useful to conduct various lectures, workshops, symposium and conferences. Orientation programme for the student teachers takes place in the multipurpose hall.

- **Psychology laboratory:** There are psychology practical prescribed in the syllabus and for all these practical necessary equipments and instruments are available. Psychology laboratory is covered area of 85.68 sq. meters. It is fully ventilated and properly natural lighting.
- **Educational Tour :** Every year educational tour is arranged by the institution. The educational tour widens the perspective of the student teachers . Last year our college's student teachers and faculty members went to the tour of Yoga ashram, Munger.
- **Micro-teaching and Teaching Practice:** Micro-teaching programme is arranged for the student teachers . The student teachers practice skills. After micro-teaching they go for practice teaching in different neighboring schools. The student teachers do their internship in these schools.
- **Community work:** The institution conducts Gardening, Drawing & Painting, Tailoring & Embroidery, Games and sports. So, there are curricular as well as co-curricular activities for the students for creating over all environments conducive to learning and development of the students.
- **All Round Development:** Student teachers are also involved in variety of school based activities like organizing Quiz, Essay Competition, Handwriting Competition, Speech Completion, Singing Competition, Dance Competition, Debate, Extempore, etc. All the above mentioned points are helpful in creating over all environment conducive to learning and development of the students. Also the teacher educators and student teachers make the environment rich and conducive to all kind of learning and development.

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

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

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

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

- The first C-1 theory paper "Childhood and Growing UP" which deals with various basic concept in relation to learner, understanding human development, learner in adolescence, socialization and the context of learner and understanding diversity in learners are discussed.
- In the second C-2 theory paper "Contemporary India and Education" the units such as education in India, the concept of education, constitutional and social context of education, understanding education in relation to policies and the

contemporary system of school organization are incorporated in the curriculum. These units lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process.

- In the third C-3 theory paper “Learning and Teaching” which deals with various topics such as concept related to learning, theoretical perspectives on learning, learning and teaching, classroom processes and learning plan, learning, teaching and assessment are discussed in detail.
- Similarly, rest of the theory papers mentioned more or less as above.
- Besides this, various enhancing professional capacities (EPC), courses related to subject and pedagogy, practical, practice teaching lessons and activities conducted under the working with community are useful for the student teachers to understand the role of diversity and equity in the teaching learning process.
- Practice teaching program gives the student teachers an opportunity to apply their knowledge regarding the diversity and equity which is gained in the classroom while teaching, they find out the diversity in the classroom and try to create equity through the teaching learning process.
- There are various curriculum activities like Micro-teaching, Rural camp, Educational tour and Internship, Teaching programmes etc. In this the curriculum there are different parts like getting knowledge about the things and things related to teaching, facts and knowledge. They get other knowledge too besides bookish knowledge.

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

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

- Qualified and competent teachers are selected through proper rule and regulation of State government.
- Our faculty members participate in the professional development program like seminars, conferences, workshops, at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs. This keeps them updated regarding new trends and contemporary issues.
- Some of them also participate in these professional development programmes as resource persons and disseminate the knowledge. The institution ensures that the teacher educators are knowledgeable and sensitive by taking feedback from the students even by the meeting and by Reflection books in which everyday teaching is recorded of the teacher educators.

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

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

Developing skills through demonstrations given by the faculty members

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

Providing knowledge and skill through theoretical teaching

All the papers of the B.Ed. syllabus are taught by the faculty members. While teaching these papers they also provide inputs to develop knowledge and skills of the student teachers .

Use of gained knowledge and skills by the student teachers

The knowledge gained and skills acquired by the student teachers are used in the classroom situations during practice teaching. In this way, the student teachers get an opportunity to apply the required knowledge and skills. Beside this, student teachers observe the schools during the practice teaching.

The knowledge and skills of the faculty members

The institution ensures that the teacher educators are knowledgeable and skillful. The student teachers give feedback everyday while they write daily reflection journal. This is a good and very effective tradition of writing reflection every day.

2.3 Teaching- Learning Process

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

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

Library – There is a college library. The student teachers as well as the staff members make full use of the library. At a time one book is issued to each student teachers. There are enough tables and chairs where more than 50 students can study together. There are library periods for the student teachers and during library period one section of student teachers goes for library to study. Thus library helps active learning.

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

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

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

- Introducing a Lesson Skill
- Skill of Reinforcement
- Skill of Probing Questioning
- Skill of Explaining
- Skill of Illustration with Examples

- Skill of Stimulus Variation
- Skill of Blackboard Writing
- Stimulus Variation Skill
- Integrated Skill

Practice Teaching – Before the practice, the student teachers have to write lesson plans and for that purpose they have to do a lot of preparation. The lesson plans are first finalized by the subject teacher and then they go for practice teaching which is real teaching in classroom situation. The student teachers use teaching aids and for the preparation of the teaching aids they make much efforts. For all these activities the teacher trainee- teachers become active and get involved bodily and mentally.

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

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

Seminar – The institution has organized national seminar on the following topics:-

- Innovative practices in classroom transaction at secondary level.
- Use of ICT for quality education.
- Inclusive education.

2.3.2 How ‘learning’ is made teacher trainee-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self management of knowledge, and skill development by the student teachers ?

Learning is made student teachers centered by the following ways:

- Learning is made student centered by utilizing Participatory teaching learning strategies.
- It is made student teacher centered by lectures, practical and field activities.
- Technological approach makes the learning student-centered.
- Various participatory activities like group discussion, seminar, workshop, microteaching, practice teaching, assignment etc. make the learning trainees centered.
- Students are provided with the experience of active learning i.e. they are exposed to learning resources like library of the Institute, individual projects as the part of assignments, and practical in the form of psychological tests.
- Learning is made student-centered by performing non-curricular activities such as involving them in chalk making, gardening, playing different games, having different competitions, conducting assembly in which different group perform different activities such as news, thought for the day, skit etc.

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

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

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

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

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

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

Yes. The student teachers use micro-teaching technique for developing teaching skills, micro-teaching gives a good start to the fresher in the field of teaching as they have to learn each microteaching skill to get them integrated in the practice teaching session. Each student teachers is asked to conduct three lessons on each of the eight skills of micro teaching. The students are taught theory of different Teaching Skills viz. Skill Introducing a Lesson, Skill of Reinforcement, Skill of Probing Questioning, Skill of Explaining, Skill of Illustration with Examples, Skill of Stimulus Variation and Skill of Blackboard Writing etc. The teacher gives the demonstration of each skill and afterwards each student teacher completes three microteaching lessons per skill in Simulation. Trainees are supposed to use the different Microteaching skills during practice teaching. The process of Micro Teaching is as under: The College conducts the workshop for Micro Teaching. The workshop is organized by conducting the following steps.

- Conceptual Orientation of Micro- teaching
- Conceptual Orientation of Micro skills.
- Lesson Demonstration by the faculty
- Preparation of lesson plan
- Practice teaching of lesson plan
- Feedback Mechanism by peer group and supervisor.
- Preplanning of lesson plan.
- Re- teaching of lesson plan.

