O/C

मिल्लत शिक्षक प्रशिक्षण महाविद्यालय

मधुबनी - 847212 (बिहार)

(A Minority Institution)

Recognised by ERC, NCTE, Bhubneshwar

Affiliated to L. N. Mithila University, Darbhanga

Ph. : 06276-225777
Fax : 06276-222177

Millat Teachers' Training College
MABHUBANI - 847212
(BIHAR)

मلّت ٹیچرس ٹریننگ کالج
مدھوبنی، بہار

पत्रांक MTT 943(3)16

दिनांक 09-11-2016

To,

The Director,

National Assessment and Accreditation Council

PO Box No. 1075, Nagarbhavi

Bengaluru – 560072

Sub: - Regarding Submission of Self Study Report (SSR)

Institutional Track Id: - BRCOTE 14402

Dear Sir,

We are pleased to submit the Self Study Report (SSR) in 5 hard copies along with CD's as directed in your LOI acceptance email dated 01/11/2016 via email id capueast@gmail.com.

Therefore, we request you to kindly accept the SSR in hard copies for further processing and thus oblige.

Thanking You,

Yours' Sincerely

(Dr. Naveen Ranjan Ravi)

Principal

Rajiv
09.11.16

Self-Study Report of
Teacher Education Institutions

Submitted by

MILLAT TEACHERS TRAINING COLLEGE
MADHUBANI (BIHAR) 847212
(Affiliated to L.N.Mithila University, Darhanga)

Submitted to

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Nagarbhavi, Bangalore - 560 072, India

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PREFACE

It gives me immense pleasure and privilege to submit the Self Study Report (SSR) of Millat Teacher's Training College, Madhubani for the second cycle of accreditation by the National Assessment & Accreditation Council (NAAC), Bangalore. This report has been prepared following the guidelines of NAAC. The report is a reflection of the academic and administrative functions and activities happening during the past years in the College focusing on curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and progression, governance, leadership and management, innovations and best practices and departmental exercises of Millat Teacher's Training College, Madhubani. It is an endeavor which encourages us to examine our strengths, assess our weaknesses, accumulate the opportunities offered in higher education and prepare the challenges that at the forefront. A committee comprising of five faculty members has been constituted to complete the report. The committee has prepared the report through group discussions with its members and regular interactions with the Principal and the entire campus community. The report has been finalized with utmost sincerity, honesty and collective effort of the faculty members which is now being submitted to the NAAC for assessment and accreditation. It would be a great delight to hear from you soon on Peer Team visit for inspection of our College.

Dr. Naveen Ranjan Ravi
Principal
Millat Teachr's Training College
Madhubani, Bihar

NAAC STEERING COMMITTEE

S. NO.	NAME	DESIGNATION
1.	Dr. Naveen Ranjan Ravi	Chairperson
2.	Md. Aftab Alam	Co-ordinator
3.	Dr. Shabuddin	Member
4.	Dr. Arvind Kumar Chaudhary	Member
5.	Dr. Renu Singh	Member

B. <u>EXECUTIVE SUMMARY</u>

Millat Teachers' Training College, Madhubani is an unaided minority institution situated at Madhubani district headquarters near Indo-Nepal border.

Madhubani, a part of Mithila region has been a place of knowledge and wisdom since ancient times. The Mithila region has produced many scholars, philosophers and thinkers. This part of Mithilanchal has always been intellectually fertile. Madhubani is also known for its cultural heritage and worldwide acclaimed Madhubani Painting.

Madhubani has a very thick population from both Muslim and Non-Muslim communities. But unfortunately this part of Mithila region is one of the most backward areas of the state economically as well as socially. There are no industries in this area and majority of population is dependent only on agriculture for their livelihood.

