



SELF STUDY REPORT
OF
MAHABODHI TEACHER'S TRAINING COLLEGE
TAPOVAN BELARU (BIHAR)



Submitted
to

NAAC (BANGALURU)

For
ACCREDITATION

TRACK ID - BRCOTE 19529

**MAHABODHI TEACHERS TRAINING COLLEGE, TAPOVAN
BELARU, TETAR, GAYA**

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Email: info@mahabodhiteacherstrainingcollege.org

Website: www.mahabodhiteacherstrainingcollege.com

NCTE RECOGNISED

UGC RECOGNISED

**PERMANENTLY AFFILIATED TO MAGADH UNIVERSITY
BODH GAYA (BIHAR)**

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MAHABODHI TEACHERS TRAINING COLLEGE

(Established, run and managed by Lord Buddha World Education Trust)
Tapovan (Belaru), P.O.: Tetar, Pin-823311, Distt.: Gaya (Bihar)

(Code No.: APE01099)

Ref No. ४९

Dated : 12/4/14

Chairman

Dr. Rajendra Kumar
Advocate (High Court
& Supreme Court of India)
New Delhi

Declaration by Head of the Institution

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

This SAR is prepared by the Institution after internal discussion, and no part there of has been outsourced.

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

Member Board of Directors

- ✦ Prof. Jitendra Kumar
- ✦ Satish Kumar
- ✦ Prateek Soni
- ✦ Anand Kumar
- ✦ Shankar Swaroop
- ✦ Prof. Pankaj Kumar
- ✦ Saket Kumar



Place:

Date: 12/4/14

S.S. Chandra
Signature of the Head of the
Institution with seal.
Principal
Mahabodhi Teachers Training College
Tapowan Gaya Bihar

PART- 1

A. Profile of the Institution

1. Name and address of the institution:

MahaBodhi Teachers Training College, Tapovan Belaru, Gaya

2. Website URL: www.mahabodhiteacherstrainingcollege.org

3. For communication: Ph: 0611-5234354, Fax: 0611-5234354

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Principal Dr.S.S. Chauhan	0611-5234354	0611-5234354	info@mahabodhiteacherstrainingcollege.org
Self-appraisal Co-Coordinator Brahmachari Ajay Kumar	0611-5234354	0611-5234354	info@mahabodhiteacherstrainingcollege.org

Name	Telephone Number with STD Code	Mobile Number
Principal Dr.S.S. Chauhan	0611-5234354	-
Self-appraisal Co-Coordinator Brahmachari Ajay Kumar	0611-5234354	-

4. Location of the Institution:

Urban

Semi-urban

Rural

Tribal

Any other (specifies and indicates)

5. Campus area in Acres: 1.5 acre

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:
Month & Year

MM	YYYY
10	2008

8. University/Board to which the Institution is affiliated:
Magadh University, Bodh Gaya

9. Details of UGC recognition under section 2(f) and 12(B) of the UGC Act.
Month & Year

2f

MM	YYYY
06	2008

Month & Year

12B

MM	YYYY
06	2012

10. Type of Institution

- | | | |
|----------------------|--|--|
| <p>a. By funding</p> | <p>i. Government
ii. Grant-in-aid
iii. Constituent
iv. Self-financed
v. Any other (specifies and indicates)</p> | <p><input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/></p> |
| <p>b. By Gender</p> | <p>i. Only for Men
ii. Only for Women
iii. Co-education</p> | <p><input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/></p> |
| <p>c. By Nature</p> | <p>i. University Dept.
ii. IASE
iii. Autonomous College
iv. Affiliated College
v. Constituent College
vi. Dept. of Education of Composite College
vii. CTE
viii. Any other (specifies and indicates)</p> | <p><input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/></p> |

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

Yes

No

If yes has the Institution applied for autonomy?

Yes

No

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

Sl. No.	Level	Programme/Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
1.	Secondary/Sr. Secondary	B.Ed.	Graduation	Degree	1Years	Hindi & English

(Additional rows may be inserted as per requirement)

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

Sl. No.	Level	Programme	Order Number	Valid upto	Sanctioned intake
1.	Secondary/Sr. Secondary	B.Ed.	ERC/7-106-7-1/2010/8884	permanent	100

(Additional rows may be inserted as per requirement)

B) Criterion-Wise Inputs

CRITERION I: curricular aspects

1. Does the institution have a stated

Vision

yes	√	No	
-----	---	----	--

Mission

yes	√	No	
-----	---	----	--

Values

yes	√	No	
-----	---	----	--

Objective

yes	√	No	
-----	---	----	--

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

yes	√	No	
-----	---	----	--

If yes,

a) How many programmes?

1

b) Fee charged per programme

48,500

3. Are there programmes with semester system

No

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

Yes	√	No	
-----	---	----	--

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

007

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

B.Ed.

06 & 12

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	×
--------	---

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

Yes	√	No	
-----	---	----	--

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

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

Yes		No	√
-----	--	----	---

Number	x
--------	---

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

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

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

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

Not Applicable

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

Yes		No	√
-----	--	----	---

Number	x
--------	---

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

Yes	√	No	
-----	---	----	--

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

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses? For D.Ed. & B.Ed. Programme

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

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

a) Date of start of the academic year	15 July
b) Date of last admission	11/07/2013
c) Date of closing of the academic year	30 th April
d) Total teaching days	241
e) Total teaching days	286

3. Total number of students admitted

Programme	Number of students		
	M	F	Total
B.Ed.	38	52	90

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

Nil

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

a) Unit cost excluding salary component

26,000

b) Unit cost including salary component

50,000

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

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

Programmes	Highest (%)	Lowest (%)
B.Ed	80%	45%

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

Yes	√	No	
-----	---	----	--

8. Does the institution develop its academic calendar?

Yes	√	No	
-----	---	----	--

Based on University Calendar

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practical
B.Ed	65%	25%	10%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	5
---	---

a) Minimum number of pre-practice teaching

lessons given by each student

2	1
---	---

11. Practice Teaching at School (For B.Ed.)

a) Number of schools identified for practice teaching

1	4
---	---

b) Total number of practice teaching days

1	4
---	---

c) Minimum number of practice teaching

Lessons given by each student.

1	4
---	---

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

(For B.Ed.)

No. of lessons in simulation

No. 06

No. of lessons Pre-practice teaching

No. 21

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

Yes	√	No	
-----	---	----	--

14. Does the institution provide for continuous evaluation?

Yes	√	No	
-----	---	----	--

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

Programme	Internal	External
B.E.d	25%	75%

16. Examinations

a) Number of sessional tests held for each paper

0	3
---	---

b) Number of assignments for each paper

0	3
---	---

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

	Yes	No
Computers	√	
Internet	√	
Software/Courseware(CDs)	√	
Audio resources	√	

Video resources	√	
Teaching Aids and other related materias	√	
Any other (specify and indicate) (Workshop on Software package in Mathematics)	-	

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

Yes	√	No	
Number	03		

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

Yes	√	No	
-----	---	----	--

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	04	45%
--------	----	-----

2. Does the Institution have ongoing research projects?

Yes		No	×
-----	--	----	---

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

Funding agency	Amount (Rs)	Duration (Years)	Collaboration, if any
×	×	×	×
×	×	×	×
×	×	×	×
×	×	×	×

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

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

x

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

Teachers are given study leave

√

Teachers are provided with seed money

x

Adjustment in teaching schedule

√

Providing secretarial support and other facilities

√

Any other specify and indicate (Medical /Maternity)

√

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

Yes		No	√
-----	--	----	---

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

a. Ph.D.

x

M. phil.

x

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

Yes	√	No	
-----	---	----	--

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

	Yes	No	Number
International journals			
National journals – referred papers Non referred papers	√		20
Academic articles in reputed magazines/news papers			
Books			
Any other (specify and indicate)			

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

	Faculty	Students
National Seminar	50	08

International Seminars

Any other academic forum

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

Self-instructional materials

Print materials

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

Digitalized (Computer aided instructional materials)

Question bank

Any other (Paper, Pencil Test)

11. 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

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

Yes		No	√
-----	--	----	---

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

Yes		No	√
-----	--	----	---

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

05

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	05
State level	02
National level	01
International level	

Criterion IV: Infrastructure and Learning Resources

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

3500m ²

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?

20

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

50000

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

23580

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

16000

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

32000

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

Yes	√	No	
-----	---	----	--

9. Total number of posts sanctioned

	M	F	M	F
Teaching	09	0	×	×
Non-teaching	09	0	×	×

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	09	0	×	×
Non-teaching	09	0	×	×

11. a. Number of regular and permanent teachers

	M	F	M	F
Lecturers	09	0	x	x
	M	F	M	F
Professors	09	0	x	x

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

	M	F	M	F
Lecturers	X	x	X	x
	M	F	M	F
Reader	x	x	x	x
	M	F	M	F
Professors	x	x	x	x

- c. Number of teachers from
- | | |
|--------------|----|
| Same state | 09 |
| Other states | |

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:10

13. a. Non-teaching staff

Open Reserved

	M	F	M	F
Permanent	09	X	X	X

	M	F	M	F
Temporary	X	X	X	X

b. Technical Assistants

	M	F	M	F
Permanent	01	X	X	X
	M	F	M	F
Temporary	X	X	X	X

14. Ratio of Teaching – non-teaching staff

1:1

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

55%

16. Is there an advisory committee for the library?

Yes	√	No	
-----	---	----	--

17. Working hours of the Library

On working days

08

On holidays

02

During examination

08

18. Does the library have an Open access facility

Yes	√	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books	7000	
-Textbooks	4500	
-Reference books	1000	
b. Magazines	500	
c. Journals subscribed		
-Indian journals	20	
-Foreign journals	20	
d. Peer reviewed journals	02	-
e. Back volumes of journals	X	
f. E-information resources	04	

-Online journals/e-journals	√
- CDs/DVDs	√
-Databases	√
- Video Cassettes	×
- Audio Cassettes	×

20. Mention the

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

Seating capacity of the Reading room

70
30

21. Status of automation of Library

Yet to intimate	
Partially automated	√
Fully automated	

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

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

23. Are students allowed to retain books for examinations?

Yes	√	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

25

Maximum numbers of day's books are permitted to be retained

By students

07

By faculty

15

Maximum number of books permitted for issue

For students

03

For faculty

05

Average number of users who visited/consulted per month

70-75

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

44:1

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

27%

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

	I		II		III	
	Number	Total (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	335	60521	210	41405	107	28315
Other books	410	67412	185	37418	330	50777
Journals/Periodicals	06	6310	03	5360	03	5870
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 2010-11	Year2 2011-12	Year3 2012-13
B.Ed.	-	-	-

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

Yes	√	No	
-----	---	----	--

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

10 each

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG		
	I	II	III
Pass percentage	100	100	100
Number of first classes	×	×	33
Number of distinctions	63	80	42
Exemplary Performances (Gold Medal and university ranks)			

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

	I	II	III
Net	02		
SLET/SET			
Any other (specifies and indicate)			

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

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

(Additional rows may be inserted as per requirement)

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

Yes		No	√
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	√
---------	-----	--	----	---

Non-teaching staff	Yes	√	No	
--------------------	-----	---	----	--

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

Yes		No	√
-----	--	----	---

If yes, number of students residing in hostels

Men	x
-----	---

Women	x
-------	---

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

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

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

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

12. Availability of rest rooms for Women

Yes		No	√
-----	--	----	---

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

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

(Excluding college day celebration)

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

	Participation of students (Number)	Outcome (Medal achievers)
State	x	x
Regional	x	x
National	x	x
International	x	x

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2009

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

Yes		No	√
-----	--	----	---

20. Does the institution regularly publish a college Bulletin?

Yes	√	No	
-----	---	----	--

21. Does the institution publish its updated prospectus annually?

Yes	√	No	
-----	---	----	--

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

	Year1 2009-10 (%)	Year2 2010-11 (%)	Year3 2011-12 (%)
Higher studies B.Ed.	45%	37%	25%
Employment(Total)	55%	63%	75%

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 2009-10	2 2010-11	3 2011-12

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

- Academic guidance and Counseling

Yes	√	No	
-----	---	----	--

- Personal Counseling

Yes	√	No	
-----	---	----	--

- Career Counseling

Yes	√	No	
-----	---	----	--

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	Every four month
Staff council	Every three month
IQAC/or any other similar body/committee	Every three months
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) 1. Library Advisory committee 2. Grievance Cell 3. Student Council	As and when necessary

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

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

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

1	1	1
---	---	---

5. Furnish the following details for the past three years

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

03

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

National	2	0	0
International	0	0	0

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

2	2	3
---	---	---

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

2	2	2
---	---	---

e. Research development programmes attended by the faculty

0	4	2
---	---	---

f. Invited/endowment lectures at the institution

4	4	4
---	---	---

Any other areas (specify the programme and indicate)

--	--	--

 \

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

a. Self-appraisal

Yes	√	No	
Yes	√	No	
Yes		No	√

b. Student assessment of faculty performance

c. Expert assessment of faculty performance

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	√
-----	--	----	---

By the Head of the Institution

7. Are the faculty assigned additional administrative work?

Yes		No	√
-----	--	----	---

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

--

8. Provide the income received under various heads of the account by the institution

For previous academic session

Grant-in-aid

Fees

x

4850000

Donation

Self-fund courses

Any other (specify and indicate)

x

x

x

9. Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned Budget	3034000	2835000
% spent on the salary of faculty	52%	55%
% spent on the salary of non-teaching employees	23.45%	25.27%
% spent on books and journals	0.14	1.70
% Spent on developmental activities (expansion of building)	2.32	1.29
% spent on telephone, electricity and water	1.27	1.16
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5.09	0.48
% spent on maintenance of equipment, teaching aids, contingency etc.	x	x
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	x	x
% spent on travel	0.93	1.03
Any other (specify and indicate)	x	x
Total expenditure incurred	85.20	85.93

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

	Surplus in Rs.	Deficit in Rs.
2009-10	558520	
2010-11	425810	
2011-12	244233	

11. Is there an internal financial audit mechanism?

Yes		No	√
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12. Is there an external financial audit mechanism?