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

- Skill of Introducing a Lesson
- Skill of Reinforcement
- Skill of Probing Questioning
- Skill of Explaining
- Skill of Illustration with Examples

- Skill of Stimulus Variation
- Skill of Blackboard Writing
- Stimulus Variation Skill
- Integrated Skill

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

The practice teaching is conducted in ten secondary schools in and around the city Bhagalpur Available schools for practice are approached by the Principal. Among these schools Hindi Medium and Government schools. Duration the teaching practice is 40 days. Supervision of the teaching practice is done by teacher educators daily there is good rapport with the staff and students of those practice teaching schools. The following schools are given to the student teachers for practice teaching:

- Intermediate Zila school, Bhagalpur
- Intermediate Govt. Girls High School, Bhagalpur
- Intermediate Mokshada Girls High School, Bhagalpur
- Shyam Sundar High School, Bhagalpur
- Intermediate High School Barari, Bhagalpur
- Intermediate T. N. B. Collegiate school, Bhagalpur
- Intermediate Marwari Pathsala Inter school, Bhagalpur
- Intermediate Balika High School Sabour, Bhagalpur
- Intermediate High school Sabour, Bhagalpur
- High school Bahadurpur, Sabour, Bhagalpur

Schools are informed regarding the practice teaching programme in advance. After the microteaching, the student teachers are sent for practice teaching. Practice teaching is the core element of B. Ed. Curriculum to make the student well versed with the core elements of the teaching, each student has to pre plan the lesson under the guidance of his/ her Method teacher, get it checked and signed by Method teacher and present it in the allotted class. Each student teachers has to teach 40 lessons i.e. 20 lessons of school subject I and 20 lessons of school subject II. The Teacher Educator supervises the lesson for about ten minutes and writes his/her observations in the Lesson notebook of the student teacher. After each lesson, immediate feedback is given by the teacher educator, school teachers who observed the lesson, and peer supervisor. While supervising the lesson presentations, teacher educator has to give remarks in the lesson plan copies by keeping in view the positive feedback first followed by negative feedback and points of improvement.

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

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

Feedback Mechanism: At the end of the day of practice teaching the teacher educator conducts the feedback session. In this feedback session, the pupil teacher who has given the lesson, the teacher educator who has observed the lesson, the school teacher who observed the lesson the peer group who observed the lesson participate. The pupil teachers are told about the strength and weakness of the lesson given by him. The suggestions, modifications suggested by the observers are discussed in the session. The pupil teacher is asked to note down the suggestion after thoroughly understanding it. The pupil teacher is expected to modify the lessons accordingly.

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

2.3.7 Describe the process of Block Teaching/ Internship of students in Vogue. The process of Block teaching/ Internship of students in vogue:

Internship is combined with practice teaching. The student teachers spent the full time of the day in the school and take part in every activity of the school. They are part of the staff and school. They conduct morning Assembly; present some skits based on value education and issue. Environmental awareness programme, singing and dancing programme so called cultural programmes. The internship of teaching in of 30 days and 10 schools are included in it. The student teacher is sent to other school for internship. The student teacher makes a lesson plan what to be taught in the school, the plan can be shown to the teacher educators as well as the subject teacher of that school. When the student teacher teaches in the school, the subject teacher of that school as well as the teacher educator prepares a feedback for them. The teachers in school help the student teacher in every aspect. In school the student teachers even maintain school register. They help in conducting exams. They take part in conducting assembly actively. They motivate the students to participate in co-curricular activities such as sports, cultural programmes.

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

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

2.4 Teacher Quality

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

Yes, the practice teaching plans developed in partnership co-operatively involving the school staff. The student teachers themselves don't prepare the portion what to teach but the school staff tells them the portion and help them to teach. The student teachers follow the instructions and improve themselves. They make 40 days plan in which they teach different subjects like science, social science, Hindi, English. School staff motivates our students and cooperate with the students.

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

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

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

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

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

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

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

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

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

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

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

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

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

2.5 Evaluation Process and Reforms

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

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

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

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

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

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

2.6 Best Practices in Teaching – Learning and Evaluation Process

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

Various innovations are conducted like time to time meeting, micro teaching, practice teaching, team teaching, seminars, workshop etc. We discuss about the points we need to improve and bring good change in it. The significant innovations in teaching/learning/evaluation introduced by the institution are as follows:-

- Various competitions in different groups, Essay competition, Quiz Competition, Speech Competition, Group dance competition, Kabaddi, Volleyball competition etc.
- Annual Function
- Celebration of different occasions viz. Hindi Diwas, Teacher’s day, Gandhi Jayanti, Diwali, Holi, Id, Christmas etc.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

The institution promotes the faculty members to be aware of the changes and amendments in teaching skills. For this, the institution sends the faculty members for attend in seminars, conferences, workshops related to research. The institute also encourages faculty members to publish the research paper. The faculty members are encouraged to use library facilities at any time. The college lays emphasis on the concept of promotion of research and on action research amongst the faculty.

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

College of Teacher Education(CTE), Bhagalpur runs this time two programmes i.e. B.Ed. and Research Methodology classes. The following research themes have been identified by the institution for undertaking research study by the faculty:-

- Action Research
- Continuous and Comprehensive Evaluation(CCE)
- Use of ICT for Quality Education
- Inclusive Education
- Content Development for B.Ed. curriculum
- Active Learning Methods
- Development of Instructional Material
- Innovative practices in classroom

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

The faculty members have got many occasions to attend Conferences, Seminars, Workshops and other teaching programmes. Each faculty members have attended at different places in these occasions. Our institution has organized a seminar on 26 March, 2015. This institution has also organized two workshops in the development of B.Ed. syllabus in the light of new regulation 2014 of NCTE and two workshops organized for content development of two years B.Ed. curriculum of different subjects. Details of the Conferences, Seminars, Workshops and other teaching programs attended by the faculty members in last five years are as follows:-

Dr. RAKESH KUMAR, Dean, Faculty of Education, T. M. Bhagalpur University, Bhagalpur cum Principal, College of Teacher Education (CTE), Bhagalpur

Details of Publication:-

Research and documentation/ publications etc.:

S. No.	Title	Published by	Year
i	On a Certain class of locally convex spaces	Journal of Bihar Mathematical Society, Vol. 11, Page 91-94	1987
ii	A note on p ultra barrelled space	Journal of Bihar Mathematical Society, Vol. 13, Page 67-70	1989
iii	A note on countable ultra	Journal of Bihar Mathematical	1992

	barrelled space	Society, Vol. 15, Page 87-90	
iv	Fostering Entrepreneurial education at grass root level- Perspective and future 21 st Century	Journal of Education India	1997
v	Transformation in function spaces	Journal of Bihar Mathematical Society, Vol. 19, Page 37-40	1999
vi	Entrepreneurship A career Alternative	Disha Prahari, page 25-27	1999
vii	Swarn jayanti varsh me prarambhik shiksha: prayash, uplabdhiya avm samashyayen	Primary shikshak, Year 24, Vol 1, Page 15-18 NCERT, Delhi	1999
viii	Elementary education in Golden Anniversary of Independence	The Primary Teacher, Vol - XXIV, Page 34-38	1999
ix	Transformation of Pt. Matrices relative to a function space	Journal of Bihar Mathematical Society, Vol. 21, Page 65-70	2001
x	Prarambhik balika shiksha ek paridrishya	Vidya megh, Page 15-16 , Nov,Dec	1999
xi	Attitude of Primary Teachers to words MLL Scheme	Vidya megh, Page 44-45, Dec	2000
xii	Rashtriya shiksha Niti Tatha operation Black Board	Vidya megh, Page 15-17 , Nov	2001
xiii	The Stability of permanent Rotations of a heavy gyrostak with one fixed point	Vol. 21(2001) page 45-52 ,JBMS	2001
xiv	Transformations of Pt-Matrices relative to a function space	Vol. 21(2001) page 65-70 ,JBMS	2001
xv	Evaluation pattern of MLL in Bihar	Journal of All Indian Association for educational research, Vol-13, Page 16-19	2002
xvi	Ganit shikshan: Aruchikar Kyon?	Vidya megh, Page 21-22 ,March	2002
xvii	Effectiveness and quality in Education: An Updated issue	Vidya megh, Page 39-40 Feb	2003
xviii	Test of normality of various variables in respect of value judgement between parents and their children	In the journal social vision ISSN 2349-0519 volume 2 issue 4 (January - March 2016)	2016
xix	Developing Creativity in Learning Mathematics	In the journal Desh Vikas ISSN2394-1782 Volume 2 Issue:4 January-March2016	2016

PAPER PRESENTED:

- More than 25 research papers were presented as the different annual conferences of IMS, NASc, Science Congress, Bihar Mathematical Society and World conference on Education.