In view of these problems the I.I. Minorities Edu. & Dev. Society registered under Societies Registration Act, which is dedicated to Islamic and modern education, cultural, religious and economic development of the Muslim communities and others in general and also for development of Urdu language preserving the secular character of the nation, resolved on 30-09-1981 to establish a teacher training college at Madhubani. In result of that the Millat Teachers' Training College came into existence in 1982 by completing all infrastructural needs as per the rule and started the academic session of B.Ed. course from 1991-1992.

At present the college is being managed and administered by the Milli Trust. By nature the college is a minority institution declared by National Commission for Minority Educational Institutions and covered under Article 30 of the constitution of India. The college is permanently recognized by the state govt., ERC, N.C.T.E Bhubaneshwar and permanently affiliated to L.N. Mithila University, Darbhanga and B.S.E.B. Patna. Our college is also accredited by NAAC with 'B' Grade in first cycle of accreditation in year 2011.

SWOC analysis of the College and future plans.

I.   Strength: The College is strengthened by the performance of the students in the past and at present. Since 1991 till date college produces more than 6000 teachers and most of them are serving as teachers in various government and private schools.

II.   Opportunities: - The College as the opportunities to produce more quality students with the help of specialized faculty members and students can take the opportunity of interdisciplinary activities.

III.   Weakness: - The weakness of the college is in respect of class rooms. Some of the Class Rooms are ICT enabled but all the classrooms should be fully ICT enabled.

IV.   Challenges: - The College has to face some challenges like lack of brilliant students, Campus beautification, encourage all the teaching staffs towards quality research work etc.

V.   Future Plans:-

(a) To organize 2 UGC sponsored national Seminars.

(b) To and publish journals in education.

(c) To offer subject related survey programs to the students.

C. Profile of the Institution

Part I: Institutional Data

1. Name and address of the institution: Millat Teachers' Training college,
                                          stadium Road Madhubani-847212
                                          Bihar

2. Website URL.   www.millatttcollege.org

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Dr. N.R. Ravi	06276-225777	06276-222177	nrravi123@gmail.com
Vice-Principal Paramanand Prabhakar	06276-225777	06276-222177	Info.mttccollege@Yahoo.com
Self - appraisal Co-ordinator DR. N.R. Ravi	06276-225777	06276-222177	nrravi123@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal Dr. N.R. Ravi	06276-222177	9472488892
Vice-Principal Mr. Paramanand Prabhakar	06276-222177	9835296098
Self - appraisal Co-ordinator Md. Aftab Alam	06276-222177	9576388545

4. Location of the Institution:

Urban ☐   Semi-urban ☐   Rural ☑ Tribal ☐

Any other (specify and indicate) Backward Area   ☑

5. Campus area in acres:

10.05 acre

6. Is it a recognized minority institution?   Yes √   No

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

MM	YYYY
07	1982

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

L N Mithila University-Darbhanga

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

2f
MM	YYYY
06	2000

Month & Year

12B
MM	YYYY
06	2000

10.   Type of Institution

a. By funding
   i.   Government ☐
   ii. Grant-in-aid ☐
   iii. Constituent ☐
   iv. Self-financed √

   v.   Any other (specify and indicate) ☐
b. By Gender
   i.   Only for Men ☐
   ii. Only for Women ☐

   iii. Co-education √
c.   By Nature
   i.   University Dept. ☐
   ii. IASE ☐
   iii. Autonomous College ☐
   iv. Affiliated College √
   v.   Constituent College ☐
   vi. Dept. of Education of Composite ☐

      College

   √

       vii. CTE

      Viii. Any other (specify and indicate)   ☐

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

Yes ☐   No ☑√

If yes, has the institution applied for autonomy?

Yes ☐   **No** ☑√

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed	Graduate	Degree	2 Years	**Hindi/English**
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed	F.ERC/NCTE/BR-S/E-2/96/B.Ed(Revised order)/2015/32737	Permanent	250
Post Graduate				

Other (specify)				

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

   Vision

Yes	√	No	

   Mission

Yes	√	No	

   Values

Yes	√	No	

   Objectives

Yes	√	No	

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

Yes		No	√

   If yes,

   a) How many programmes?

   b) Fee charged per programme

3. Are there programmes with semester system

NO

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

Yes		No	√

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

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

   D.Ed.