Yes	√	No	
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13. ICT/Technology supported activities/units of the institution:

Administration

Yes	√	No	
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Finance

Yes	√	No	
-----	---	----	--

Student Records Career

Yes		No	×
-----	--	----	---

Counselling Aptitude

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

Testing

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

Examinations/Evaluation/

Yes		No	
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Assessment

Yes		No	
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Any other (Documentation)

Yes	√	No	
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14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes	√	No	
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15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes	√	No	
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16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes	√	No	
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17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes	√	No	
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18. Is a grievance redressal mechanism in vogue in the institution?

a) For teachers

a) For students

c) for non - teaching staff

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

Yes	√	No	
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20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes	√	No	
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21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes	√	No	
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Criterion VII: Innovative Practices

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

Yes	√	No	
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2. Do students participate in the Quality Enhancement of the Institution?

Yes	√	No	
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3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	5	4	7	5
b	ST	2	3	2	4
c	OBC	12	12	21	21
d	Physically challenged	x	x	x	x
e	General Category	18	18	33	33
f	Rural	x	x	x	x
g	Urban	x	x	x	x
h	Any other (specify)	x	x	x	x

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	x	x	x	x
b	ST	x	x	x	x
c	OBC	4	45	6	66
d	Women	x	x	x	x
e	Physically Challenged	x	x	x	x
f	General Category	5	55	3	33
h	Any other (specify)	x	x	x	x

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	08	07	08	07
ST	01	03	01	03
OBC	38	43	38	43
Physically challenged	x	x	x	x
General Category	53	47	53	47
Rural	x	x	x	x
Urban	x	x	x	x
Any other (specify)	x	x	x	x

PART – II The Evaluative Report

1. Executive Summary:

Mahabodhi Teachers Training College is established in 2008 with an intention to cater the higher educational needs of the surrounding rural areas of bodh gaya town ship. It is run by lord Buddha and educational and welfare trust, a trust dedicated itself for social welfare and its upliftment. The College is located in a semi- urban environment, within the reach of near by rural areas. The College is affiliated to Magadh University, bodh gaya and recognized by NCTE to run courses of Education i.e., B.Ed. At present the college runs only the courses of education discipline. The college has got permission to start B.Ed in 2008. the course are running with permanent recognition from NCTE order no. ERC/7-106-7.1/2010/8884.

The college being one of the premier institutions to run B.Ed programme in the townships recognized for its emphasis on quality based teaching and for producing worthy prospective teachers and teacher educators. The management never compromises on quality concerns. The state of art facility provided in the college motivates and encourages conductive environment which is the pride of college

The college is fortunate to enjoy cordial community co-operation from the government institutions as well as non government institutions. As many as 20-25 schools are cooperating the college to conduct practice teaching in their institutions. These institutions include government schools and private schools. The college also reciprocates its co- operation by arranging placement in private schools through the placement cell and keeps involving the government and B.S.P school teachers in the activities conducted in the college campus

Growth and development are the key terms for any institution to face the challenges of the fastidious educational society. Hence, the college at present is all set to establish research centre for education. The process is in the final stage as inspection by the university team is conducted and awaiting a final order from the university.

Challenges are the steps to reach the goal Mahabodhi teachers training College always tried to keep its place in the first 3 good colleges of the University and the challenge to maintain the place can only be achieved with quality and hard work. The staff of Mahabodhi teachers training College has no match in hard work and dedication. With the vision of the management and the dedication of the senior staff made the college set its name to manifest quality and trust.

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular design and development

1. State the objectives of the institution and the major considerations addressed by them?(intellectual, Academic, Training, Access to the disadvantaged, Equity, Self development, Community and National Development, Issue of Ecology and Environment, Value orientation, Employment, Global trends and demands, etc.)

Objectives of the institution:

- *Higher education to reach every section of the society*
 - *Quality education with high standards to meet the challenges.*
 - *Teacher training to meet the needs of the latest changes in education.*
 - *Value based education with the sense of duty and discipline.*
 - *Personality and character development of teacher trainees and teacher educator.*
 - *To develop an attitude of positive response.*
 - *To train the aspirants to become worthy citizens of India*
2. Specify the various steps in the curricular development processes. (Need assessment, development of information, data base pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The university Board of studies for Education decides the curriculum and the syllabus prescribed by the university will have to be followed by the affiliated colleges .Within in the frame work of the university syllabus, the college tries to enrich the contents in both aspects, knowledge and skill.

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

The present curriculum in teacher education is based on the global trends, specifically focused on training to deal with the child centered education and covering all foundations of education such as Philosophy, Psychology, Sociology, and Technology. The methodology of teaching also focuses on new trends such as models of teaching and child centered methodology. A comprehensive internship program completes the practical and skill part of the trainees

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

The curriculum itself is comprehensive and the choice of selective papers on environment, value education etc, are given in the syllabus. Technology of teaching is a compulsory paper in B.Ed

syllabus. Apart from the syllabus, the college try to inculcate values and awareness towards issues like environment through short projects and assignments.

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

The faculty use ICT for transformation of knowledge in various forms of ICT such as-

- *Providing lectures through power point presentations.*
- *Using over head and slide projectors for lectures.*
- *Sending information related to curriculum through mails.*
- *The faculties of the respective subjects had developed contents in PPT slides*

for reference in classroom sessions.

1.2. Academic Flexibility:-

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

The students are provided with firsthand experience in teaching through practice teaching. Before entering into the actual classroom, they are given extensive practice in micro- teaching program to enrich their teaching skills.

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

The students are given ample time to complete their training in the field, at their own pace based on the feedback given by their supervisor and mentors. Focus will be given to one particular program at a time , either theory or practice. The college is specifically trying to provide different teaching experience to the trainers by providing different types of school for better exposure and teaching experience.

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.

- *The college time to time conduct personality development program for students*
- *Sports and cultural programs are included in the time table.*
- *Village Community interaction is also included in the curriculum.*
- *Practicing in rural and urban schools is made mandatory for trainers doing practice teaching program.*
- *The college conduct free medical camps, visits to orphanage and old age home etc*

- *The trainees every year conduct “each one teaches one” program in villages near by surroundings.*

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

(1) Inclusion of interdisciplinary/ multidisciplinary aspects in the curriculum.

- *The curriculum and syllabus of B.Ed is based on different foundations of education.*
- *Philosophy, Psychology, Sociology and technology are the basic foundations of education. Apart from these all methodology of school subject is part of the syllabus. Hence, the curriculum as a whole is interdisciplinary based.*

- *Subjects like math and statistics are included in papers like – Development of learner in teaching –learning process and mental measurement and evaluation.*

(2) Multi skill development:

The aims of education are to enhance all-round development of a child. A teacher Should be multi skilled to understand the needs of a child. B.Ed curriculum focus on development of cognitive, affective and psycho motor aspect of prospective teachers who can effectively groom a child’s all-round development. Other than that development of teaching skills are part of B.Ed Syllabus and the prospective teacher are trained to enhance their ability to display all teaching skills during their practice teaching.

(3) Inclusive Education:

Admission to teacher education courses is a multi level testing and screening programme done by the Magadh university. An entrance exam, followed by council ling and then admission take place of the eligible candidates. Admission eligibility exam graduation itself is of a minimum 50% as eligibility criteria as set by university. Hence, there is no criteria for inclusive education to teacher training courses. But, in case of slow and low achievers in B.Ed courses, remedial classes are organized to make sure that everybody will get a fair chance to compete with rest of the group. Category based admission and other quota like backward classes, widows, freedom fighters and handicapped are internally embedded in the structure of admission procedure.

(4) Practice- teaching:-

Practice teaching is an important part of teacher training. It is ensured that teaching methodology is followed by all students irrespective of their subject proficiency. New methods, techniques and innovative ideas are being incorporated by the students during their practice teaching sessions.

(5) School experience/Internship:

School experience and internship are strictly made part of B.Ed. Curriculum. A comprehensive program including all activities of the school, office management etc. are emphasized in internship program.

(6) Work experience/SUPW

Work experience is a part of practical curriculum in B.Ed courses. An external evaluation system is incorporated and the examiner will be appointed by the University to assess the work experience. As many as 12 options in the area of work experience were given in the syllabus and the students have to choose one option from it.

(7) *Apart from the above mentioned programmes, the institution in its drive to enhance the scope of the curriculum, activities such as internal seminar, poster presentation, assignments are made compulsory to students and a comprehensive approach to conduct the programme is ensured.*

1.3 Feedback on Curriculum:-

1. How does the institution encourage feed back and communication from the students , alumni, employers, community, academic peers and other stake holders with reference to the curriculum?

For academic performance, the college do have a conventional system of feedback from students through feed back forms . Since the last two sessions, the college has adopted a new student feedback system in which, students will give feedback to the principal on the performance of the teacher educators and the content covered during the week and need any re lecturing on the topic taught. Feedback for alumni is taken verbally by the Principal , Community and other stakeholders feedbacks are taken in form of written suggestion. For other activities, suggestion and grievances, the college provided a suggestion box in the college and a e-suggestion box to mail their opinion, suggestion with adherence to norms of confidentiality.

2. Is there a mechanism for analysis and use of the out come from the feed back to review and identify areas for improvement and the changes to be brought in the curriculum? If yes, give details on the same.

The collected feed back forms are analyzed and discussed with the management on the issues of amenities and the performance of teacher educators was intimated to the respective teachers.

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

Principal of the college is a member of faculty for education subject of Magadh university which deals with annual curriculum revision and other activities of the University. Uploaded education curriculum. Innovative and advanced technology of education.

1.4 Curriculum Updates:-

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

Almost all the papers have been changed from conventional theoretical content to thought provoking and activity based content.

Practical part of psychology is revised in the year 2012.

2. What are the strategies adopted by the institution for curriculum revision and update? (need based assessment, student input, feedback from practicing schools etc.)³⁶

- *The teacher educators attend the seminars conducted by college time to time on curriculum.*
- *The principal of the college is a member of faculty committee of the university who attend the discussions on curriculum revision every year.*

1.5 Best Practices in curriculum aspects:-

Q1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects

- 1) *The institution ensures an overall development of trainees imparting education in various domains like moral education, value education, health education and aesthetic education. The same is imparted through donations, village camps, activity camps and seminars.*
- 2) What innovations/ best practices in curricular aspects have been planned/implemented by the institution?

Our B.Ed department developed a palette room for poster presentation by B.Ed trainees. Posters on different topics of curriculum will be displayed on every Monday and Thursday

which will be graded by the principal on the spot for internal assessment. Additional information to be provided by institutions opting for Re-accreditation/Re-assessment.