- Knowledge of Mathematics for Teaching : Paper presented in National Seminar at Bhagalpur, 2014
Women leaders in School Education in Bihar: Paper presented in National Seminar at Darbhanga, 2015
- Attended the International Mathematical Olympiad (IMO) training camp 1991 at Indian institute of science, Bangalore to train up the successful candidates of INMO.
- Attended the orientation course for teacher educators organized by CCRT, New Delhi in 1994 .
- Attended the International Mathematical Olympiad (IMO) training camp at H. B. C. S. E, Mumbai 1996 (May 6 to June 3).

Contribution to Teacher Education:

- Participation in various workshops organized by Bihar Govt./Central Govt. as a resource person in Mathematics and curriculum development frame work for Teacher Education Institutions
- Participation as a member in Syllabus Committee for face to face and ODL for D. El. Ed. and B.Ed. courses.
- Participation in National Review Workshop of Teacher Development Unit developed by TESS-India in May, 2014.
- Participation as resource person in the workshop (09-11th June, 2014) of Secondary Mathematics developed by TESS- India.
- Participation in Training programme on Development and Management of the National Repository of Open Educational Resources (NROER) from 23 to 27 June, 2014 as a member of State core TEAM in NCERT, New Delhi
- Working as a member of State Resource Group for School leadership.
- Attended an orientation workshop on MOOC from 29th -31st October 2014 at IIT Bombay as a core member of State Committee.
- **Attended three month training course under U.S. India bilateral India support for Teacher Education Programme at the Cap LOU FULTON Teachers College, ASU, Tempe, Arizona, USA.**
- Participation in **International Conference on ICT** held in New Delhi in Dec., 2012
- Participation in **International Conference in Education** at Ashoka Hotel, New Delhi. In 2013
- Participation in professional development workshop at Bangalore, assisted by AJIM PREM JEE FOUNDATION.
- Participation as a member of Syllabus Committee for Advance Mathematics for the classes IX and X, also Text Book Development of Mathematics for the said classes.
- Involved in development for state proposal, Action Research and Educational Research in Bhagalpur District.

- Involved in Material Development for training programme for BRC/ CRCC/ In-service Teachers
- Involved in the material development for LFM in Mathematics for classes I to v.
- Conducted CCRT workshop at district level on curriculum and culture at Bhagalpur
- Participation in workshop for Teacher Educators at Delhi organized by British Council.
- Participation as Resource Person at District Level for imparting training of Secondary School Teachers of Mathematics.
- Participation as a Resource Person to organized Mathematics fair for Elementary Level Students.
- Participation periodically as a core member in meetings for the development of quality education in Bihar by Education Department, Govt. of Bihar
- Participation as a Resource Person for ODL, for in-service teachers for D. El. Ed. course.
- Formed District Academic Resource Group to discuss ideas to improve Class Room Practices and contribute to Teacher Professional Development.
- Participation as Resource Person for the smooth evaluation of CCE.
- Organized State Level Mathematical fair at DIET Bhagalpur in which all the principals of Teacher Training Colleges/DIET/PTEC participated.
- Organized a reflection workshop of Principals of DIET/ CTE/ PTEC.
- Organized workshops for Elementary Teachers on BCF 2008.
- Formed “Problem Solving Cell” at the district level for elementary and secondary teachers/students.
- Conducting Training programmes for in service teacher at DIET, Bhagalpur
- Organized State Level Seminars/workshop at DIET & CTE, Bhagalpur on Educational issues in 29-30 March, 2015

Social Contributions:

Working with children of the underprivileged:

- On Sunday/Holiday I am engaging classes of Mathematics for the under privileged children of XI, XII standard and motivate them to participate in various competitive examinations.

Girls Education:

- Encourage students of Kasturba Gandhi Residential School, who are weak in Mathematics in Bhagalpur District.
- Encourage girls students to participate in D. El. Ed./B.Ed. programmes and organizing monthly reflection for becoming good teacher.

Working with Community:

- Participation in various activities with community for the improvements of education in weaker section of the society.

- Participation in awareness camp for health, environment and for the conservation of Dolphin in Ganga.
- Engaging classes of Mathematics for economically backward IIT aspirants through SKYPE and TEAM VIEWER.

Capacity Building and exposures:

Trainings (During last 05 years):

- Attended Direct Training Skills (DTS).
- Attended training camp for doing Action Research.
- Attended Research Training Camp for conducting research in School Activities.
- Attended Training Camp for BCF in light of NCF 2005.
- Attended Training Camp for Principals for making proposals/prospective plan.
- Attended DOT
- Participated in Enhancing Teacher Education through: OER organized by TESS India.

Exposal visits (during last 5 years):

- Capacity and Professional Development at Bangalore.
- Conference in Delhi for ICT.
- TIFR, HBSCE, Mumbai.
- DIET of Delhi.
- DIET of Bangalore.
- Nalanda University & Vikramshila University

ANY OTHER RELEVANT DETAILS OR ACHIEVEMENTS:

- DIET, Bhagalpur, publishing an Annual Educational Magazine- 'प्रकाश'
- Authored a book of Mathematics for Class IX students
- Authored a book of Advance Mathematics for class IX&X
- Authored modules published by Bihar Text Books corporation, Patna of D. El. Ed. course for ODL students.

Md. Mansoor Alam, Asst. professor, Faculty of Education, College of Teacher Education (CTE), Bhagalpur

- An article published on the topic of "GOURAVSHALI BHARAT KE GURU OR SHISHYA KA SAMBANDH" in Alok Magazine, 2013; CTE, Bhagalpur.
- An article published on the topic of "RASHTRIYA SHIKSHA DIVAS" in Alok Magazine, 2014; CTE, Bhagalpur.
- Delivered a lecture in the state level seminar on the topic of "ADAPTATION OF INCLUSIVE EDUCATION IN T.E. CURRICULUM" organized by CTE, Bhagalpur on 26th March 2015.

- Participated in Action Research Workshop for 5 days programme organized by SCERT patna w.e.f.23.07.12 to 27.07.12.
- Participated in Action Research Workshop for 5 days programme organized by SCERT patna w.e.f.18.12.12 to 22.12.12.
- Participated in Direct Trainer Skill programme organized by BIPARD, Patna; held on 28TH JAN, to 02nd Feb, 2013.
- Participated in 4 days programme organized by SCERT,Patna on the topic of “Development Need Analysis for Teacher Education” w.e.f. 08.05.13 TO 11.05.13.
- Participated in a consultative workshop with senior Academic Faculty, 13th March to 18th March, 2015 held at Bangalore.
- Participated in Enhancing Teacher Education through: OER organized by TESS India.

Sri Sachchidanand Prasad, Asst. professor, Faculty of Education, College of Teacher Education (CTE), Bhagalpur

- Delivered a lecture in the state level seminar on the topic of “ADAPTATION OF INCLUSIVE EDUCATION IN T.E. CURRICULUM” organized by CTE, Bhagalpur on 26th March 2015.
- An article published on the topic of “BHAGALPUR KE SHIKSHA KE KARYA STHALI-T.M. BHAGALPUR UNIVERSITY” in Alok Magazine, 2013;CTE ,Bhagalpur.
- An article published on the topic of “PARISHRAM SE PRATIBHA AVM SHRESTHTA KI PRAPTI” in Alok Magazine, 2013; CTE, Bhagalpur.
- An article published in “VIGYAN PRASHIKSHAN MODULE” in Pragya 2013; CTE,Bhagalpur.
- Participated in a consultative workshop with senior Academic Faculty 13th March to 18th March 2015 held at Bangalore.
- Participated in Direct Trainer Skill programme organized by BIPARD, Patna; held on 27th Jan, to 31stJan, 2014.
- Participated in 3 days programme organized by JAGHRITI held at SCERT, Patna.
- Participated in Enhancing Teacher Education through: OER organized by TESS India.