18

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

| Yes | √ | No | |

| Number | 02 |

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

| Yes | | No | √ |

| Number | |

8. Are there Programmes with faculty exchange/visiting faculty

| Yes | | No | √ |

| Number | |

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

- Heads of practice teaching schools

  | Yes | √ | No | |

- Academic peers

  | Yes | | No | √ |

- Alumni

  | Yes | | No | √ |

- Students

  | Yes | √ | No | |

- Employers

  | Yes | √ | No | |

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

Depending upon University policy and Govt.notifications.

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

| Yes | | No | √ |

Number	

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

Yes	√	No	

Number	1

13. Does the institution develop and deploy action plans for effective implementation of the curriculum? **Developed & prescribed by the university**

Yes ☐   No ☑

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

Yes ☑   No ☐

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
   a) Through an entrance test developed by the institution   ☐
   b) Common entrance test conducted by the University/Government   ☐
   c) Through an interview   ☐
   d) Entrance test and interview   ☐
   e) Merit at the qualifying examination   ☑
   f) Any other (specify and indicate)   ☐
   (If more than one method is followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year): 2015-16
   a) Date of start of the academic year   1st June 2015
   b) Date of last admission   23rd June 2015
   c) Date of closing of the academic year   1st August 2016

d) Total teaching days   184

e) Total working days   230

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	128	122	250	106	88	194	22	34	56
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

   If yes, how many?

Yes		No	√

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   **11372.00**

   b) Unit cost including salary component   **50.673.00**

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	79%	50%	76%	50%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes   √   No

8. Does the institution develop its academic calendar?

Yes   √   No

9.   Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	50%	18%	32%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

     a) Number of pre-practice teaching days   10

     b) Minimum number of pre-practice teaching lessons given by each student   10

11. Practice Teaching at School

     a) Number of schools identified for practice teaching   32

     b) Total number of practice teaching days   4 weeks in 1st year / 16 Weeks in 2nd year

     c) Minimum number of practice teaching lessons given by each student   60

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

No. of Lessons In simulation   No. 10   No. of Lessons Pre-practice teaching   No. 10

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

Yes   √   No

14. Does the institution provide for continuous evaluation?

Yes   √   No

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

Examination are conducted by the university

Programmes	Internal	External
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper   01

b) Number of assignments for each paper   04

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

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

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

Yes √ No

Number   01

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

Yes	√	No	

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

Compulsory [ ]   Optional [√]

Criterion III: Research, Consultancy and Extension

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

Number	5	%	12.5

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

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

N/A

4. How does the institution motivate its teachers to take up research in education?
   (Mark ✓ for positive response and X for negative response)
   - Teachers are given study leave [√]
   - Teachers are provided with seed money [ ]
   - Adjustment in teaching schedule [√]
   - Providing secretarial support and other facilities [√]
   - Any other specify and indicate [ ]

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

   Yes [ ]   NO [√]

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. | 2 |
   b. M.Phil. | |

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

   Yes | √ | No | |

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

	Yes	No	Number
International journals		√	
National journals – referred papers		√	
Non referred papers			
Academic articles in reputed magazines/news papers	√		21
Books	√		03
Any other (specify and indicate)			

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

   | Yes | | No | √ |

   | Numb | |

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

	Faculty	Students
National seminars	21	
International seminars		
Any other academic forum	57	22

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

   Self-instructional materials | |
   Print materials | √ |

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

Digitalized (Computer aided instructional materials) √

Question bank √

Any other (specify and indicate) ☐

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

Yes √   No ☐

If yes, indicate the nature of the post.

√Full-time ☐   Part-time ☐   Additional charge √

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

Yes ☐   No √

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

Yes √   No ☐

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

Yes √   No 5

16. Does the institution provide consultancy services?

Yes ☐   No √

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

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

Local level	√
State level	
National level	
International level	

Criterion IV: Infrastructure and Learning Resources

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

5271.34

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?