1. What are the main evaluative observations / suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

The main observations/suggestion came from the first assessment report and their action taken by the college is as follows :-

- a) The Village community interaction was increased from 1 day to 3 days as per the suggestion.*
- b) Areas such as inclusive education new school experiences and environmental education is given priorities.*

CRITERION – 2

TEACHING – LEARNING AND EVALUATION

2.1 Admission process and student profile

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

Admission to B.Ed courses will be done on the merit at the qualifying exam . A common entrance examination will be conducted by Magadh university to the courses. The successful candidates may be given provisional admission in to the college through counselling done by SCERT.

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

The admissions are done by the Magadh university, they display the college names and the intake capacity of the college on their websites for the students to select their choice. They even advertise in the local papers about the information of the colleges and their intake, location etc.

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

It is monitored by the SCERTas per the laid norms. Refer – 2.1.1

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

There is no issue of retention as the courses are for one year duration.

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

The qualifying exam conducted by the Magadh university consists of assessment related to General Knowledge, Teaching aptitude and language proficiency. Hence, those qualify the exam are eligible for admission. The college conducts orientation programme and micro teaching program before commencement of practice teaching programme.

2.2 Catering to diverse needs

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

The institution takes steps to cater the needs of diversified requirements of all the stakeholders such as-

- *Creating an overall congenial environment.*
- *Addressing student issues through student council.*
- *Identifying key stakeholders in the learning and development.*
- *Establishing a link between teacher educators, prospective teachers, practicing school and alumni.*
- *Access of internet in the library.*
- *Organizing workshops, seminars time to time.*
- *Group discussions based on curriculum.*
- *Community interactions.*
- *To foster values like empathy, compassion, vocational training , educational counselling in the prospective teachers.*
- *Extension activities to understand experience and to reach out to social issues of the community. Celebrating festivals, important days to develop managerial and organizational skills in prospective teachers.*

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

The institution caters the diverse learning needs of the prospective teachers by the following activities.

- *Incorporating various teaching/ learning methods & strategies to enrich the teaching programme in the practicing schools.*
- *Creating a stress free learning environment by extending maximum support & resources available in the institution.*
- *Exposure to different styles of presentation of content for developing confidence in the prospective teachers.*
- *Special teaching programme for high achievers and remedial teaching for low achievers.*
- *Involving alumni for the task of being mentors to the low achievers.*
- *Involving students in quality management by taking their confidential feedback on teacher performance & transfer of syllabus.*

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

- *The institution encourages the students to understand the role of diversity and equality through activities such as practice teaching, simulated lessons.*

- *The curriculum itself envisages the diversity and equity in teaching learning process.*
- *Co-curricular activities and other community activities to promote egalitarian feelings in prospective teachers.*

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

- *The teacher educators work together with the prospective teachers in all the activities.*
- *Teacher educators are given opportunities to attend workshops and seminars to develop their Professional abilities. The institution sponsors the teacher educators in activities concerning professional development .Internal workshops with in the teacher educators are being conducted to enrich and share their knowledge with each other.*
- *Faculty enrich programmes such as paper publications, paper presentation are encouraged.*
- *Discussions are encouraged during method lectures , classroom teaching which enables the teacher to understand the level of transfer of knowledge in the classroom teaching learning process.*
- *Action research is encouraged among the students by involving the teacher educators as mentors.*
- *Principal interact with the prospective teachers and the performances and their experiences during practice teaching programme and address the problems if any.*

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

The fastidious educational environment creates a competition in prospective teachers to sustain themselves continuously. Awareness of different learner needs drive teacher educators through develop their knowledge and skills to apply them effectively in their classroom situations. This can be achieved through

- *Community services*
- *Effective practice teaching*
- *Simulated classrooms*
- *Practicing micro skills*
- *Poster presentation and the projects prescribed in the curriculum under various subject heads*

2.3 Teaching–Learning Process

1. How does the institution engage in the active learning?

The B.Ed curriculum is itself comprehensive and dynamic in scope of learning with a lot of activities and schedule hence active learning is a natural process of teacher training programme

- *Diversified methodology applied by the teacher educator's help the students to adopt new methods in their practice teaching.*
- *Pre-declared questions to be attempted for weekly test.*
- *Open book assignments enable the students to refer as many books as possible.*
- *Practice of micro skills in the peer group helps participation, confidence and skill development.*

- *To face teaching practice programme enable the students to overcome their lacuna during the first phase time to time feedback and active mentorship of teachers of practicing schools help to evaluate the performance spontaneously.*
- *50% practical assessment out of the total marks to be obtained itself is an active learning Concerning practicals under eight heads of different practicals that are :*
 - *Supervised Teaching*
 - *Micro teaching*
 - *Co-curricular work*
 - *Psycho-Practical*
 - *Productive work*
 - *Seminar*

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

The various learning activities adopted by the institution are :-

- *Theory as well as application based assignments are given to the prospective teachers*
- *Dissertations for post graduate students are encouraged to take up different education / social/ Psychological issues for their unpublished works and viva-voce is conducted for the same.*
- *Social issues such as women illiteracy, Drug addiction, School drop outs etc. are given emphasis during social visits to orphanage, De-addiction camps and village community interactions.*
- *Field visits give opportunities to prospective teachers to develop their observation skills and social realities through direct experiences.*

- *Psychology practicals provide insight in understanding the abilities and capabilities of children and their individual differences.*
- *Weekly poster presentations in small groups develop the student's presentation skill and spontaneous grading motivates and re-inforces their efforts further.*

Lobby decorations and display boards promote aesthetic values and presentation skills in prospective teachers which they do in small group activities through out the academic year.

3. What are the instructional approaches (models of teaching) and experiences provided for mensuring effective learning? Detail any innovative approach/ method develop and / used?

The various models of teaching practiced in the institution are the Jurisprudential model, co-operative learning, lecture cum discussion, Programme learning, NCERT model, Simulation teaching model.

Mind mapping / concept mapping is widely used by the teacher educators in the daily teaching process which enable the prospective teacher to use the techniques of mind mapping through various drawing skills to develop attention of student during practice teaching.

Student seminars are conducted through poster presentation technique (small group consist of 5 members). The posters keep displayed for three days for the observation of peer group and will be graded on the posters for transparency in evaluation.

4. Does the institution have a provision for additional training and in models of teaching? If yes, provide details on the models of teaching and no. of lessons given by each student.

The institution made compulsory for all prospective teachers to demonstrate atleast two lessons in any model of teaching of their choice for assessment of their performance which is subjected to evaluation by the teacher educators of respective methods.

5. Does the student teachers use micro teaching technique for developing teaching skills? If yes, list the skills practiced and no. of lessons given by each student per skill?

The college conducts 2 week micro teaching programme made compulsory for all prospected teachers before they go for practice teaching Schools. The micro teaching programme is conducted in small groups, method wise in peer groups. Each student prepare three lesson plans following the micro teaching cycle. Twenty one lessons of seven skills are prepared by each student. Observation tables are used based on the components of the skills for each student and for each lesson. The following skills are practiced during micro teaching programme are :-

- Set Induction*
- Skill of explanation*
- Skill of Blackboard writing*
- Skill of Stimulus variation*
- Skill of questioning*
- Skill of Re-inforcement*
- Skill of using illustration*

6. Detail the process of practice teaching in schools (lessons students give per day, lessons observed by the teacher educators, peer/ school teacher, feedback mechanism, monitoring mechanisms of lesson plan etc.)

- *10-15 prospective teachers are made a group per school.*
- *Each students give one or two lessons per day.*
- *The school will be taken over by the college for preparation of time table and maintenance of time table for two weeks in two phases each.*
- *Two teacher educators will observe and monitor classroom proceedings.*
- *Time table will be prepared for two weeks practice teaching programme at least 10 days before commencement of the programme.*
- *The prospective teachers then go to the respective schools to collect the teaching content from the subject teacher of the school. They take the advice of the school teachers if they feel any doubts in the content given to them and guidance regarding the students individual differences.*
- *The lessons will be observed by the two in-charge teacher educators, school teachers, peer students and super-supervisors nominated by the principal or the principal herself.*
- *Lesson plans have to be approved by the subject mentor before entering in to the classroom.*
- *Some sort of teaching aid is compulsory for every lesson practiced.*
- *At least five lessons of the fellow trainee are to be observed and submitted to the trainee.*
- *Teacher educators give their feedback in a separate criticism book for all lessons in which student justification column is also provided.*

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

There is no separate provisions for block teaching as the admission to B.Ed course is done by the Magadh university in the month of July and the classes commence from August and to be completed by February, all field teaching activities will completed during the two phase teaching programme only.

8. Are the practice teaching sessions /plans develop in partnership, co-operatively involving the school staff and mentor teachers?

- *The college conducts the practice teaching programme in two phases for 15 days each. Each teacher educators has to give 30 practice lessons in two subjects of his/her specialization.*
- *The time table for the practice teaching programme has to be prepared by the supervisor with the help of Principal which is approved by the school Principal.*
- *The lesson plan made by the prospective teachers will be approved by the subject teachers.*

Only approved lesson plans will be permitted by the supervisors.

The school subject teachers observe their respective classes and suggest on the lesson planning , teaching aids and teacher behavior as well.

The supervisors specifically give emphasis to teaching skills of the prospective teachers.

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

15 day orientation programme will be conducted which covers basic requirements of classroom teaching such as Methods, Technique, Maxims, Principles, Lesson Planning, Individual differences in children, Group dynamics etc.

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

- *Introducing ICT based teaching for the prospective teachers by the teacher educators using L.C.D, O.H.P and Slide Projector during orientation and micro teaching programme.*
- *Prospective teachers are encouraged to prepare power point lessons during their practice teaching session.*
- *Student teachers are suggested to use internet for content search and make presentation in the creative palette programme,*

2.4 Teachers Quality

1. Are the practice teaching plans developed in partnership co-operatively?

Method teachers sit together and discuss on plans made in different teaching methodology. Internal workshops are conducted under the supervision of the Principal for the preparation of lesson plan using new methodologies.

Lesson plans made by teacher educators of other colleges also put to discussion and if any thing is to be adopted would be done so.

2. What are the ratio of student teachers to identified practice teaching schools give the details on what basis the decisions have been taken ?

- *10-15 prospective teachers are assigned to each practicing school under two supervisors (Teacher educators).*

3. Describe the mechanism of giving feed back to the students and how it is used for performance improvement ?

- *Feed back is given by the Supervisors, Peer group, students and by the subject teachers.*
- *Teachers give their feed back in a specific criticism book while the Peer group and the senior fellow students give the feedback on observation sheets specified for practice teaching.*
- *Mentors give their feed back to the respective subject students verbally and sometimes in written form on their lesson plan books.*

- *After the feedback the criticism book has a provision the prospective teachers to justify their teaching behavior a separate column is provided under the heading „Students remark on given suggestion“.*
4. How does the institution ensure that the student teachers are updated and the policy direction and educational needs of the schools?
- *The orientation programme and the micro teaching programme help the trainees to modify their teaching behavior as per the class room requirements.*
 - *The supervisors continually in touch with the subject teacher of the school who also monitor/ observe their respective classes time to time give feed back to the trainees on the feedback of the subject teacher"s expectations.*
5. How do the students and faculty keep pace with the recent development in the School subjects in the teaching methodology?
- *The teacher educators are time to time will be sent to the training programmes conducted by the college on teaching methodology and school curriculum.*
 - *Their experiences in the training programmes and Workshops will be discussed in the classrooms with the trainees.*
 - *The college also conducts the refresher courses at different schools.*
 - *Discussions with the school teachers and school curriculum will help the teacher educators/ Resource persons to understand the needs of the schools.*
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, sponsoring professional development activities, promotional policies etc.)

The College takes active interest in performing the above activity. Refer to 2.2.4

7. Does the institutions have any mechanism to reward and motivate staff member for good performance?
- *Best teacher award*
 - *Celebrating teacher"s day by honouring teachers*
 - *Appreciation letters for outstanding achievements*
 - *Recommending staff by the management for the awards sponsored by NGO"s such as Rotary club.*

2.5 Evaluation process & reforms

- *How the barriers to student learning identified, communicated & addressed? (Conductive environment, infra-structure, access to technology, teacher quality, etc.)*
- *The barriers identified are language skills, communication skills, teaching skills & preparations of teaching aids*

- *Communicating the barriers through :*
 - a) *Personality development programme.*
 - b) *Bilingual teaching .*
 - c) *Skill development programme.*
 - d) *Workshops on preparation of teaching aids.*

- *Address through :*

- 1) *Interaction with mentors.*
- 2) *Personality development programme.*

2. Provide details of various Assessment/ Evaluation processes (Internal assessment Midterm assessment, Term and Evaluation, External Evaluation) used for assessing students learning?