Dr Isam Lal Karharia , Asst. professor, Faculty of Education, College of Teacher Education (CTE), Bhagalpur

PAPER PRESENTED:

- Presented a paper in National Seminar on the topic of “BIHAR KA AMUL DHAROHAR NALANDA VISHWAVIDYALAY” organized by B.N.M. College Barhaiya (T.M.B.U. Bhagalpur on 16-17 March 2012)

- Presented a paper in National Conference on the topic of “ADHUNIK BHARATME SARVAJANIK NITI PER MAHILAO KA DRISTIKON- EK ADHYAYAN” organised by K.S.S. Mahavidyalay, Lakhisarai(T.M.B.U. Bhagalpur)on 10-11 February, 2012.
- Presented a paper in National Seminar on the topic of “ADHUNIK BIHAR ME ARTHIK UPARJAN AVM PICHDAPAN”, organized by Department of Commerce (L.N.M.U. Darbhanga)on 24th March,2012.
- Participated and delivered a special lecture in National; Seminar on the topic of “BHARTIYA SAMAJ KE PRATI SWAMI VIVEKA NAND KA CHINTAN”, by M.S.College Bhagalpur held on 22nd to 23rd April, 2013.
- Presented a paper in National Symposium on the topic of “A SOURCE OF EXPLOITATION OF POORS AND TEACHERS” by T.N.B. College Bhagalpur(T.M.B.U. Bhagalpur)on 2-3 Dec, 2014.
- Delivered a lecture in the National level seminar on the topic of “USE OF ICT IN QUALITY ENHANCEMENT” organized by CTE, Bhagalpur on 26th March, 2015.
- Participated a session chairperson in National Workshop on practices of Bio-diversity Conservation in Protected Areas” held at University Department of Botany, T.M.B.U. Bhagalpur on 24-25 November, 2015.
- Presented a paper in National Seminar on the topic of Implementation of “Mathematics in business process management (A Model Analysis)”, held at P.G Department of Mathematics, T.M.B.U. Bhagalpur from19-20 Dec 2015.
- Presented a paper in National Seminar on the topic of “Innovative Class Room Practices in the light of Constructivism” organised by District Institute of Education and training (DIET), Bhagalpur on 27th March, 2015

Active Participation

- C.C.R.T. New Delhi, short term courses on “ introducing cultural components in the curriculum at DIET, BHAGALPUR, from Nov 02 to 06,2012,
- Active participated for State Level Leadership Development of Headmaster as a Master Trainer at SCERT, Patna, w.e.f. 14.05.14 to 17.05.14.
- Active participated and co-ordinated a team work for ASER 2014 in Bhagalpur, Bihar.
- Active participated for 5 days training programme for centre co-ordinator at SCERT, PATNA on16-20 Nov, 2013.
- Participated in Direct Trainer Skill programme organized by BIPARD, Patna, w.e.f. 10.06.14 to 14.06.14.
- Active participated in “Enrichment programme for teacher educator teaching psychology in teacher education institutes” organized by (DPEFE) NCERT, Bhuvneshwar on 11-15 January, 2016.
- Participated in a programme for “Enhancing Teacher Education through OER: Tess India by The Open University.

- Academic Counsellor of DPE Programme approved by Regional Director, Regional Centre, IGNOU, Patna, w.e.f. July, 2007
- Participated in Induction Course programme from 01.03.14 to 13.03.14 held at Rajgir, Nalanda

Workshop

- Participated in content development workshop for two year B.Ed. course of T.M.B.U. Bhagalpur organized from 9-11th Dec, 2015 at C.T.E. Bhagalpur.
- Participated in a workshop for National Achievement Survey (NAS) at Regional College Bhuvneshwar w.e.f. 24.02.14 to 26.02.14.
- Master trainer of PSNS,DIET,Bhagalpur from, 02.05.2005 to 11.05.2005
- Participated in the activity Study Circle District Convener on 04.04.2005 to 07.04.2005 organised by AIPTE/EI/LARARFORBUNOET, Asia Pacific Region.
- Participated Intensive Course in Oriya by C.I.I.L Mysore.
- Participated in Master trainer of NPEGEL Program of Bhagalpur

BOOKS/ ARTICLE

- “BHARAT KA DHARUV TARA: SWAMI VIVEKANAND” Article in Daily news paper NAI BAAT, BHAGALPUR p.p. no.6; 12th Jan, 2013.
- “AAJ KO SHIKSHA”, Pragash Magazine, DIET ,Bhagalpur
- “MANAVTA KE PUJARI SWARGIYA JAGESHWAR BABU” ang ke anmol ratna, DIET, Bhagalpur, P.P. NO-108,2014
- BHARTIYA SHIKSHA PADDHATI OR SWAMI VIVEKANAND- Dr. Isam Lal Karhariya – Satyam Publishing House first edition 2014; ISBN:978-93-83754-23-6.

Dr Rakesh Kumar Parimal , Asst. professor, Faculty of Education, College of Teacher Education (CTE), Bhagalpur

PAPER PRESENTED:

- An article published on the topic of “ SARKARI VIDYALAYI SHIKSHA : EK DRISHTI ME” in pragash Magazine,2014; DIET ,Bhagalpur p.p. no.46
- Delivered a lecture in the National level seminar on the topic of “ENHANCEMENT OF ICT IN QUALITY EDUCATION” organized by College Of Teacher Education (CTE), Bhagalpur on 26th March, 2015.
- Presented a paper in National Symposium, 2014 on the topic of “Higher education affairs in Bihar and Jharkhand “, held on Department of Chemistry, T.N.B. College Bhagalpur.
- An article published on the topic of “SAMAJ SEVI: DEVI PRASAD MAHTO” in AANG KE ANMOL RATNA, issue 2014; DIET, Bhagalpur.
- Presented a paper in National Seminar on the topic of “Contribution of Indian Mathematics to the world Mathematics (A Summary), held at P.G Department of Mathematics, T.M.B.U. Bhagalpur from 19-20TH Dec, 2015.

- Presented a paper in National Seminar on the topic of " School Based assessment implication and Challenges " organised by District Institute of Education and training (DIET), Bhagalpur on 27th March 2015

TRAINING/ ACTIVE PARTICIPATION

- Participated in Induction Course programme from 19.03.14 to 02.04.14 held at Rajgir, Nalanda(Bihar)
- Participated in an Enhancing programme in the Development of Teaching skills held at Dehradun, Uttrakhand on 16.02.15 to 22.02.15.
- Participated in Direct Trainer Skill programme organized by BIPARD, Patna; held on 27th Jan, To 31stJan, 2014.
- Participated for 5 days training programme of Teachers for CRCC on 05th May, to 09th May, 2014 at A.N. Sinha Institute,Patna.
- Participated in Enhancing Teacher Education through: OER organized by TESS India by The Open University.
- Academic Counsellor of DPE Programme approved by Regional Director, Regional Centre, IGNOU, Patna, w.e.f. july, 2007

Workshop

- Participated in content development workshop for two year B.Ed. course of T.M.B.U. Bhagalpur organized from 9-11th Dec, 2015 at C.T.E. Bhagalpur.

DR.MD.SHAHANAWAZ RIZVI, Asst. professor, Faculty of Education, College of Teacher Education (CTE), Bhagalpur

PAPER PRESENTED/ARTICLE:

- An article published on a case study of a school children of class IV in pragash Magazine, 2013; DIET, Bhagalpur.
- Presented a paper in national seminar on the topic of "Alternative to Western model of development: Re-thinking The Gandhian Model" organized by Department of Gandhian Thought, held on 10- 11th Nov,2014.
- Presented a paper in national seminar on the topic of "The Changing Role Of Women In Indian Society" held at M.S. College Bhagalpur on 21-22nd Nov,2014.
- Presented a paper in national seminar on the topic of "Contribution of Indian Mathematics to the world mathematics (A Summary), held at P.G Department of Mathematics, T.M.B.U. Bhagalpur from19-20 Dec, 2015.
- Delivered a lecture in the National level seminar on the topic of "USE OF ICT IN QUALITY EDUCATION" organized by College Of Teacher Education (CTE), Bhagalpur on 26th March, 2015.