Yes [√]   Number [42]

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

[2,00,000.00]

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

[70,000.00]

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

[50,545.00]

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

[1,50,000]

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

Yes [√]   No [ ]

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
	12	10	10	8
	10	0	12	0

Teaching

Non-teaching

10. Total number of posts vacant

Open   Reserved

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

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

Open   Reserved

	M	F	M	F
Lecturers	10	9	8	8

	M	F	M	F
Asst.Professor	2	1	2	0

	M	F	M	F
Professors	-	-	-	-

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

Open   Reserved

	M	F	M	F
Lecturers				

	M	F	M	F
Asst.Professor				

	M	F	M	F
Professors				

c. Number of teachers from   Same state   40

Other states   NIL

12. Teacher student ratio (program-wise)

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

M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	10	0	12	0
	M	F	M	F
Temporary	-	-	-	-

b. Technical Assistants

Permanent

M	F	M	F
-	-	-	-

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching – non-teaching staff

2:1

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

63.76%

16. Is there an advisory committee for the library?

Yes | √ | No | |

17. Working hours of the Library

On working days — 9:00 -5:00

On holidays — 0:00 -0:00

During examinations — 8:00 – 5:00

18. Does the library have an Open access facility

Yes | √ | No | |

19. Total collection of the following in the library

a. Books — 13449

- Textbooks — 5271

- Reference books — 134

b. Magazines

e. Journals subscribed — 11

- Indian journals
- Foreign journals

01

f. Peer reviewed journals

-

g. Back volumes of journals

300

h. E-information resources

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

60
-
10
10

20. Mention the

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

244

Seating capacity of the Reading room

150

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 | 45 |

Maximum number of days books are permitted to be retained

by students | 07 |

by faculty | 14 |

Maximum number of books permitted for issue

for students | 02 |

for faculty | 04 |

Average number of users who visited/consulted per month | 102 |

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled | 40:1 |

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

| 15% |

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

	I 2013-14		II 2014-15		III 2015-16	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	564	135980/-	1063	216857/-	1564	315785/-
Other books	15	211500/-	109	46300/-	157	81986/-
Journals/ Periodicals	3	6000/-	3	6000/-	6	19000/-
Any others specify and	-	--				

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

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	4.17%	1.44%	1.25%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	√	No	

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

14

3. Does the institution offer Remedial instruction?

Yes	√	No	

4. Does the institution offer Bridge courses?

Yes		No	√

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	87	91	100						
Number of first classes	206	213	240						
Number of distinctions	71	18	190						
Exemplary performances (Gold Medal and university ranks)	*								

- 1. Highest pass percentage under L.N.Mithala univ.

- Best infrastructure among all T.T. college in region.

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

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

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

Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-cum-means scholarship	15	61	12
Fee concession			
Loan facilities			
Any other specify and indicate			

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

9. | Yes | √ | No | | rovide Residential accommodation for:

Faculty | Yes | | No | √ |

Non-teaching staff | Yes | | No | √ |

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

| Yes | | No | √ |

If yes, number of students residing in hostels

Men | |

Women | |

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

Sports fields | Yes | √ | No | |

Indoor sports facilities | Yes | √ | No | |

| Yes | √ | No | |

Gymnasium

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. **NIL**

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
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. **NIL**

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

18. Does the institution have an active Alumni Association?

Yes		No	√

If yes, give the year of establishment

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

Yes | √ | No | |

20. Does the institution regularly publish a college magazine?

Yes | | No | √ |

21. Does the institution publish its updated prospectus annually?

Yes | √ | No | |

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	38	42	36
Employment (Total)	55	54	Awaited
Teaching	55	54	awaited
Non teaching			

23. Is there a placement cell in the institution?

Yes | | No | √ |

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

1	2	3

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

| √ |

- Academic guidance and Counseling
- Personal Counseling   √
- Career Counseling   √

Criterion VI: Governance and Leadership

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

    Yes | √ | No | |

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

Governing Body/management	02
Staff council	10
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Academic Time-table

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

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

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

0	0	0

5. Furnish the following details for the past three years

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

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

National

0	0	0

International

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

0	0	0

d. Number of Seminars/ workshops/symposia on curricular development,

Teaching- learning, Assessment, etc. organized by the institution

0	0	3

e. Research development programmes attended by the faculty.