B.Ed Evaluation Process :

B.Ed assessment consists of two parts

Part-1 Theory 700 marks.

Part-2 Practical/internal assessment 300 marks.

Part-2 is divided into two parts

Part-2(a) Internal Assessment :-

- *Community work* – 25
- *Co-curricular activities* – 25
- *Tests* – 25
- *Micro teaching* – 25
- *Supervised teaching* – 50

Part-2(b) External Assessment:-

- *psychology practical's* – 35
- *viva-voce on teaching* – 35
- *University exam on teaching*– 50
- *Productive work* – 30

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

- *Weekly tests are graded immediately after the test.*
- *The first Terminal Examination (Model Examination) results will be declared within two days of conduction of each paper.*
- *The Model Examination result will also be considered for diagnostic and remedial testing.*

4. How is ICT used in evaluation and assessment process? *Two phase seminar presentation on the dissertation work is to be presented by the student which is subjected to external evaluation. For the internal presentation students are motivated to use ppts.*

2.6 Best practices in Teaching/ Learning Evaluation

1. *Detail any significant innovation in teaching / learning / Evaluation introduced by the Institution?*

- Seminar presentations are made compulsory to the students and the mode of presentation is poster presentation. A palette room is given to students to display posters on the given topic. A group of 5 students to prepare on one theme. Like wise, every Monday and Thursdays new presentations are displayed. Grading is done on the posters there and then to bring transparency in evaluation.
- Weekly test question will be declared one week before the test. Every Monday a question will be declared for the test that is to be conducted on the next Monday. Students will get ample time to prepare the answer from various reference books.

Additional information to be provided by institution opting for Re-accreditation/ Re assessment.

1. What are the main Evaluative observations / suggestion made in the first assessment report with reference to teaching learning and evaluation and how have they being acted upon?

The observation / suggestions given by the NAAC Peer committee are –

- *Improvements in use of computers.*

The teaching staffs of the college have been given a 15 day MS-Office training programme during summer vacation which enabled them to work on computers with ease

- *Student awareness to be developed in alternatives to micro-teaching from different sources*

Apart from the scheduled intensive micro-teaching programme of two weeks, before going for practice teaching the students are subjected to view DVD"s on micro teaching skills.

- *Awareness about models of teaching is given emphasis.*

The theory syllabus of B.Ed is very vast. The students do not get enough time to study each and every element of the syllabus. Monday test help them to prepare at least one question in a week in planned way. The question will be declared a week before for which they have to give the examination after seven days.

- *Reducing the number of weekly test is suggested*

The no. of test conducted for B.Ed are 15.

- *Collaborative planning of teaching with school personnel is required*

The institution worked on the suggestion given by the peer team and requested the school personnel, specifically the subject teachers to act as mentors to the trainees during practice teaching and help them to improve their teaching by constructive feedback.

2. What are the other quality sustenance enhancements measures undertaken by the institution since the previous assessment and accreditation?

- *More classrooms were added to the old structure*

- *The newly constructed six classrooms are spacious, wide and airy*
- *More apparatus and 120 paper pencil test were added in Psychology laboratory.*
- *Library has a full stock of reading material with a separate reading room with internet connectivity.*

CRITERION- 3

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of research

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

- Maha Bodhi Teachers Training College is providing conducive environment for research and development in education
- Four of the staff members were submitted their thesis and four of the staff have registered for Ph.D and nine staff have obtained their M.Phil degree in education.
- All the staff members are engaged in supervising dissertation work
- The college has conducted a five day lecture series on research methodology in 2012.
- Various experts from different parts of the country have shared their knowledge & experience in the lecture series.
- The college has also conducted a work shop on Use Of SPSS for analysis of research data
- The college library is equipped with good collection of books on research methodology, research surveys & research journals

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

The thrust areas of research prioritized by the institutions are:-

- *Case Studies*
- *Psycho- Social problems*
- *Experimental studies*
- *Descriptive studies*

3. Does the institute encourage action research? If yes give the details of some of the major outcomes and the impact?

The institution focus on action research is note worthy. The prospective teachers conduct action research under the guidance of supervisors during their practice teaching programme.

- The major issues covered by action research are :-
- Absenteeism
- Using atlas and map in social science
- Class bunking
- Language related issues
- Problem identifying differences in mathematics.

- The trainees learned to understand the school problems which can have a scope of application of action research and thereby how to conduct action research.
- *The staff of the college also conducted an action research in learning style preference of dropouts.*
- *The action research outcome helped the trainees develop their confidence and a sense of achievement.*

3.2 Research & publication output

1. Give details of institutional and other materials developed including teaching aids and / or used by the institution for enhancing the quality of teaching during the last four years.

The contribution of teacher education in development of instructional and other material is a credential for our college. The following are the major contributions of our teachers for enhancement of quality in teaching

- A comprehensive annual plan
- Power point presentations
- Some of our teachers participated in the curriculum development of B.Ed. which is initiated by SCERT
- One of our faculty authored a part of curriculum of B.Ed. for L.N. Mithila University Dharbhanga.
- Facebook and blogs as platforms for academic discussions

2. Give details on facilities with the institution for developing the instructional material?

- Staff rooms have equipped with a computer and internet facility.
- Teachers are encouraged to prepare power point presentation and download study material/ reference material through internet to enhance their content of knowledge.
- Library is also equipped with a section of reference books for developing instructional material
- Computer lab is also available for teacher educators as well as prospective teachers to enhance skills in computers and take the help of computers in day to day procedures.

3. Did the institution develop ICT/Technology related instructional material last four years ?
Give details?

- Content based PowerPoint presentations of each paper have been prepared by the teacher educators for all subjects
- The principal of the college developed DVDs of Laboratory method class and different micro teaching skills
- Prospective teachers prepare PowerPoint presentation on any one topic of their choice.

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

A workshop was organized by the institution on item writing for alumni (Presently working As teachers)

- A workshop was organized for B.Ed. students and the teacher educators on use of SPSS for data analysis.
- The above workshop was open for all other college students at free of cost.

5. List of journals in which the faculty members had published papers in last 3 years ?

- Recent researches in Education and Psychology.
- Education and Psychometry.
- Modern Researches in Education

6. Give details of awards, honors and patents received by the faculty members in last 5 years?

- The Principal of the college is felicitated by Rotary club for understanding performance in education.
- One of the senior staff of our college Dr. S.S. Chauhan was felicitated by the Rotary Club of India for outstanding performance in education for the year 2013

3.3 Consultancy

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

- *The institution is providing consultancy service to various institutions.*
- *Principal of the college is a resource person to various schools providing orientation and refreshers courses every year*
- *Six of the staff members including Principal are on the panel for university evaluation in education.*
- *Dr. Dhruv kumar is practicing counsellor for various schools including in local area.*
- *Four of the faculty members regularly setting university questions papers*
- *Two of the faculty of our college are appointed as external examiners by the university other than Magadh University.*

2. Are faculty /staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff member and the steps entitled by the institutions to publicize the

available expertise?

- *Some of the faculty members are competent to take consultancy. Some of the areas of competency are*
- *Guidance Counselling*
- *Action Research*
- *Course writing*
- *Curricular Framing*
- *Skill development etc.*

Though the college do not advertise or publish their faculty on their exposure, most of the educational institutions of the township know their potentials by word.

3. How much revenue has been generated through consultancy in the last 5 years? How is the revenue Generated, shared among the concerned staff members and the institution? *Most of the consultancy is done honorary. The institutions pay for the travel expenses of the consultant only.*
4. How does the institution use the revenue generated through consultancy?

As the services are honorary there is no claim or generating revenue by consultants.

3.4 Extension activities

1. How has the local community benefited from the institution? (Contribution of the institution by the various extension activities, outreach programmes partnered with NGO'S and Go'S?)

- *Bihar is a decade old state. this state is the most backward and tribal habituated state. Gaya is a city of ancient historical and mythological significance. It is one of the major tourist attractions of Bihar. The city is the second largest city of Bihar and also the headquarters of Gaya district. It is a place sanctified by the Hindu, the Buddhist and the Jain religions. Now, Gaya is known as education hub, and the state developed very fast and educational needs of the people started increasing. Awareness to becoming educated is one of such changes the state has seen since last few years.*

Mahabodhi teachers training college is established in 2008 with a view to render services to people of their region in the field of school and college education. The college is established in the outskirts of the township where most of the middle and low income people resided. With an intension to provide educational facilities to the strata which cannot afford costly education, the college rendering services since there, to the area at cheaper cost.

The college every year conducts village community camp to our B.Ed. students to develop values such as brotherhood, cooperation compassion, social equality etc. The college students work hand in hand with the village community. The college also conduct free medical camp for neighbouring villages for the benefit of the villagers, dental camp, eye camp are regularly conducted in those villages free of cost.

- *The institution always tried to extend benefit to the community associated with it by extension activities.*
- *Village community interaction programme is made compulsory for all teachers and trainees. They spend three days in nearby village and render services such as awareness program on literacy, skill development De-addiction etc. They also teach in village government schools and conduct sports and other activities for*
- *the school children.*

- *In every such village interaction camp the management & staff of the college donate note books, stationery and other writing materials, compass box, slippers indoor game material, outdoor game material etc.*
- *The institutions also donate in fans and teaching aids to the school of the villages. The college also conduct Guidance & Counselling programmes for school students and youth of the village for their benefit. Since last year, the college is working on a self generated project of educating dropout youth of the village. Even though the task is and requires to extent in the late evening hours, the staff of the college are training to work on their objectives sincerely. Providing the dropout youth with information of open schools, making them fill the applications and providing them books and tutorials while addressing the barriers that come in their ways is taken up seriously.*

In the year 2012-13 the college students (trainees) extended their scope of social work in the area of de-addiction in children and youth. Visit to such a camp has generated determination in trainees to work for them. Then they took a oath to do their best to help the children admitted in the camp. Through street plays, posters, yoga etc they helped the staff of the camp to create awareness towards dedication and what a healthy life meant.

Three staff members of the college have adopted three girl children for one year in school run for blind. The annual cost of the child is sponsored by the staff and are willing to continue the same further.

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

(I) Community participation in institutional development

Extension lectures, personality development workshops etc help the institution in its growth and development. The people from different strata of community contribute in such development.

(II) Institution community networking

Social dependency is a natural phenomenon which is important for growth and development. Survival of any institution depends on the community experts such a potential students, cooperating parents, availability of good teaching staff and other supporting staff.

(III) Institution school Networking:-

B.Ed. college can maintain quality only when they maintain good social relationship and networking with other educational institution. Mahabodhi teachers training college is fortunate to have good networking with other institution and as many as 10 schools of the township provide their school for trainees" practice teaching.

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

The college is planning to adopt a village for working on different areas such as, education of dropout youth, girl education, health and hygiene, free medical facilities, vocational training to unemployed youth etc. so far these activities are done once in a village. Proper follow-up could not be done and sometimes this may not help in long run to the village. Hence it is decided that at least for five consecutive years, we will work for one village.

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

The institution successfully completed few projects related to the community development in the last five years.

- Encouraging drop outs to appear in 10Th board examination generated great satisfaction. The institution successfully helped few students of village 'Tetaru'.
- Motivating children and youth against addiction to different drugs & narcotics and towards healthy life has been a success as most of the children were now admitted to normal schools.

Involving alumni in the literacy programme to literate all the residents of Manjhbe village has been completed successfully.

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

- *Daily assembly consist of activities related to secular prayers and importance of the days etc. develop secular and egalitarian feelings in trainees. words of wisdom give insight in to developing values of different kinds.*
- *The uniform which the trainees wear will develop a sense of equality.*
- *Group activities and cultural activities will develop a social relationship and team work.*
- *Trips to old age home, orphanage, dead diction camps etc. develop sense of responsibility and hard realities of life in trainees.*
- *Participating in National festivals, develop sense of citizenship.*

TEACHING

The prospective teachers got benefit from the ICT based training programme conducted by college in mathematical software package GEOGEBRA

Training:

The training programme conducted for the teacher educators inviting resource persons facilitate them to understand new areas of education, knowledge and skills.

Practice teaching:

The 15 day practice teaching program enable the trainees to acquainting to the actual school activities with direct experience in teaching and different problems for understating solutions, constant touch with the school many things in experience rather than reading from books.