- Presented a paper in National Seminar on the topic of “ Need of local based curriculum for better understand” organised by District Institute of Education and training (DIET), Bhagalpur on 27th March 2015

WORKSHOP/TRAINING:

- Participated in the programme of “Save the children” organized by UNICEF at SCERT, PATNA held on 02.10.13 to 05.10.13.
- Participated in content development workshop for B.Ed. course of T.M.B.U. Bhagalpur, organized by CTE, Bhagalpur 09.12.15 to 11.12.15.
- Participated in in-service Training programme: Quality issue at Regional Institute of Education (RIE), Bhuvneshwar, held on 01.12.15 to 02.12.15.
- Participated in Enhancing Teacher Education through: OER organized by TESS India by The Open University.
- Participated in Induction Course programme from 01.03.14 to 13.03.14 held at Rajgir, Nalanda (Bihar)
- Participated in Direct Trainer Skill programme organized by BIPARD, Patna.
- Participated in as a Master Trainer of D.El.Ed(ODL) course for language paper at SCERT, Patna w.e.f. 28.10.13 to 01.11.13.
- Academic Counsellor of DPE Programme approved by Regional Director, Regional Centre, IGNOU, Patna, w.e.f. july, 2007

BOOK:“KHUSHWANT, NAHAL AND RUSHDIE –CONTEMPORARY POLITICAL ANALYSIS”
Published By Pragati Prakashan, Jharkhand, First edition 2014, ISBN-978-81-92144-7-4.

3.2 Research and Publication Output

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

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

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

LCD projectors, computers, laptops, transparencies, compact discs, chart papers, stationary and internet facility are made available to the faculty to develop instructional material. Before the practice teaching, the orientation is given for student teachers and

faculty members to develop useful, interesting and attractive instructional materials and teaching aids.

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

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

- Microteaching with core teaching skills
- Models of Teaching
- Practice Teaching
- Final Teaching

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

(a) Organized by the institution

(b) Training provided to the faculty members

All the faculty members of this institution attend in various training programmes / workshops of state and national level organized by different teaching development organizations time to time. Our faculty members also engaged in preparation of core teaching development of B.Ed. programme for two years in this institution.

3.3 Consultancy:

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

Yes, the institution provides consultancy services in the last five years. The institution provides consultancy services to several schools, teacher training institutions and other educational institutions. The Principal of the College is periodically invited to district level of secondary and senior secondary school teachers to give orientation programme. School administrators and teachers are given guidance on evaluation practices, methodology of teaching and preparation of instructional material.

3.3.2 Are the faculty members of the institute competent to undertake consultancy. If yes, list the areas of competency of faculty members and the steps initiated by the institution to publicize the available expertise.

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

- Active Learning Methods
- Continuous and Comprehensive Evaluation (CCE)
- Micro Teaching
- Practice Teaching
- Educational and Vocational Guidance
- Communicative skills
- Orientation Programme
- Innovative methods of teaching
- Action Research work

3.3.4 How does the use the revenue generated through consultancy?

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

3.4 Extension Activities

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

Institution regularly organizes informative extension activities for the State and National supportives. Various type of programmes organized for all type of disabled students by the support of institution. Students and faculty both realize that any of the under privileged child should not be neglected as far as possible. Literacy Programme, Environmental Awareness, Working in collaboration with school teachers in the surrounding areas etc are conducted by the institute. Teaching aids prepared by student-teachers that are exhibited in the multipurpose hall. They are also exhibited in a room of the college. Further, Faculty and student teachers are encouraged and supported to participate in various extension activities. This time voting awareness programme was held and our college fully participated in this programme.

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

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

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

In future our Institution plans to conduct major activities like:

- English coaching programme,
- Guidance and Counseling Programme
- Health awareness programme
- Environment protection
- M.Ed. Course
- Computer Course

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

No

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

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

- Celebrating festivals like Teachers day, Independence Day, Gandhi Jayanti, Holi, Parents Day, Republic day, Hindi Day, Christmas Celebration, College foundation day, etc.
- Curriculum, co-curricular activities,
- Organizing Sports and cultural programmes

3.5 Collaborations

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

- AZIM PREMJI FOUNDATION
- ASER
- NANDANI

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

TESS India; Participated 137 student teachers and faculty members in Enhancing Teacher Education through: OER organized by TESS India by The Open University. Out of 137 student teachers and faculty members 122 are completed this course.

3.5.3 How did the linkage if any contribute to the following? Curriculum development, Teaching, Training, Practice, Research, Consultancy, Extension, Publication, Student Placement

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

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

- The institution's faculty is invited to observe the teaching practices and give valuable suggestions and inputs for enriching the curriculum transaction and methodology of teaching.
- Our faculty is invited to give Seminars in some renowned B.Ed. Colleges of Bihar.
- Our faculty is invited by some of the schools for giving orientation programmes for their staff members.

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

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

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

- The faculty of our college collaborates with other college for: Preparing the question papers for university exams, evaluating the answer sheets.
- The faculty collaborates with the university faculty for syllabus revision work;
- The faculty collaborates with the school for practice teaching.

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

3.6 Best Practices in Research, Consultancy and Extension

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

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

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

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

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

S. No Description No. of Room

S. No	Description	No. of Room
1	Reception Room	1
2	Principal Office	1
3	Office	1
4	Multipurpose Hall	1
5	Games Room	1
6	Male Toilet	1
7	Male Common Room	1
8	SUPW Room	1
9	Prayer Baramda	1
10	Store Room	2
11	Staff Room	1
12	Strong Room	1
13	Girls Toilet	1
14	Girls Common Room	1
15	Living Room	1
16	Music Room	1
17	Library	1
18	Reading Hall	1
19	Research Room	1
20	Examination Room	6
21	Control Room	1
22	Computer Room	1
23	Class Room	5
24	Arts and Crafts Room	1
25	Science Lab 1	1
25	Science Lab 2	1
24	Language Lab	1
25	Psychology Lab	1
26	Coordinator Room	1
27	ET/ICT Lab	1
28	Language Lab	1
29	Seminar/Tutorial Room	1
Total Built up Area 73995.24 sqr. ft		

Besides its construction work of Administrative Building, Principal quarter, Boys Hostel and Girls Hostel are going on.

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

To meet the need for augmenting the infrastructure to keep pace with the academic growth, an immediate need is prioritized. Budget is sanctioned by the Bihar Govt. to implement the plan by the core committee.

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

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

- 1-Playgrounds –
Basket Ball - 1,
Volley Ball - 2
Kho-Kho - 2
Kabaddi – 2
Football – 2
Cricket-1
Badminton-1
- 2- Multipurpose Hall – 1
- 3- Garden
- 4- Tree Plantation

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

This institution organizes Cricket, Football, Volleyball, Badminton, Basketball, Music Chair tournament, etc. on the occasion of annual games and sports functions. Multipurpose hall is shared with government and NGOs meeting, workshops and seminar.

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

There is hostel facility for boys and girls. Hundred seats are allocated in institution’s hostel. Whereas Govt. Girls High School’s hostel is provided for girls in which 30 girls are accommodated.

4.2 Maintenance of Infrastructure

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

Non-plan Budget

Financial Year	Total Income	Total Expenditure	Balance Amount
2012-13	6439000.00	5356018.00	1082982.00
2013-14	5796600.00	5553740.00	242860.00
2014-15	6020793.00	5302088.00	718705.00

Plan Budget

Financial Year	Total Income	Total Expenditure	Balance Amount
2012-13	68000.00	61000.00	7000.00
2013-14	1690000.00	1618199.00	71801.00
2014-15	768100.00	364561.00	403539.00

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

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

- During holidays and Sundays campus is offered to the needy.
- Sometimes government uses to conduct examinations.
- NGOs also come to have for enhancement to student teachers.

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

Institution has planted number of trees around the infrastructure. It always tries to keep the lawn green. Flower beds are filled with plants and seasonal flowers.

4.3 Library as a Learning resource

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

The institution has a qualified librarian and sufficient technical staff to support the library. They are able to handle things like computer and ready to help the willing students.