0	0	0

f. Invited/endowment lectures at the institution.

0	2	5

Any other area (specifies the programme and indicates).

0	0	0

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

a. Self-appraisal

Yes	√	No	

b. Student assessment of faculty performance

Yes	√	No	

c. Expert assessment of faculty performance

Yes	√	No	

d. Combination of one or more of the above

Yes	√	No	

e. Any other (specify and indicate)

Yes	√	No	

7. Are the faculty assigned additional administrative work?

Yes	√	No	

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

2 - 4 hrs

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

Grant-in-aid	-
Fees	1.20.00.000
Donation	
Self-funded courses	
Any other (specify and indicate)	1.36.490

From sale of prospectus

9. Expenditure statement (for last two years)

	Year (14-15)	Year (15-16)
Total sanctioned Budget	**1,89,08,945**	**2,08,57,125**
% spent on the salary of faculty	44.83	41.54
% spent on the salary of non-teaching employees	12.26	14.39
% spent on books and journals	1.06	1.15
% spent on developmental activities (expansion of building)	6.02	0.72
% spent on telephone, electricity and water	0.61	0.31
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	2.28	0.82
% spent on maintenance of equipment, teaching aids, contingency etc.	0.99	0.60
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.34	0.45
% spent on travel	1.08	0.34
Any other (Adve, Bank Ch, Office Exp, P.St, A.F. etc.)	4.91	6.15
Total expenditure incurred	**74.39**	**66.47**

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

Surplus	Deficit
48.42.580	
69.93.394	
	15,144.20

11. Is there an internal financial audit mechanism?

   Yes | √ | No | |

12. Is there an external financial audit mechanism?

   Yes | √ | No | |

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

   Administration | Yes | √ | No | |

   Finance | Yes | √ | No | |

   Student Records | Yes | √ | No | |

   Career Counseling | Yes | √ | No | |

   Aptitude Testing | Yes | √ | No | |

   Examinations/Evaluation/ | Yes | √ | No | |

   Assessment | Yes | √ | No | |

   Any other (specify and indicate) | Yes | | No | √ |

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

   Yes | √ | No | |

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

   Yes | √ | No | |

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

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

    Yes   √   No   ☐

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

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

    Yes   ☐   No   √

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

    Yes   √   No   ☐

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

    Yes   ☐   No   √

Criterion VII: Innovative Practices

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

    Yes   √   No   ☐

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

    Yes   √   No   ☐

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

	Category	Men	%	Women	%
a	SC	03	1.2	04	1.6
b	ST	-	-	-	-
c	OBC	103	41.2	84	33.6
d	Physically challenged	02	0.8	-	-
e	General Category	22	8.8	34	13.6
f	Rural	156	62.4	60	24
g	Urban	10	4	24	9.6
h	Any other (specify)	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	3	4.83
b	ST	-	-	-	-
c	OBC	15	24.19	09	14.51
d	Women	14	22.58	-	-
e	Physically challenged	-	-	-	-
f	General Category	25	40.32	10	16.12
g	Any other (specify)				

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	20	17	20	17
ST	10	8	10	8
OBC	80	82	80	82
Physically challenged	10	9	10	9
General Category	120	124	120	124
Rural	60%	66%	60	66%
Urban	40	34	40	34
Any other (specify)	-	-	-	-

D. Criteria wise analytical report

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.)