CONSULTANCY:

For consultancy activities please Refer to 3.1

EXTENSION:

For extension activities please Refer to 3.2

Student Placement:

The college has a placement cell for placement of trainees. Various schools and alumni of the college also contribute to the placement of our trainees by forwarding their candidature to the institution in which they are placed.

4. What are the linkage of the institution with the school sector (Institution school : - Community Networking)

The institution during the practice teaching programme donates teaching aids to the school.

The institution also donated fans to some schools.

During village community interactions the institution and the staff members donate note books, slates, other academic materials, slippers and items related to indoor and outdoor games related to schools.

The institution conducted a workshop on item writing for various school teachers including the alumni who are working as teachers in different institution.

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

The teacher educators of the institute actively involve the school teachers in preparation of time table of practice teaching considering the individual differences, methodology suitable to the school and evaluating the prospective teachers.

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

The institute keep the practice of inviting senior professors of other colleges for extension lectures.

The teacher educators are on the panel of examiners of Magadh university.

The faculty of the college are appointed as paper setters for the university.

Dr. Dhruv kumar is the member of university faculty committee for education Course written for B.Ed. Syllabus.

3.5 Best practices in consultancy and extension

1. What are the major measures adopted by the institution to enhance the quality of consultancy & extension activities during the last five years?
 - *Senior staff of our college extend their free services in consultation to psychological Guidance & counselling to various schools as well as sister concern institution.*
 - *At least one case study is made compulsory in unpublished works every year.*

2. What are the significant innovation/ good practices in research consultancy and extension activities of the institution?
 - *The best practice in consultancy is by the colleges in educating the school dropouts ranging the present age group of 10 to 20 years.*
 - *An extension activity such as reaching out to the neglected, under privileged is the focus of the institution and the trainees.*

Additional information to be provided by the institution opting for reaccreditation / reassessment.

1. What are the main evaluative observation/ suggestion made in the first assessment report with reference to consultancy and extension?
 - a. *The peer committee in their report mentioned that the college is doing considerable activities concerning with community based activities.*
 - b. *Considerable number of consultancy activities were under taken such as guidance and counselling for village youth for helping for drop outs for continuing education.*
 - c. *The extension activities since last year are mentioned in the previous pages (refer to consultancy & extension).*

2. What is the other quality substance and enhancement measure under taken by the institute since the previous assessment & accreditation?

All the faculty has attended conferences, seminars with the institution sponsoring their professional development activities

CRITERION –4

INFRASTRUCTURE & LEARNING RESOURCES

4.1 Physical facilities

1. Does the institution have the Physical Infrastructure as per NCTE norms? If yes specify the facilities and the amount invested for developing the Infrastructure. Enclose the master plan of the building?

- *The Physical Infrastructure of the college is as per the NCTE norms.*
- *The total built-up area of the college building is around 1.5 acres meters for which the college management have invested approx.Rs.1.4 crores for construction.*

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

- *The institute has sufficient place and Infrastructure to meet the needs of the present strength approved by the NCTE.*
- *Psychology laboratory is equipped with more apparatus and Psychological test purchased are 80+ in number.*
- *The alumni of the college have opened a face book account in the name of Mahabodhi teachers training College and update continuously their blogs and discussions on it thereby maintaining network amongst themselves.*

3. List the Infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports?

- *Indoor games facilities are provided in the common rooms, sports material are being maintained by a P.T.I and issue the same whenever the students require.*
- *Some classrooms, auditoriums are equipped with LCD projectors. Use of OHP and slide projectors is encouraged by trainees and teacher educators.*
- *The computers in the office, staffroom and library all have internet facility.*
- *Xerox machine and printer is available for students in reading room.*
- *Cultural programmes have been a part of B.Ed curriculum and are subjected to Internal assessment which is to be mentioned in the result. Hence, a lot of cultural activities usually on Saturdays will be conducted on the themes such as song.*

Competition, dance competition debates, quiz programmes, one minute plays, mime, fancy dress activities.

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

The college is self sustainable and do not share any Infrastructure with any other institution of parent society.

Mahabodhi Teachers Training College, Gaya

Budget allocation for last five year

S.No.	Title of Expenditure	2008 -09	2009 -10	2010 -11	2011 -12	2012-13
1	Building (Maintenance)	0	35000	55000	60000	50000
2	Furniture & Fixture	75000	100000	10000	75000	150000
3	Audio - Visual Equipment	0	0	0	1000	0
4	Teaching Aids	0	0	0	0	0
5	Computer & Peripheral	150000	0	5000	100000	50000
6	Library Books	300000	160000	85000	20000	100000
7	Laboratory & Psycho Apparatus	0	60000	0	15000	0
8	Sports Equipments	10000	10000	0	5000	0
Total		535000	365000	155000	276000	350000

Mahabodhi Teachers Training College, Gaya

Utilization allocation for last five years

S.No.	Title of Expenditure	2008- 09	2009- 10	2010- 11	2011- 12	2012-13
1	Building (Maintenance)	0	33300	53288	65682	51302
2	Furniture & Fixture	73274	101100	98850	76752	141966
3	Audio - Visual Equipment	0	0	0	8900	0
4	Teaching Aids	0	0	0	0	0
5	Computer & Peripheral	141500	0	3600	92330	53580
6	Library Books	310720	162934	87092	21808	138525
7	Laboratory & Psycho Appartus	0	52080	0	17900	0
8	Sports Equipments	11882	12385	0	4832	0
Total		537376	361799	242830	288204	385373

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

Washroom for women and men separately, restroom for women students, canteen are provided to the trainees. Health centre is not in the campus, but medical attention is given immediately in case of emergency. Regular medical check up"s are conducted by the institution not only to the trainees, but to the community as well. Premises of the college is maintained with neat and hygiene. Every member of the Mahabodhi Teachers Training College family believes in self discipline.

A canteen is available in the college with different flavours of food available. A neat and beautiful garden in front of the canteen is a choice of sit out to our student trainees.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the Maintenance of the following? Give justification for the allocation and unspent balance if any?
2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The institution has labelled its entire infrastructure for its appropriate use. There is no sharing of infrastructure with other course or institution. On Sundays and holidays, Govt. examination such as railway board exam, Common entrance exam for B.Ed,

Teacher Eligibility test and some exams of IGNOU are conducted. Our staff members contribute their services in these exams as invigilators.

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

Environmental issues are considered as priority in maintaining our infrastructure. All case will be taken by all in use of electrical appliances. Fans and lights are stopped when not in use. Waste of water is restricted as all the leaking pipes are timely fixed. Entire building is decorated with pot plants an aesthetic and health grounds.

4.3 Library as a Learning Resource

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

A qualified fulltime librarian is appointed and approved by the university. Asst. Librarian is also appointed to assist the Librarian. The Library is equipped with Xerox machine. Internet facility is also available in the reading room.

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.)

No. of Books :4418

Journals : 20

Magazines : 10

Audio – visual aids : 40

Internet : yes.

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

Yes, there is a mechanism existed to systematically review the library resources. The library advisory committee , time to time meet and take decisions on issues related to library.

The library advisory committee consists :

Dr.Dhruv kumar – President

Dr.Brahamachari Ajay kumar– Member

Mr. Ramashray Chauhan - Member

Mr. Ranjeet Kumar - Member

And

Two student representatives - Member

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

Yes, the library is partially computerized.

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.

Yes, the institution has computer, internet and Xerox machine available for full time use.

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

Not as such

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

The library is available throughout the year except on national holidays. The working hours of the library is from 9.00 am to 5.00 pm. On some Sundays and some holidays, the library work for 2-3 hrs.

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

List of newly acquired books are displayed in the notice board regularly.

9. Does the institutions library have a book bank? If yes, how in the book bank facility utilized by the students?

The institution have a book bank facility and it is properly being utilized.

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

Since the inception, no such students taken admission in our institution, but the situation comes up, the institution will definitely make special arrangements for such candidates.

4.4 ICT on learning resource

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

The computer lab of the institution is equipped with

Hardware –

- *18 computers*
- *1 server*
- *4 speakers*
- *Printer*
- *C.D Rom*
- *C.D Writer*

Software –

- *MS Office*
- *Foxpro*
- *C,C++*
- *Java*
- *Visual Basic*
- *Adobe*
- *VLC Player*
- *Multimedia Player.*

Apart from the above said facilities, 2 LCD Projectors, 2 OHP"s, one slide projector, T.V , audio system and P.A. system with color mikes and hand mikes are available.

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

Computer education is included in the syllabus as elective paper. Very few students opt. For this course every year. Only those students who opt. the subject are able to study the course.

Teacher educators have attended a 15 day computer learning programme during the summer vacation covering the summer M.S office.

Four of the staff members have completed their training in basis and obtained diploma in software technology and DCA degree.

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

- *Mahabodhi teachers training college uses latest technological innovations to the best of their use.*
- *During practice teaching the trainees use smart class technology.*
- *CD"s transparencies and slides are prepared by the trainees during their teaching practice.*
- *The teacher educators also use power point presentation during the classroom teaching.*

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)?

- *The areas in which the trainees use technology in practice teaching are browsing the web for different types of lesson planning, referring to educational websites etc.*
- *Drawing content from internet for Lobby decoration for the given themes.*
- *Using power point, other projectors in practice teaching schools.*
- *Downloading images relating to topics from the internet to display on flannel board etc.*

4.5 Other facilities

1. What are the Audio-Visual facilities/ materials (CD's, audio and video cassettes and other materials related to the programme) available with the institution ? How are the student teacher encouraged to optimally use them for learning including practice teaching ?

The Audio-Visual material available in the institution are

- *Charts*
- *Maps*
- *Tape recorder*
- *CD Player*
- *OHP*
- *Audio , video CD"s*
- *Power point presentation*
- *Flannel boards*
- *Working model*
- *Real objects*
- *Static models*

The trainees do make use of this teaching material available during micro teaching as well as practice teaching.

2. What are the various general and method laboratories available with the instruction? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The general and method laboratory available in our institution are

- *Psychology lab/ Resource centre*
- *E.T/ ICT lab/Resource centre*
- *Computer lab/ Resource centre*
- *Science and Maths lab /Resource centre*
- *Art and craft resource centre*

3. Give details and the facilities like Multipurpose hall, Workshop, Music and Sports, Transport etc. available with the institution?

The college has two multipurpose hall for both units of B.Ed a sports ground as well.

For conducting field based activities such as practice teaching programme, village community interaction programme, social visits (Orphanage, Old age home, De-addiction home , Remand home etc.).

4.6 Best practices in Infrastructure and learning resource

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

Few DVD"s were prepared and different teaching methods which were modelled by our best faculty. The DVD"s are used as demonstration lessons during orientation and before going to practice teaching.

2. List innovative practices related to the use of ICT which contributed to quality enhancement?

The college records all its extension lectures in CD"s which repeatedly used every year for the new batches to avail them the facility to listen to the best of the lectures.

3. What innovation / best practices in infrastructure and learning resources are in vogue or adopted/ adapted by the institution ?

- *Recordings of best methodology classes(DVD)*
- *Recordings of best extension lectures are commonly used.*

The best practice in using infrastructure and learning resources is the extension activity run for dropout youth and children of „Tataru" village. We use the college resources like material resources ,human resources , information drawn through internet regarding their course details etc. to provide maximum benefit to those students. Weekly student feedback taken by the principal on the performance, and syllabus coverage of the teacher educators taken confidentially on every Saturdays.

Additional information to be provided by institution opting for Re-Accreditation / Re-Assessment.

1. What were the Evaluative observations made under infrastructure and learning resources in the previous assessment report and how they have been acted upon ?

The observation / suggestion made by the peer team in the last assessment are –

- *Establishment of book bank facility*
- *Adding more no. of books for reference need to be added*
- *Library is to be semi-atomized.*
- *Sports facilities are to be increased.*
- *The college has started developing a book bank for the use of needy students.*
- *Some 650 reference books were added along with books on research methodology.*
- *Sports material were increased in no. as suggested by the peer team.*

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to infrastructure and learning resources?