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

More than 5000 books and other equipments are available in the library as a resources for the assist of student teachers and teacher educators.

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

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

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

No

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

No

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

No.

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

Working days of library:

- 6 days
- 10.00 a.m. to 5.00 p.m.- library is open every day.

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

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

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

No.

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

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

4.4 ICT as learning Resource

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

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

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

Yes, ICT is included in the newly syllabus of B. Ed. Two years programme.

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

The new technologies are used by the teachers in the classroom. Institution use ICT to conduct meetings, conferences and official work. Library is connected with Wi-Fi broad band.

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

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

4.5 Other Facilities

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

No

4.5.2 What are the various audio-visual facilities/ materials (CDs, audio and video cassettes and other materials related to the program) available with the institution?

How are the student teachers encouraged to optimally use them for learning including practice teaching?

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

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

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

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

Multipurpose hall is equipped with sound system. Lights are sufficient. It is equipped with seating arrangement. Workshop (SUPW): Store room is arranged with spade, buckets, axes, rope, weeding instruments etc. Sport room: Nets for cricket kit, volley ball, football, , badminton net etc.

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

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

4.6 Best Practices in Infrastructure and Learning Resources

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

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

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

- Lessons are presented with visuals aids
- Laptops are used by teacher educators
- OHP and transparency sheets are used
- Charts and models are used during teaching.

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

Innovations in 'infrastructure and Learning Resources' –

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

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually?

Yes, College of Teacher Education (CTE), Bhagalpur publishes its updated prospectus and brochure annually and supplies forms to the students at the time of admission. The college prospectus carries details of the college, college campus and other related informations like courses, syllabus, admission criteria/ process, procedures, fee structures, examination system facilities, college rules and other informations for the student's benefit and help.

5.1.2. Specify the type, number and amount of institutional scholarships/free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

As per rule the college follow the rules and regulations of state govt. which are as follows:-

- Concession to SC/ST Students are given both in admission and in tuition fees.
- Concession as per reservation rule is also given to OBC and economically backward students in both admission and tuition fees.
- Scholarships are also given to SC/ST/OBC through welfare funds allotted to college as per Govt. rules.

Awards and Medals.

The university grants gold medals and certificates in its convocation to the students who stand first position in the final exams of B.Ed. course annually.

5.1.3 What percentage of students receive financial assistance from state government/ central?

Approx. 30% of the total admitted students receive financial assistance through welfare Deptt. Of the State Govt.

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

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

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

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

5.1.6 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?

No drop out case.

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

About 20% of students go for further studies. Rest 80% chooses teaching as their carrier.

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

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

5.2 Student Support

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

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

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

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

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

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

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

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

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

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

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

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

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

Specific teaching strategies are as follows-

Advanced learners present the seminars as they catch up the curricular things efficiently. Slow learners are the viewers in seminars as they gain knowledge from the advanced learner's seminar. We motivate them personally and solve their problems and even present them in seminars.

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

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

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

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

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

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

5.3 Student Participation and Activities

5.3.1 List the range of sports games, cultural and other extracurricular activities

The main competitions of cultural and sport activities indoor/outdoor games are athletics, music, dancing, quiz, debate, rangoli, and painting –competition. The College also participates in these extracurricular activities and win the awards in all these competition time to time that take place according to the calendar of college. The students are also encouraged to participate in inter college competition and youth festival organized by the University.

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

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

- Body fitness.
- Skill development.
- Interest regarding different types of games and their details.
- Student when involve in different curricular activities they got interested and try to know more about it.
- Teachers have to develop the managerial task and can regard over sports and games.

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines?

The institution promotes creativity amongst students by encouraging them to publish articles and papers in college magazines.

5.3.4. Does the institution has a student representative or any similar body?

Yes, the institution has a student representative which is represented by one student of the class.

5.3.5 Give details of various academic and administrative bodies that have student representatives on them.

Elected student representative is given representation in the Academic and Administrative Bodies of the institution. In case of non-election, the best student of the class is co-opted by the Principal on the recommendation of the class teacher.

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

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

5.3.7 How does the institutional network and collaborate with the alumni and former faculty of the institution.

The institution has alumni association who advises and gives feedback, guideline to the institution.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the institution and enumerate on how the mission statement defines the institutions distinctive characteristics.

The objectives of the institution is communicated to the society through students, teachers and staff by organizing introductory classes for new entrants, meeting of the teachers, staff, students and guardians in order to communicate the steps taken by the institution for better record of education in national perspective. We organize seminars and workshops in order to understand the objective of the institution.

In view of the above stated facts the following mission is targeted by the institution:-

- To promote the students to contemplate the basic features and principles of traditions governing India as well as global society.
- Each human person is unique, precious and to be respected.
- Each person is full of potentialities to be developed.
- Each person grows in a human community with its social and cultural environment having rights and duties in love and service towards one another.
- Each person is called to make a better world.

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

Mission is to form our students as person of competence, conscience, compassion, and commitment, to develop the leadership qualities of our students so that they become committed teachers. The mission includes the institution's goals and objectives in terms of assessing the needs of the society, the students it seeks to serve the school sector, education institution's traditions and value orientations.

6.1.3 What is the involvement of the leadership in ensuring?

The enlightened leadership of the Principal, leads the college for the fulfillment of the above stated mission. The fee structure, proposals on infrastructure facilities, funds received and the expenditure incurred, are all presented in details in the respective committee, meeting constituted in this regard by the Principal of the college. The committees ensures financial accountability and gives suggestions for better financial management, if needed. The annual developmental plan of the college and all academic and administrative matters are discussed and finalized at the meetings.

The accountant of the college is in charge of the account section of the college. He monitors the expenditure in accordance with the State government's guidelines and follow- up developmental plans and implement various welfare schemes for teaching and non-teaching staff.

6.1.4 Give details of the academic leadership provided to the faculty by the top management.

The Principal of the college takes keen interest in providing leadership to the faculty members of the college. The teachers prepare the lesson plans for class room teaching in which essential ingredients of the relevant study materials are provided to make them understand the basic concept. Specific instructions and guidelines are given by the Principal to the faculty members in order to solve the Academic Problems faced by

the students. Generally such instructions are given in staff council meetings or special meetings with the teachers organized by the Principal as per need.

6.1.5. How does the college groom leadership at various levels?

The supportive management always encourages the involvement of the staff in the quality assurance and enhancement process of the institution. Various members are involved in development activities of the college. Such an arrangement is conducive to institutional harmony and growth mutually beneficial and has a synergetic effect for the institution. The Principal is getting co-operation of the faculty members in order to provide smooth functioning and establishing academic environment in the college.

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

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

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/ units of the institution and work towards decentralized governance system?

The Principal of the college functions as the administrative head of the college but due to excessive work load and for the democratic functioning of the institution, the administrative power is delegated in different bodies of teachers in order to guarantee transparency and smooth functioning of the college i.e the institution has the following committees to run the institute smoothly:-

- Academic Committee
- Admission Committee
- Library Committee
- Development Committee
- Purchase Committee
- Disciplinary Committee
- Internal Examination Committee Student Grievance Redressal Cell
- Internal Quality Assurance Cell.
- Cultural Committee
- Magazine Committee
- Anti-Ragging Committee

In addition to it, several other committees are also constituted by the Principal for delegating the authority in order to provide smooth and democratic functioning of the college.

6.1.8 Does the college promote a culture of participative management? If yes, indicate the levels of participative management.

The prospective institutional plan is developed through consultations of the Principal and faculty members. For the democratic functioning, the institution constitutes committees for the various developmental initiatives it proposes to undertake, viz admission committee, purchase committee, development committee etc. Teachers play a significant role in the planning and implementation of the development of the college. Participator leadership and team work culture enables the college community to

internalize these and in turn crates institutional loyalty and the willingness for overall development of the institution.