The main objective and aim of the 4 college are as under:
a)   Intellectual development of educated youth
b)   Academic training to became a successful teacher
c)   Assess to the disadvantage groups specially Muslim for teachers training
d)   Self Development
e)   Community and National Development
f)   To create awareness regarding ecology and environment
g)   Vale education or Values and Morality in education

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

Curricular designed and developed by LN.Mithila University, Darbhanga.

The college has no role to play in curricular development and designing

The College has to follow the curriculum designed and provided by the university.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?
The curriculum is modified and updated by the university from time to time keeping in mind National and Global trends in teachers education and to meet the merging needs of the area.

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

The curriculum of B.Ed. has made ICT as compulsory subject by NCTE in it's new two years curriculum. Students are given marks for Computer Lessons. Environmental Education is an optional special field which majority of the students have opted. For Value Education, our students get an opportunity to conduct and participate in the Morning Assembly based on Values. Cultural programme and life skill training which is also compulsory for each student

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

Institution makes use of ICT for curricular planning, Term plans, and Time Tables for various activities and workshops are prepared by using computers. Educational films to be shown are planned and Power point presentations are prepared.

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

The institution provides various experiences to the students which make teaching reflective practice. It is the practice in the institute of teacher education that students give various types at lessons i.e. Micro-teaching, Practice Lessons, Bridge Lesson, Computer Lessons and Simulation Lessons. For each lesson immediate feedback is provided to the students. They are also explained the ways to improve them. Students also provide feedback to the teacher educators about their teaching. Various methods of instruction are adopted to teach the students which help them have reflective approach. The methods used are Discussion Method, Brainstorming, Seminars and Co-operative Learning..

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?

For Campus learning experiences students have various workshops, daily prayer sessions, terrace gardening, seminars, Exhibition, Intercollegiate Elocution competition, National seminar and co-curricular activities which provide lots of learning experiences. Students get field learning experiences through our annual social service camp, practice lessons in practicing schools, extension work activities and educational visits.The institution provides adequate flexibility in curriculum by offering 17 methods of teaching out of which any two are to be selected by students as per their UG or PG subjects.

The institute provides choice of subject as Optional field. Majority of the students opt for Environmental Education. Some students go for Computers in Education as Optional field. We provide varied learning experiences to the students both in the campus by arranging various activities for each course like arranging students' seminar, showing related film like 'Tare Zemeen Par' and in the field they get the experience by preparing Case History of one student etc.

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.

No separate new course has been introduced yet students get lots of opportunities to learn communication skill through daily 15 minutes Assembly which includes thought for the day and its explanation, today's headlines (news), Importance of that day, book review/ general knowledge, importance of any festival or occasion on that day etc. which builds confidence also. One group of students takes care of daily assembly. Each member of the group presents any one aspect of the

prayer. These aspects help to develop communication skills. Students are taught how to prepare Power Point Presentation which they use while taking practice lessons and also taking Computer Assisted Instructions which is compulsory part of their course. Students are trained to prepare lessons using ICT. For developing life skills of school students through our B.Ed. pupil teachers, we have developed format of lesson plan in which students have to pay attention on one or two life skills for each lesson.

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

    i. Interdisciplinary/Multidisciplinary

        B. Ed. Curriculum is itself interdisciplinary. Students of all the faculty sit in a common B.Ed. class. They share their subject knowledge and experiences with each other. Subjects like Sociological foundations of Education, Philosophical foundations of Education, Educational Psychology are related to Arts faculty whereas Educational Evaluation is related to Science stream. Hence the curriculum is Interdisciplinary.

    ii. Multi-skill development

        Computer Assisted Instructions, Micro Teaching and Co-curricular activities inculcate in our students skills like Time management; Decision making, Planning skill etc. B. Ed. Course itself has lots of opportunities for Multi-skill development. Variety of curricular activities like celebration of various days, programs of various clubs help in developing Multi Skills.