- *The college has added five more big and airy classrooms to its old structure.*
- *One more LCD projector was purchased.*
- *More paper pencil tests and apparatus were added to the Psychology laboratory.*
- *Additional staff rooms are provided for teachers.*
- *A park is developed in front of the building and in front of the canteen to add beauty and ambiance.*

CRITERION – 5

STUDENT SUPPORT & PROGRESSION

5.1 Student Progression

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

- *B.Ed admission process involves for all candidates conducted by Lord Buddha World Educational Trust. The candidates are selected according to their performance in the last qualifying examination. In case of fulfilling all the eligibility criteria, the students are admitted in the college.*
- *Orientation programmes are held for a fortnight to whole heartedly feel the option of „Teacher by choice“.*
- *Practical knowledge of Micro-teaching skills, Lesson planning , Methods, Techniques added as spices of teaching , models of teaching are imparted to the students.*
- *The trainees are given timely and appropriate guidance to ensure the proper development of knowledge and spirit.*
- *The new entrants are given orientation programme comprising of the need of systematic procedure of research, the steps of dissertation and the task of finding the problem.*
- *Timely lectures by experts are arranged in the premises.*
- *Workshops for test construction are arranged for the students.*

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

- *The campus environment is conducive to learning and motivating for all.*
- *The campus has airy and spacious rooms, ideal library with Reading room, ICT lab Psychology lab, Common room and Canteen to cater to their various needs. The institution maintains a congenial relationship with all students. The trainees are*

- *monitored by respective teachers allotted for their performance in the areas of decoration, cultural activities, methodology expertise. Motivation and guidance by the Principal also lead to the development of their performance.*
 - *Bilingual method of teaching is adopted by the teachers.*
 - *Weekly tests and assignments are conducted to ensure their progress.*
 - *PTA meetings are held twice a year to get the feedback on the campus culture and further suggestions are sought.*
 - *Alumni is invited to share their opinion and experience with the students.*
 - *Grievances are also brought in to notice by the class representative elected at the very beginning of the session.*
 - *Personality development and motivation classes are also an added advantage to boost up their morale*
2. Give Gender wise dropout rate after admission in the last five years and list possible reasons for the dropout. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

B.Ed

YEAR	DROP OUT RATE
2010-11	NIL
2011-12	NIL
2012-13	NIL

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

- *Helping and encouraging the students to climb the ladder of teaching profession has been the motto of Mahabodhi Teachers Training College. The students are encouraged to learn new methodologies in teaching, explore different areas of research and take projects.*
- *Experts are invited from other states to give valuable inputs to the research scholars.*

YEAR	No. of students appeared in NET	No. of students qualified NET/SLET/CENTRAL/ STATE GOVT.
2010-11	10	NIL
2011-12	4	NIL
2012-13	2	NIL

5. What % age of students on an average go for further studies / choose teaching as a career?
Give details for the last 3 years?

Year	% age of students opting further studies	% age of students opting teaching
2009-10	5	60
2010-2011	10	65
2011-12	12	60
2012-13	10	62

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

The Alumni have access to use library. They avail the facility of participating in the workshops or seminars conducted in the institution for their professional enhancement.

7. Does the institution provide placement services? If yes give details on the services provided for the last two years and the no. of students who have benefited?

The institution has a placement cell which caters to the job placement of the students. The college has a networking with some of the reputed schools which conduct campus interview and select the aspirants.

List of Schools

S.No	Name
1	Patna Central School
2.	D.A.V. Public School, Begusarai
3.	Chauhan Public School Bhagalpur

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

The placement cell functions actively. Most of the students are of Hindi medium which is a difficulty posed in the execution of the work. One of the observed phenomena is that most of the students are from Arts background.

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

The institution is in contact with the practicing schools. The requirement of the schools are made known to institution. Thereafter, the placement cell arranges interview for the career aspirants.

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

- *The cell constitutes of two members for the smooth functioning of the placement cell.*
- *It maintains contacts with the schools and also notifies the vacancies in the notice Board.*
- *Arrangement of rooms for testing and conducting interview is done by the cell.*

5.2 Students support

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?

- *All the activities are planned prior to the beginning of a new session keeping in mind the short coming of the previous year. Suggestion of the teacher educators, trainees are also considered before planning.*
- *The appropriate timing for practice teaching is decided after consulting the academic calendar of the respective schools.*
- *Academic calendar is made according to the suitability of dates and activities carried out.*
- *PTA meetings are also organized to know the suggestion.*
- *Staff meeting is held once in three months to review the completion of activities*
- *Principal also takes an informal feedback from the students regarding their difficulties and completion of syllabus.*

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

As such, no such students was there in the last 3 years.

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

- *The institution allots different mentors for various activities. 12 students are under the supervision of 1 teacher educator for curricular activities and guidance for each subject.*
- *In case of any personal problem, counseling is also provided by the Principal.*

- *10-12 prospective teachers are assigned to each practicing school under two supervisors (Teacher educators).*

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

- *The teacher educators are constantly in the track of upgrading themselves in various subjects. They are deputed to attend workshop & seminars.*
- *Internal workshops are also arranged for effective teaching.*
- *The Principal encourages and supports to enhance the skills needed to guide students.*
- *Encouragement is provided to the teacher educators to publish papers in journals.*
- *Various activities are encouraged to build team spirit.*

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

Yes, the institution has its website. It is updated as and when needed. It provides all information regarding the admission procedure, exam schedule, faculty members, history of the institution alumni and the workshop or seminars conducted by the college.

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

- *The institution identifies the low achievers by their performance at various tests (Monday), assignments.*
- *Extra classes are conducted for these students.*
- *The progress in their achievement is monitored.*

7. What specific teaching strategies are adopted for teaching

a) Advanced learners

b) Slow learners

- *The specific teaching strategies adopted for teaching*

a. Advanced learners are –

- *Given an opportunity to make seminar presentation*
- *They are asked to participate in the creative pallet exhibits.*
- *Extra classes are arranged where in depth of certain topics are revised.*

- *They are given training in the use of advanced techniques in teaching methodology.*

b. Slow learners –

- *Slow learners are given extra classes*
- *Teachers are assigned as mentors for these students.*

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

The various guidance and counseling services available to the students

- *Mentoring - Guidance is given on academic issues as well as on personal issues. Guidance is also provided to select appropriate discipline for further studies.*
- *Placement cell – It provides avenues for employment after graduating from the institution*

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

The trainees can make their grievance known to the institution through:-

- *The student council.*
- *Suggestion box provided by the institutions.*
- *Can directly approach the principal.*
- *Suggestions and grievances may be sent to E suggestion box*

Some of the grievances redressed in last two years are:-

- *More apparatus are provided in the psychology lab.*
- *More books issued in the library at a time.*
- *Water filter is provided in the library.*
- *More indoor games are added in the sports room*

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

- *The student's attendance records are strictly maintained, in case of absence without report, action is taken.*
- *Their progress is checked through weekly test by respective subject teacher.*

- *Teacher in-charge (supervisor) of the practice teaching monitors the skills of the trainees and suggests measure for the improvement.*
- *The super-supervisor also inspects the functioning of the practice teaching & reports to the principal.*

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

- *Before sending the students for practice teaching, it is ensured that they are competent enough to do the task.*
- *Orientation to practice teaching skills is given.*
- *Guidance of methods of teaching is given.*
- *Micro teaching skills are practiced under the guidance of the respective teachers.*
- *A model lesson by the alumni is delivered.*
- *A workshop on the preparation of teaching aids is conducted.*

The follow up support in the practice teaching is –

- *Every lesson is observed by the supervisor and is given a feed back.*
- *Personal feedback is also provided in case of necessity.*
- *Observation of peer is also made compulsory and each student observes at least lessons.*
- *The supervisors give a report of the details to the principal.*

5.3. Student activities

1. Does the institution have an Alumni association? If yes,

(i) List the current office bearer.

(ii) Give the year of last election.

(iii) List alumni association activities of last two years

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

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

Yes the institution has an alumni association

(i) The current office bearers are-

S.No	Name of the office Bearer	Office Bearer
1.	Dr. Rajendra Kumar	President
2.	Prof. Jitendra kumar	Vice-President
3.	Mr. Saket Kumar	Secretary
4.	Mr. Prateek Soni	Deputy secretary

(ii) Activities conducted by the Alumni.

- *Cultural Activities.*
- *Contribution of articles to college bulletin.*
- *Demonstration of Model lessons.*
- *Felicitation to toppers.*
- *Literacy campaigns for women.*

(iii) Give details of the top ten Alumni occupying prominent position.

<i>S.no</i>	<i>Name of the Student</i>	<i>Post Held</i>
1.	<i>Md. Sahid Alam</i>	<i>Selected in STET & Teaching in Govt School</i>
2.	<i>Bandana</i>	<i>Teaching in DAV Begusarai Bihar</i>
3.	<i>Pushpa Singh</i>	<i>Selected in TET exam Bihar</i>
4.	<i>Rubee Kumari</i>	<i>Selected in TET exam Bihar</i>
5.	<i>Nitesh Kumar</i>	<i>Teaching in Holy mission Public School Darbhanga.</i>
6.	<i>Kumar Rajiv Singh</i>	<i>Vice Principle Golden Public School Supaul Bihar</i>
7.	<i>Gitanjali Kumari</i>	<i>Working with groups which are educating Rural and poor children in Gaya</i>
8.	<i>Shaheen Nazia</i>	<i>Teaching in Budha Public School Patna Bihar</i>
9.	<i>Sonali</i>	<i>Admission consultants Patna Central School Patna Bihar</i>
10.	<i>Bhaskar</i>	<i>Teaching in Chauhan public School Bhagalpur Bihar.</i>

(iv) *The Alumni association has contributed to the institution in numerous ways. The alumni organizes and participates in the lectures, seminars and workshops. The alumni extends a hand in imparting information to the placement cell regarding the vacancies.*

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

The principal and the teacher educators motivate the students to participate in various extracurricular activities. Every day of importance like Literacy day, Children's day, Teachers day are celebrated. The students are encouraged to display posters on various themes like Eco-Friendliness, Eminent leaders etc. The programmes conducted completely managed by the students. They are incharge of organizing the Morning Prayer and also celebrate festivals like Saraswati Puja.

Achievement in the last two years

2011-12

S.No	Name of the Student	Position	Event	Level
.1	Aprana Kumari + Anshu Bharti	Second Position	Debate Competition	Inter college
2.	Deep Mala	Second Position	Rangoli	Inter college
3.	Manju Kumaari	First Position	Mehandi competition	Inter college
4.	College Kabaddi Team	Second Position	Kabaddi	Inter college

2012-13

S.No	Name of the Student	Position	Event	Level
1.	Gangotri Kumari + Jyoti Kumari	Second Position	Chees	Inter college
2.	Kumari Lovely	Third Position	Debate	Inter college
3.	Deepa Kumari	Third Position	Solo Dance	Inter college
4.	Gita kumari	Second Position	100mtr Race (girls)	Inter college
5.	Bhaskar	First Position	100mtr Race (mens)	Inter college
6.	Arvind Kumar	Second Position	100mtr Race (mens)	Inter college

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

Articles are invited from the student teachers to publish in the national journal.

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

- The institution has a student council. The student council is chosen by the students by voting. The student with highest no. of votes is elected as class representatives.*
- The major activities of the council are maintenance of discipline, organization of morning assembly, reporting of activities after organization, bringing into notice the problems faced by the students.*

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

- The various bodies of the student council are academics, cultural discipline, activities.*
- Academic council looks after the problems of the students. Maintenance of discipline and cleanliness, organization of weeks like Environment week, Plantation day, Independence*

- *day celebration, Coverage of activities in camps are other activities in which students take active participation.*

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

- *The institution has a formal feedback system which seeks feedback from the students, parents and teachers. Feedback form seeks feedback regarding the curriculum, methodology and other activities. The feedback obtained is brought to notice in the meeting and necessary changes are made.*

5.4 Best practices in student support and progression.

1. Give details of institutional best practices in students support and progression?

- *The institution involves students in the feedback mechanism on curriculum teaching methodology of teachers. For this the Principal collects weekly report of the activity conducted in the college.*
- *Students are encouraged to participate in the creative exhibits on the topics related to the content matter of the curriculum for spontaneous grading.*
- *Weekly test questions are displayed one week prior to the date of test.*

Additional information to be provided by institutions opting for Re-accreditation/ Re-assessment

1. What were the evaluative observation made under student support and progression in the previous assessment report and how they have been acted upon?

The evaluative observations made under student support and progression in the previous assessment report are :

- *The placement cell needs to be strengthened*
- *Expansion of existing elective courses.*

- *Alumni Association should be strengthened*

The following measures have been taken to implement the suggestions given by the NAAC peer team.

- *The placement cell is now a formal one with two teacher educators constantly upgrading.*
- *More options for choosing electives as per the need of hour is implemented for B.Ed. courses.*
- *The Alumni is further strengthened and has a President, Secretary. The committee members actively participate in executing social responsibilities, delivering model lessons etc*

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to student support and progression ?