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

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

- By providing opportunities for teacher educators to undergo refresher's course, in-service training programmes.
- By providing good library.
- By providing teaching aides: computers, transparency sheets.
- By offering incentives to the staff, e.g. T.A. for educational excursion.

6.2 Strategy Development and Deployment

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

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

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

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

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

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

- Prospectus of the institution makes aware of the objectives.
- An individual is reminded to get acquainted.
- Institutional website is flashed.

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

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

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

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

6.2.6. Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The institution has a perspective plan for institutional development based on vision and mission of the institution.

The management monitors and reviews the plan/ projects implemented by holding formal and informal dialogues with the staff, from time to time.

To achieve the desired results in the academic, teachers are encouraged to participate in seminars, conferences, workshops and refresher and orientation courses and update their knowledge and skill base.

6.3. Faculty empowerment Strategies.

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The institution ensures the professional development of the staffs by:-

- Planning and executing programmes that addresses professional development, career developmental, personal development of faculty members.
- Organizing new skill development opportunities by seminars/ workshops on current topics on socio-metric subjects.
- Encouraging faculty members to attend refresher courses and workshops.
- Sponsoring for participation in national and state level seminars.
- Development programmes for non-teaching staffs.

The institution has implemented various programmes to enable the staff to function more effectively. Employees need training in advanced skills related to their works. In this regard institution provides computer training to the staff.

6.3.2 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The achievements of faculty members are monitored and maintained through performance appraisal system as per the guidelines from NCTE. The lesson plans of teaching in class, is to be mentioned by each teacher and student feedback is to be taken based on NAAC recommendation.

The Principal analyzed the student reflections and shares it individually with the staffs to help them judge their performance and overcome the weaknesses.

6.3.3 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

N.A

6.3.4. What are the welfare scheme available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

All the teachers and employees of college are covered under the policy of insurance scheme of the LIC in which premium deduction is made.

6.3.5 What are the measures taken by the institution for attracting and retaining eminent faculty?

Service rules are employee friendly and the faculty and members of the staff feels comfortable with them.

6.3.6. What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The needs of the faculty development are assessed, keeping in view the changes taking place in higher education as per direction of Bihar Govt. and NCTE guidelines. The college has perceived the need for enabling its faculty to use ICT tools to create richer learning environment and also to improve curriculum accordingly to the changing academic advancement. College provides computer training to faculty members and encourages them to use modern technology in teaching by using smart board, LCD

projector etc. The institution organized seminars, workshops and conferences for students and faculty members.

6.4 Human Resource Management

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

- Observation of their willingness to improvement in their profession
- Student's feed back
- Teacher's self appraisal
- Appraisal by stakeholders

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

Capacity building programme was conducted by State Govt./NCTE/NCERT/NEUPA/SCERT time to time for skill up-gradation and training of the teaching and non-teaching staff.

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

- The institution looks for betterment of the faculty.
- Institution promotes professional development of the faculty and hence every year they are assigned to go such advanced study and research.
- Institution encourages them to participate in state and national seminars and conferences.

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

Following facilities are provided for the faculty:-

- Well furnished staff room is provided
- Computers are provided to prepare the class work.
- Study room is provided in the Library.
- They access to the internet.

6.5 Financial Management and Resources Mobilization

6.5.1. What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The effective and efficient use of available financial resources of the institution is ensured through a proper system adopted by the institution. Financial decisions are taken by governing body in meeting, principal to implicate upon them.

6.5.2. Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Some of the methods used by the college towards securing additional funding and the utilization are as follows:-

- The institution organized seminars and conferences and their expenditure is met by the grants received from the State Govt.
- Writing for grants for specific needs from the State Govt.

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

Yes, the accounts are audited time to time by appointed the auditor of State Govt.

CRITERION VII: INNOVATIVE PRACTICES

7.1 Environmental Consciousness :

The institution has its eco-friendly campus. The campus is green and has a good garden.

7.1.1 Does the institute conduct a green Audit of its campus and facilities?

The institution maintains a clean and green campus, the student teachers are motivated to maintain cleanliness of college campus.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- Energy conservation: Florescent tube light and CFL are used to save energy. No bulbs are used.
- Use of renewable energy: nil
- Efforts of Carbon neutrality : Tree plantation drives are organized by the student teachers of the institution regularly to create clean and green campus nearby localities at time to time.

7.2 Internal Quality Assurance System

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

Yes, the institution established Internal Quality Assurance Cell. The year of establishment is 1954 and the major activities undertaken that are:- Micro teaching, Teaching practice, Internship, Educational tour. We also conduct co-curricular activities like Sports and Games, Cultural programme, Gardening, Drawing & painting, Tailoring, etc. .

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

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

Hostel: The College provides hostel facility for male and female. There are twenty room, two hall and a canteen available for male and two room is available for girls candidates.

Library: College is having an excellent library with capacity to accommodate 50% of the total strength at a time. Library is well stocked with above 5000 books. The state of the art library stretching over 78.30 squares meter, is a domain for information seekers, be it students, faculty or researchers. The library has been carefully planned to have more space and natural lighting for the comfort of the users. The library is fully ventilated. It has the capacity to accommodate 50% of the total strength at a time. Besides the comfortable seating and reading environment, the library is well equipped with modern facilities and resources in the form of CDROM, books, journals(NCERT), encyclopaedia, educational encyclopaedia, back values of journals etc. facilities such as Photographing, access to internet resources, wi-fi, e- learning are some of the special features. The library has all the facilities for the students to learn. The library is committed to provide a world-class information support to its uses.

Education Tech Lab: An audio-visual room is set up to train the student teachers. Role Play, Projector, Models and Charts are used in their teaching- learning process.

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

Multipurpose Hall: - The institution is having a multipurpose hall of covered area 86.81 sq. meter with ultramodern facilities like LCD projectors, Over Head projectors (OHP), public Address system extra. All the seminars, mini functions and parties are organized here. It is also useful to conduct various lectures, workshops, symposium and conferences. Orientation programme for the student teachers takes place in the multipurpose hall.

CLASS ROOMS: All classrooms are built with state of art infrastructure and well equipped for imparting quality teaching. . Each classroom is well ventilated with sufficient natural light. Every classroom is having LCD Projectors with wall mounting fitting and its large size screen. Classroom in which 100 student teachers sit together. Sufficient number of tube lights and fans are provided in those classrooms. Benches in the classrooms are adult sized and made up of wood which are comfortable to sit. All the facilities in the classroom help to keep the environment conducive for learning.

All Round Development: Student teachers are also involved in variety of school based activities like organizing Quiz, Essay Competition, Handwriting Competition, Speech Completion, Singing Competition, Dance Competition, Debate, Extempore, etc. All the above mentioned points are helpful in creating over all environment conducive to learning and development of the students. Also the teacher educators and student teachers make the environment rich and conducive to all kind of learning and development.

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

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

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

The institution ensures the quality of academic programmes:-

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

Micro teaching, Teaching practice, Internship, Educational tour, Gardening, Drawing and painting, Tailoring, Seminar, Games and sports. All these programmes are for the development of the student teachers as well as prepare the student teachers mentally, intellectually and physically.

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

The effective and efficient use of available financial resources of the institution is ensured through a proper system adopted by the institution. Financial decisions are taken by governing body in meeting, principal to implicate upon them.

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

Our institution teaches the student to respect and obey all the religion as God is only one. We celebrate friendship day in which everyone learn how to cooperate with each other and make good relation. Our institution organizes the educational tour for student teachers and faculty members. An educational tour widened the perspective of students teaching learning process. The students teachers and faculty members visited to Youga Ashram, Munger last year where we spend one full day with students and teachers of Yoga Ashram. Our student teachers practicing the micro-teaching skills for 10 days. After practicing the micro-teaching skills they had integrated teaching which them for teaching practice in the school later. We also conduct Gardening, Drawing and painting, Tailoring, Speech, Best out of waste, Patriotic song, Dance and other competitions. We have curricular as well as non-curricular activities for the development of the student teachers.

7.3 Inclusive practices

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

Teachers and the institution pay main attention to ST, SC, OBC and Handicapped student but also give preference to intelligent student teachers.