With regard to the student support and progression quality sustenance and enhancement Have been maintained taking the following measures :-

- *Mentors are provided to solve the problem of trainees.*
- *Library hours are a part of daily time table to instill good habits.*
- *There is provision of ICT based teaching.*
- *Encouragement to the students is given to participate in inter-collegiate competition.*
- *Workshops, seminars are organized for the development of students.*
- *Different kinds of research are carried out like case studies, experimental.*
- *Experts are invited to deliver guest lectures.*
- *Our teacher educator participates in the University work as paper setters, examiners, moderators.*

CRITERION 6

GOVERNANCE & LEADERSHIP

6.1 Institutional Vision and Leadership

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

- *The institutions vision, mission and values direct in achieving the goals.*
- *The vision statement of the institution states:*
- *To be a leader in Educational Services*

The mission statement are

- *To provide best available educational services to all who seek admission at Mahabodhi Teachers Training College.*
- *Striving continuously to provide quality teacher training.*
- *To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE.*
- *To effectively execute various activities under the academic, social responsibility of Mahabodhi Teachers Training College .*
- *The core values focuses around.*
- *Concern, Competence, Ethics, Excellence*
- *The institution makes its vision, mission and values known to the various stakeholders in the following ways.*
- *They are mentioned in the prospectus of the programs and website of the institution.*
- *They are displayed at the entrance of the institution.*
- *The president of the institution highlights the vision, mission and values in the induction programmes and various activities.*
- *Vision , Mission and values are accomplished by the teacher educators in the various academic and other activities and set as example for the trainees.*

Q2. Does the mission includes the institution goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution traditions and value orientation?

Yes, the mission includes the needs of the society, the students it seeks to serve, the school sector, educational institution institution"s traditions and value orientation.

The mission statement emphasizes on executing the social responsibilities through the various activities. The mission statement further spelled in form of objectives which are achieved through the activities. The objectives which are achieved through the activities. The objectives help the trainees prepared to bring quality to their teaching.

- *Inculcated to deal with various types of children formally educating and also informally educating them.*
- *Explore them to the reality of Indian educational scenario of unusual areas.*
- *Imbibing in them a spirit of proactive behavior to eradicate illiteracy.*
- *Directing the dropouts the right path.3*
- *Serve the socially disadvantaged.*
- *Keep intact the ethics and thereby work competently.*

Q3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes(functioning and composition of various committees and board of management, BOG, etc.)

Management takes a pivot role in the effective transaction of teaching and learning processes. The management board review meetings are held thrice every year where in all the activities are scrutinized. The President and the Directors of the institution encourage in imparting various social activities giving full freedom and also address the grievances.

The institution is improving its performance through the effective leadership and supervision of the management.

Q4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

- *The management has given freedom to the Principal to take decision regarding the structuring of the program. The management is provided in times of need.*

- *The Principal organizes meeting with staff at regular intervals.*
- *Prior to the beginning of the academic session, the Principal delivers the major responsibilities to the staff.*
- *The allocation of the work is clearly recorded and duly signed by the respective teacher educator.*

Q5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

- *The activities are reviewed by the Principal through feed back.
The management & the principal encourage a continuous feed back system. The feed back is collected from the students, Principals of the practice schools are further advised by the teacher educators for informal feedback.*

Q6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

- *The Principal of the institution identifies the teacher educators while assigning any of the task. Meeting are held to find out the difficulties if any and the necessary solutions.*

Q7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

- *Human resource are an integral part of any institution. The teacher educators, administrative staff and the office staff work harmoniously to achieve the goals.*
- *The teacher educators are encouraged to develop their academic qualification.*
- *Workshops, seminars are held and the teacher educators are encouraged to participate in them.*
- *The duties for various activities are interchanged.*
- *Teacher educators are given paid leave for pursuing their research work.*
- *Appreciation letters are awarded on successful completion of any degree.*
- *Awards are given and all teacher educators are honored an teachers Day*

Q8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students

- *Only under the pursuit of able and qualified leadership of Principal, an institution can prosper. She herself being a lady with academic excellence always stands as a support to others for accomplishing the goals.*
- *The Principal makes all the decision regarding distribution of work.*
- *Targets are set and checked that they are completed in time.*

- *Principal takes meeting to regularly monitor the program of work.*
- *The Principal gets a link between the teacher educators and the management.*
- *The Principal sees to that all activities are properly executed in time keeping in view the quality objectives.*

6.2.1 Organizational Arrangement.

Q1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

a) *Students Council Committee*

To bring out the problems faced by the students.

b) *Library Committee*

The committee decided the timing for the students, no of books to be issued. The members also decide the books to be added every year.

c) *Grievance Redressal Committee –*

It addresses the problem faced by the students teacher which are further solved by the members.

d) Placement Cell

It caters to the employment opportunities by conducting various campus interviews.

Q2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

- Every organization has an organization hierarchy and the structure starts with the President of Mahabodhi Teachers Training College and the Directors followed by the Principal, Teaching staff, Office staff & the non teaching staff. Apart for there, systematic organization of committees help in imparting quality education.*

Q3. To what extent is the administration decentralized? Give the structure and details of its functioning.

- The institution runs the three programs B.Ed. under the able guidance of Shri. Dr. Rajendra Kumar. The institution is managed by Dr. S.S. Chauhan, Principal with constant support and encouragement for management complete freedom is given to the Principal and the teacher educators to plan and execute the responsibilities effectively.*

Q4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

- The institution maintains a cordial relationship with the society.*
- The institution seeks help for the schools and also keeps a record of their academic plan so as to appropriately fix data for practice teaching.*
- The institution provides models & charts to the schools.*
- The institution sends the teacher educators to conduct workshop in schools, attend seminars conducted in the colleges.*
- The institution has undertakes projects for uplifting of the dropouts.*
- The institution works as a centre for various competitive exams like TET, STET,BTET.*
- The institution offers various social services like free dental camps, eye-check up,Blood donation camp,health Check up.*
- Extension lectures are organized where in experts from other colleges are invited.*

Q5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

- *Yes, the institution collects feed back from students, alumni, parents and teacher educators for identifying the strengths and weakness of the institution. The feed back obtained is discussed in the CAPA meeting and necessary action is taken.*

Q6. What are the institution's initiatives in promoting co-operation, sharing of knowledge innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

- *It is ensured that each work is executed under the team of two to three teacher educators.*
- *Every work is executed with the judicious distribution of work so as to involve maximum number of teacher educators and bring out the quality work.*
- *Teacher educators are given full freedom to express their views and problems faced by them.*
- *Staff enrichment programmes like internal workshop on lesson planning, research work are conducted, They are encouraged to have their library hours.*

- *The Principal ensures an attitude of cooperative and harmonic relationship among the members in the college.*

6.3. Strategy Development & Development

Q1. Has the institution an MIS in place, to select, collect align and integrate data and Information on academic and administrative aspects of the institution?

a) *The information about the vision, mission of the institution, details of staff are mentioned in the website of the college.*

b) *Accounts section is completely computerized.*

All activities are maintained in separate files like practice teaching, community camps, social work, alumni.etc.

Q2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

2. 1) The institution selects qualified staff as per the norms laid by the NCTE and the Maghadh University.

- The institution motivates the teacher educators for the continuous enhancement of their skills and academics.
- The institution provides financial support to organize seminars, workshops, donations, health checkup camps & Community camps.

Q3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

3. Effective utilization of resources is essential for succeeding in achieving the mission.

- The mission of providing quality training is achieved by conducting Practice teaching, micro teaching, seminar workshops, evaluating there on the parameter of high quality are ensured by the conducting weekly tests, assignments, model examination.
- Various activities like cultural & social are included in the program to create awareness of the local & global problem.
- The institution provides funds and sponsors by arranging transport & refreshment etc.
- The institution provides a good infrastructure, well equipped laboratry for quality teaching and research work.

Q4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

- Academic calendar is prepare by the Principal in coordination with all the teacher educators. The plan schedule of the practice schools are also known in advance to ensure smooth functioning of the teaching activities and data collection of research scholars.

Q5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

- *The objectives of the institution are instilled in the minds of the people carrying out the responsibility*

The checking out the activities are focused around the vision, mission and objectives of the institution. The various activities are planned such that they help to achieve to desired goals.

The teacher educators encouraged the students to inculcate ethics and values in the upcoming generation.

Q6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

- *The vision, mission state the goals of the institution clearly which are monitored by the Principal.*
- *Any of the problem faced by the teacher educator in completion of responsibility are solved in the staff meeting there by achieving the mission. Suggestions are invited as a feedback mechanism to improve the system.*

Q7. How does the institution plan and deploy the new technology?

The institution is equipped with technology

- *The trainees are encouraged to use OHP, LCD for delivering lesson in practice teaching.*
- *They are encouraged to prepare animated CDs for effective Presentation.*
- *B.Ed. Students are trained to make power point Presentations in seminars.*
- *The institution library has internet facility and reading room.*
- *Teacher educators have accessed to make power point presentation preventative for delivering lessons.*

6.4 Human resource management

Q1. How do you identify the faculty development needs and career progression of the staff? The institution continuously encourages the teacher educators to career progression.

- *The institution nominates and sponsor the teacher educators to attend Seminar, workshop held by various colleges.*
- *The institution deutes the teacher educators for orientation & refresher courses.*
- *The teacher educators are inspired to write articles for college bulletin.*
- *The institution encourages the staff to perceive higher education by giving paid leave for examination.*

- *The Principal provides a helping hand to the teacher educators to publish papers in journals.*

Q2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The teacher educators appraise the selves through a questionnaire for self appraisal which are analyzed by the Principal and further suggestions are given.

- *Students also give feedback of the performance of the teacher, Methodology, Skills, Interaction.*
- *The Principal takes a informal feedback from the students*
- *These are together analyzed and guidance are given teacher educators.*

Q3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The institution has adopted a various measures for the well being and satisfaction of the staff

- *Yearly increments are given to the teacher educators.*
- *Teacher educators are benefited by the P.F scheme.*
- *Teacher educators are provided with LCD, OHP for teaching effectively.*
- *Teacher educators are honored on teacher day celebration.*
- *Medical leave & maternity leave is given.*

Q4. How the institution conducted any staff development programme for skill up gradation and training of the teaching and non teaching staff? If yes, give details.

Yes

- *The institution has conducted a lecture series on Research Methodology & workshop of use of SPSS*
- *Workshop on „ Item writing“ was also conducted in collaboration with national testing service*
- *Internal Workshops on models of teaching and lesson planning were conducted.*
- *Computers training programme was given to the teacher educators.*

Q5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Teacher educators are recruited by advertising the vacancies in national and local news papers. Interview are conducted by the university committee members. They are given yearly increment, P.Fetc.

Q6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

- *All the appointed staff are permanent and the management pays consolidated salary and also increments every year.*

Q7. 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).

- *Teacher educators are sponsored to attend seminar workshop and refresher courses.*
- *The institution gives medical leave, P.F, maternity leave to the teacher educators.*
- *Teacher educators are given paid leave for pursuing higher studies and research work.*

Q8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

- *The institution provides separates staff rooms with all essential facilities.*
- *It provides intercom facility well furnished laboratories, library, internet facilities to teacher educators.*

Q9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

- *There is permission to students to give suggestion in the suggestion box.*
- *Feedback from the students, Principals of various schools is collected in the form of Questionnaire*
- *The Principal and the management closely monitor the activities and also informally takes feed back from the trainees.*

Q10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The Principal ensures the proper distribution of the work keeping the view the skills of every teacher educator.

- *It is seen that the work is evenly distributed well in advance while preparing the academic calendar.*
- *The Principal motivates the teacher educators to carry research work and guide dissertations.*
- *All the teacher educators are included for supervision of schools and the senior staff is entrusted with the responsibility of super- supervision.*
- *Staff meeting are held to discuss the problem faced by the teacher educators.*

Q11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

- *Appreciation certificate are awarded to teacher educators on successful accomplishment of any task.*
- *Teacher educators are motivated to publish articles and journals.*
- *Teacher educators are given a platform to exhibit the talent in teachers Day and other celebration*
- *Best teacher award is also given.*

6.5 Financial management & resource mobilization

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

No, the institution does not get any financial support by the government. The revenue is generated from the fees collected from the students.

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

NOT APPLICABLE

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

Yes, the operational budget of the institution is adequate to cover day to day expenses.

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

Lord Budha World Educational Trust

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

Yes, an external audit mechanism is adopted by the institution. Annual audit reports are available with the college

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

Yes, accounts are audited regularly and the system is computerized. The financial management system is semi atomized and the package used is Tally Version 7.2

6. 6 Best practices in Governance and Leadership

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

Mahabodhi Teachers Training College is an organization which is established for extending social service on no profit no gain strategy. The management of institution has given the Principal liberty to work for the excellence and the freedom to take decision in the academics and other activities of the institution. The management left no stone unturned in providing best infrastructure, invest possible amenities to the staff as well as students in environment of freedom of expression. The above quality of the leadership is definitely a best practices in governance and leadership.

- *A very close networking is existing among the management, administration and staff of the college.*
- *The management makes their presence available at any and on anybody request.*
- *All the issues of controversies will be solved in a congenial & harmonious environment.,*
- *Grievances of teaching and non teaching staff members will be addressed on priority*

Additional information to be provided by the institution opting for Re-accreditation / Reassessment.

Q1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

There were no suggestion concerning with improvement or betterment in last assessment report given by the peer team. Even then college maintains a healthy and visionary governance and dynamic leadership to provide excellence services to all stakeholders. A lot of development and additional services are added since the last accreditation. Interchange of directors amongst the institution run by the parent body is an innovative step taken by the management for better understanding of different institutions and various experiences.

Q2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

The activities undertaken for the quality sustenance and enhancement are.

- *Addition of more techno based amenities.*
- *Enrichment of library with books on research.*
- *Organization of development programmes are added advantages.*
- *Better infrastructure with large and airy rooms, separate laboratories with more equipment are added.*
- *Almost all teachers have improved there educational qualifications due to the cooperation of the management. All the above measure have been taken by the dynamic management which definitely added quality to the institution.*

CRITERION – 7

INNOVATIVE PRACTICES

7.1 Internal quality assurance system

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

The institution has established IQAC in the year 2008. The composition of Internal quality assurance cell for year 2008-09

CHAIR PERSON : Dr. Rajendra Kumar

COORDINATOR : Mr.Prateek Soni

MEMBERS:

(ADMINISTRATIVE STAFF) : Dr. S.S. Chauhan (Principal)

: Dr. Dhuruv Kumar (Professor)

: Mr. Navin Kumar (Librarian)

(TEACHING STAFF) : Mr. Ranjeet Kumar

: Mr. Ramashray Chauhan

(MANAGEMENT) : Mr. Jitendra Kumar

: Mr. Saket Kumar

The composition of Internal quality assurance cell for year 2010-11

CHAIR PERSON : Dr. Rajendra Kumar

COORDINATOR : Mr.Prateek Soni

MEMBERS:

(ADMINISTRATIVE STAFF)	:	Dr. S.S. Chauhan (Principal)
	:	Dr. Dhuruv Kumar (Professor)
	:	Mr. Navin Kumar (Librarian)
(TEACHING STAFF)	:	Mr. Ranjeet Kumar
	:	Mr. Ramashray Chauhan
(MANAGEMENT)	:	Mr. Jitendra Kumar
	:	Mr. Saket Kumar

The composition of Internal quality assurance cell for year 2011-12

CHAIR PERSON : Dr. Rajendra Kumar

COORDINATOR : Mr. Prateek Soni

MEMBERS:

(ADMINISTRATIVE STAFF)	:	Dr. S.S. Chauhan (Principal)
	:	Dr. Dhuruv Kumar (Professor)
	:	Mr. Navin Kumar (Librarian)
(TEACHING STAFF)	:	Mr. Ranjeet Kumar
	:	Mr. Ramashray Chauhan
(MANAGEMENT)	:	Mr. Jitendra Kumar
	:	Mr. Saket Kumar

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

- *The comprehensive B.Ed curriculum is activity based and intensive theory based as well a lot of activities and scholastic achievements are to be worked and evaluated simultaneously.*
- *Spot evaluation to annual evaluation is being applied where ever/ whichever is applicable.*
- *Seminar presentation, poster presentation, community activities etc. are evaluated through spot grading while scholastic evaluation is done through weekly test, assignments and model and annual examination.*

3. How does the institution ensure the quality of its academic programmes? *The institution ensures quality through continuous & comprehensive evaluation system on the following points*

- *Prime focus is given to scholastic achievement*
- *Trainees overall development is focused through various co-curricular activities.*
- *Trainees teaching techniques and skills are evaluated through feed back by different personnel concerned.*
- *The institution conducts personality development programmes to enhance confidence in students.*
- *Team work and social responsibility are inculcated through social responsibility activities.*

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

- *College council monitors day to day activities of the college minutely.*
- *Fiscal monitoring is done through external audit*
- *A separate accounts department takes care about the budge and expenditure etc.*

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

- *Best practices are invited from the teacher educators, students, alumni and other institution as well.*
- *Best practices are also identified through internet searching of different colleges and their practices.*

7.2 Inclusive practices

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

- *The theory content of the B.Ed curriculum has provision to understand child psychology, individual differences, learning disabilities and the implications. The prospective teachers has to study these content to qualify in the examination. Other than this, the practice teaching programme give them insight and direct experiences to deal with individual differences in the classrooms.*
- *Celebration of World disabled day and other such days give them awareness in accepting the under privileged as part of the society.*

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?

- *Exceptionalities as well as gender differences are addressed through group activities, cultural programmes, social activities etc.*

3. Detail on various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation? *The activities that are incorporated in the curriculum that fosters positive social interaction and self motivation are –*

- *Morning Assembly*
- *S.U.P.W (craft and gardening)*
- *Educational and social visits*
- *Co-Curricular activities*
- *Extension activities*
- *Practice teaching programme*
- *Celebration of National festivals.*

4. How does the institution ensure that student teachers develop proficiency for working with

children from diverse backgrounds and the exceptionalities?

- *Exposure to different types of schools such as govt. schools, semi-govt., private schools, and public schools during practice teaching.*
- *Social visits to homes of under privileged , extension activities, village interaction community programme etc.*

5. How does the institution address the special need of the physically challenged and differentlyabled students enrolled in institution?

There is no such students admitted so far under such categories but in such cases the college Will make appropriate arrangements to suit their needs.

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)?

- *The college has a separate common room for girls.*
- *There were not any gender sensitive issues as the environment of the college is free and fair and freedom of expression is prevailed in the college.*

7.3 Stake holder relationship

1. How does the institution ensure the access to the information on organizational performance (Academic & administrative) to the stake holders?

The following are some of the access routes to information of the institution

- *website : www.mahabodhiteacherstrainingcollege.org*
- *College brochure*
- *Administrative records*
- *College bulletin*
- *Face book etc.*

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

The following are some of the medium of exchanging information

- *Through staff meetings*
- *Through student and principal interaction*

- *Through alumni feedback etc.*
3. What are the feedback mechanism in vogue to collect, collate and data from students, professional community, alumni and other stakeholders on programme quality? How does the institution use the information for quality improvement?

- *Various formats developed by NAAC are being used to collect feedback from students, teachers.*
- *Suggestions from students, alumni etc. are taken to the suggestion box installed in the department and also through e-mail to principal"s personal email ID.*

Additional information to be provided by the institution opted for Re-assessment/ Reaccreditation.

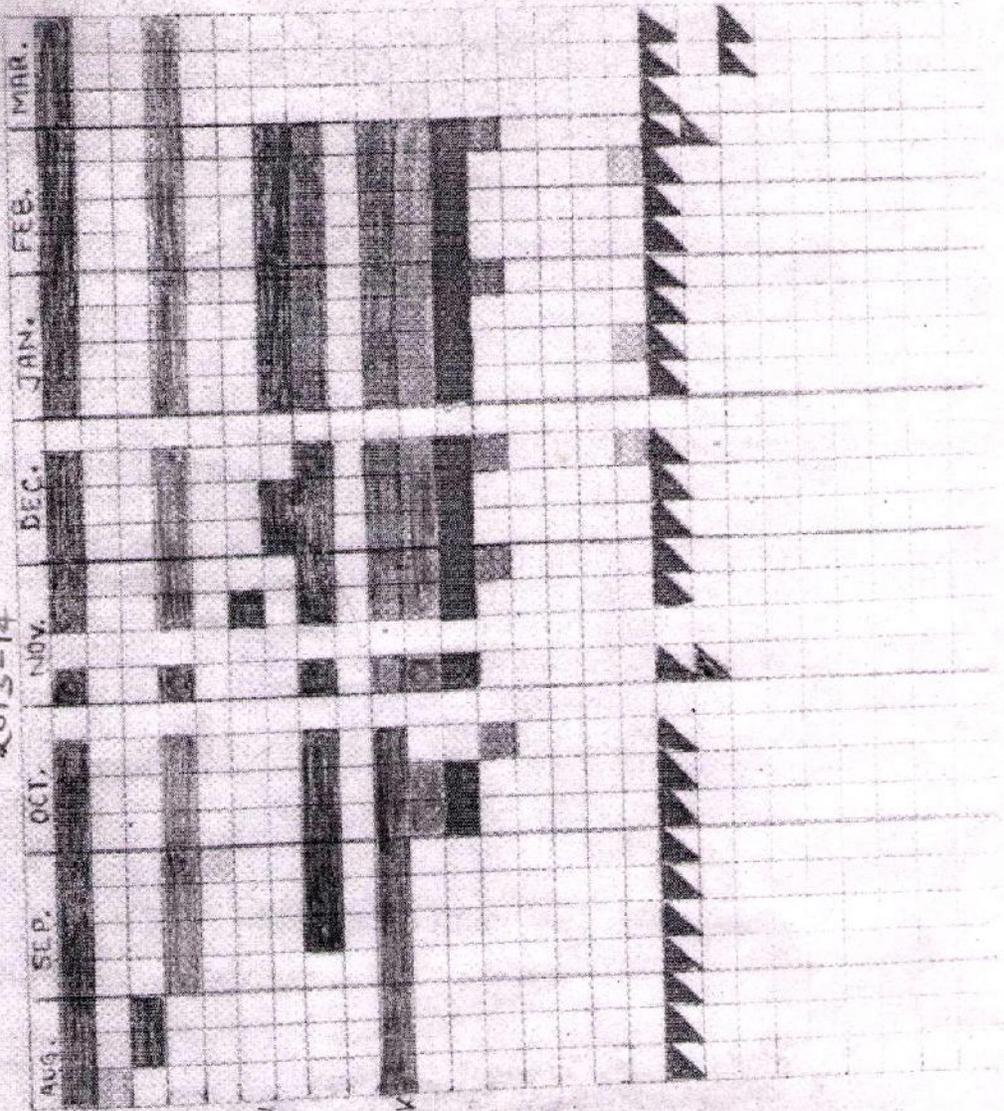
1. How are the core values of NAAC reflected in the various functions of the institution?

The following are the activities through which the core values of NAAC are incorporated –

- *Activities such as celebrating National festivals, Extension activities under social responsibility, providing prospective human resources help in contributing to National development.*
- *Development of competency in the profession, enhancing ICT skills and communication skills , networking with other institution,*
- *Help in fostering global competencies.*
- *Secular prayers, extension activities concerning with social visits such as orphanages, old age homes, de-addiction camps, medical camps etc. enhance values such as equality, justice, compassion, sympathy etc.*
- *Internal quality assurance cell striving for enhancing quality in all areas such as scholastic and non-scholastic areas. Capacity building, personality development and developing teaching behavior are also focused by the IQAC for quest excellence.*
- *Projects, assignments to develop environmental values and issues related to environment are also undertaken.*
- *Compulsory uniform, working in groups, freedom of expression inculcate democratic and egalitarian feelings in trainees.*

MAHA BODHI TEACHERS TRAINING COLLEGE
ANNUAL PLAN OF B.ED COURSE

2013-14



PRAYER
 ORIENTATION PROG.
 MICRO TEACHING
 THEORY CLASSES
 ASSIGNMENTS
 COMMUNITY INTERACTION
 SEMINARS
 WEEKLY TESTS
 CULTURAL ACTIVITIES
 ASSESSMENT & FEEDBACK
 RSY. LAB. PRACTICAL
 WORK & EXPERIENCE
 PROJECTS
 DUSSEHRA VACATION
 TIWALI VACATION
 WINTER VACATION
 BOON REVIEW
 LIBRARY
 REVISION
 MODEL EXAM
 FINAL PRACTICAL