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

The institution not treat any students different ST, SC, OBC, Handicapped all are equal. There is no gender difference between male and female student. The institution pays equal attention to male and female student. The institution selects two students as class captain male and female. Male pay attention to male's problem and female pay attention to female's problem. In cultural activities male and female both have one hand. In sports also we motivate both of them. There are two common rooms both for the male and female.

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

For social interaction our institution recognizes educational tour, seminar. For the active engagement in learning our institution recognize micro-teaching, teaching practice and for the self motivation our institution recognize cultural activities and different competitions that is debate, speech for the mental preparedness for the student.

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

In our institution teachers pay equal attention to all the student teachers either they week, average or intelligent student. Teacher teaches their student teachers to do the same.

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

Either the student is male or female our institution takes admission of every physically challenged student and give them full support and tell the other students to behave properly with them. If the student is weak in study we give them extra time so that he or she manages their study properly.

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

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

- In sports we make separate team of women as women's team.
- In selection of class captain we make male/female captain.
- In cultural activities also we support them
- Those women's who are married we listen to their problem we motivate them and co-operate them.

7.4 Stakeholder Relationships

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

There are various ways through which the stake holder can get access to the information of the organization performance which are as follows:-

- **College magazines-** As college magazine are distributed to all the student teachers which contain several information about the organization which can be easily brought to the notice of the parents. The magazine contain information about the:-
Current batch
Passing out batch
Academic calendar
Fees structure
Vision and mission of the college
List of teaching and non-teaching staff
Courses available
Admission process
General rules and regulations etc.
- **Complain box-** All the institution should have a complain box in various places with in the institution. By doing this the stake holder can easily get access or connect to the problems, complains of the teaching and non-teaching staff, students etc.
- **Interaction with in the institution-** One of the important stake holder of an institution is the teaching and non-teaching staff who look after the overall performance of the organization. There should be a face to face interaction of the teaching and non-teaching staff separately with the top management.

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

Nowadays sharing of information is the way of showing care. Every institution should share valuable information with their respective stakeholders. As every institution has it's

up and down but by sharing the success and failure would help to improve the organization performance. The various processes are as follows:-

- On line portal- Every institution has on line portal which consist various information about academic, administration and other details.
- Messages- Now a days the institution are more techno savvy. They sent bulk messages to the aspirants about the available courses, fees structure, admission and etc.
- Email- This is one of the cheapest and easiest way to send messages over thousands of people just by a single click.
- Special events- Institution often share valuable information to the respective crowd on special occasion of foundation day, Republic day, Independence day, Teachers day etc.
- Print media- Institution often share their important information or data by printing them on local news paper, magazines etc.
- Notice board- Institution has notice boards which contain information about the institution. The boards are generally founds near the principle office or entrance.

7.4.3 What are the feedback mechanisms in vogue to collect, collate and data from students,

professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

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

- Questioner- Questioner are distributed among the students, teachers respectively to collect information about the institution
- Face to face interaction- Aggrieved party should have easy access with the top management so that the problems can be collected and solved as soon as possible.
- Meetings- Meetings can be arranged to collect and collate the problems, suggestion, advices of the stake holder.
- Whenever the management is about to introduce any new curriculum, rules or processor he/she should have a proper vision or he/she can have a demo of that and collect respective feedback. For the quality improvement-On the process of resolving problem we should whatever the data is collected by feedback. Mechanism should be used for the programme of quality improvement.
- The problem should be quickly resolved.
- Advises should be properly looked out before execution.
- On the process of resolving problem we should regularly follow up with the concerned stakeholder.

BEST PRACTICE -1

Objectives:

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

Practice of writing journals: The last 25-30 minutes are allocated to spend in this exercise. As soon as bell goes for period student teachers are led to keep silence and spend a few minutes getting touch with their feelings of joy, success and feelings dissatisfaction. Events are put in the orderly manner in the prescribed copy book. Each hour of the program is recalled in the mind. According to the format student teachers note them. Journal should be written more one and half page. The last statement they make is important was that day somewhat different than the previous day? I have grown in the higher level of learning it did make any difference etc. Before leaving the campus they submit copy books to the Principal's office. One of the faculty members go through the individual book. Some of main features of student teachers' experiences noted down. Those main features are passed on to other faculty members so that they are aware of movement of the students. At it needs immediate measures to improve upon deficiency. Having checked the books, it is return to the students with comments. According to the seriousness of the journals some require personal guidance. Such needy asked to meet the principal or particular faculty member to clarify the notes.

Obstacles faced by the institution:

- Monotony of presentation: Many a times this exercise becomes one type of experience and same type of expression.
- A few of them present it for the sake of formality. There is lacking of sincerity to be open in sharing of his/her feelings.
- A few of them are realistic to write it.
- Absentees become difficult to be assessed daily.

Strategies to face these obstacles:

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

Impact of the Practice:

- **Relive the events:** Events of the day become vivid. Personal involvement registered in daily reflection book. Reliving the experiences create sweet memory of the event. The way one has learnt the content, brings wonders in the mind and

heart. Joyful as well as negative events give new direction to learning. To discover oneself in the particular event would draw ones attention to have a new look.

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

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

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

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

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

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

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

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

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

Best Practice-2

1. Title of the practice: Promotion of the eco-friendly campus.

The College of Teacher Education(CTE), Bhagalpur is very conscious and vigilant to create awareness for eco-friendly environment within the campus and outside, where they reside. They are also requested to create such awareness inside the society too. In nature, the balance of eco-system is very important to keep the equilibrium. In order to promote eco-system an educational institution is required to maintain an eco-friendly environment inside the premises and to arise consciousness among student teachers. In order to achieve academic goal, the institution promotes the safety and security of environment for betterment of the society and for future grooming prospects. In order to achieve this goal the institution uses CFL bulbs for energy conservation and preservation of a healthy environment. The student teachers of the institution are engaged in the various issues of the day that is seminars, workshops, conferences, action research works etc are the part of the extra-curricular activities. The goal as well as the aim of the institution is to make the student teachers aware regarding their duties for the society, school and the nation

The context:

Several quality Assurance mechanisms have been adopted such as

- Academic Council
- Campus discipline committee
- Library advisory committee
- Evaluation committee

The institution ensures the quality of its administration by different administrative bodies of state government and T.M. Bhagalpur University for budget, result, infrastructure development etc. All the development programmes carried out by the institution are done with the objective of exposing the faculty members as well as the student teachers in the emerging fields of the education. The institution motivates the faculty members and the staffs to adopt new practices that will help the student teachers in their skill development.

The UGC related academic matters are performed by the principal's office under the guidance of the principal. The general administration is performed by the institution's office with the help of the members of the committees. The entire responsibility of the institution academic institution is planned and implemented with the help of learned teachers by the principal. The functions carried out by the committees also play an important role in quality enhancement of the institution.

The practice:

Education means behavioral changes all the programmes carried out in the institutions are intended to promote all round development of student teachers. Discipline as a bench mark is imparted to the student teachers by way of fixing certain standards in the campus. The student teachers attend the classes in proper college uniform with college identity cards, observing strict silence and behaving properly during college hours are the added values which increase the knowledge and skill of the student teachers in the campus. Leadership quality and organizational skills are nurtured among the student

teachers by giving opportunities to organize cultural and sports events in the campus. The student teachers are entrusted with specific tasks like conducting practice teaching, micro teaching, educational study tours etc. Involvement of the student teachers in various activities leads them to develop leadership qualities . All the development programmes carried out in the institution are done with the objective of exposing the teaching faculty as well as the student teachers in the merging fields.

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Declaration By the Head of the Institution

I certify that the data included in the Self-Study Report (SSR) are true to the best of my knowledge.

The SSR is prepared by the institution after internal discussions, and no part thereof has been out sourced.

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



Signature of the Head of the Institution

With seal



Place: College of Teacher Education (CTE), Bhagalpur

Date: 20.02.2016