    iii. Inclusive education

        B. Ed. Syllabus includes topic of inclusive Education. It is practiced also in our institute. College follows 50% reservation policy candidates belonging to minority community. Students writing in Urdu and Hindi are also

guided separately. Our classroom is Inclusive in true sense. We have students from various backgrounds, speaking various languages, follow in different religions and various cultures. They are also from urban as well as rural areas, from different socio economic strata, from deprived or under privileged groups. Multi lingual approach is used while delivering lectures.

iv. Practice teaching

Students use various methods, approaches, techniques and models of teaching during practice teaching sessions. Practice lessons are intended to enable the student teachers to retrospect, introspect and identify their strong and weak points and work ahead for improvement. Simulated Teaching is conducted in the college, supervised by senior teachers of college. The simulated lessons are Creative lesson, Game technique, Role play and Power point presentations. Students give 10 lessons in each method subject.

v. School experience / internship

Students go for practice lessons in variety of schools. They range from schools in upper class locality to slum area locality, from Private to Corporation and of various mediums. Hence the students get variety of experience during practice teaching in schools. Internship provide responsibility taking experiences which include organization of various activities i.e. cultural, sports, teaching, arranging assembly etc

vi. Work experience /SUPW

We organize lots of SUPW activities i.e. Chalk Making, Candle Making, Rakhi Making and Creative Rangoli Making etc. Apart from other resource persons, the institution uses in -house resources to carry out activities under SUPW.

vii. Any other (specify and give details)
(Also list out the programmes/courses where the above aspects have been incorporated).

1.3 Feedback on Curriculum

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

The feedback and communication received from the students, alumini, employees , community and other stake holders regarding curriculum , if received is always forwarded to the university with the comments of the college to update the curriculum.

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

The suggestions given by the teachers to improve the curricullam is discussed in a committee comprises of senior teachers and principal and forwarded to the university for necessary action .

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

Feedback and suggestion are regularly sent by the college to the university for improvement of the curriculum Difficulties if any faced by the college are also intimated to the university . It is for the university to place the suggestion of the college before the appropriate body of the university.

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

The B.Ed course has gone through major curriculum revision last year. Now the Bed course is of two years and this change in the B.Ed curriculum has indeed contributed to quality enhancement and students satisfaction. The suggestion given by different B.Ed colleges are under active consideration of the NCTE.

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

Curriculum revision and updating is done by the university. The college is offering its suggestion to the university and has other role to play.

1.5   **Best Practices in curricular Aspects**

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

The institute prepares Term Plan well in advance, execute it properly and periodic revision is done whenever need arises. For quality enhancement various Innovative methods of teaching are adopted. ICT is used while teaching in the college. Students also use PPT for teaching. Infrastructural up gradation has also contributed towards Quality enhancement.

2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

Team Teaching, Concept Attainment Model, Enquiry Training Model, were demonstrated by the Faculty and Students used them as Simulation lessons and in the practice lessons in schools and during the Internship. Lesson planning workshop was conducted to understand the concepts of lesson planning through Lectures and Group Activity

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?

With reference to curricular aspects in the first cycle of NAAC accreditation, the observations made by NAAC Peer Team were very positive. The NAAC Peer Team has appreciated the college for the following ICT enabled teaching learning activities.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

For quality sustenance and enhancement the institution is continuously striving. The college is progressing fast technologically. LCD Projectors are used for teaching. Feedback is taken from the students. Since the previous assessment and accreditation, lots of infrastructural changes have been made

Criterion II: Teaching-Learning and Evaluation

2.1   Admission Process and Student Profile

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

The admission process is transparent and simple. The admission is granted on the basis of marks obtained by the candidate in the qualifying examination with due reservation to SC/ST /OBC physically handicapped and sports person.

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

The information is provided to the candidate mainly through prospectus. However information also available on the notice board of the college. Website of the college and enquiry window of the college.

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

The process and procedure is transparent , clear and simple . The cut-off mark information and list of selected candidate is displayed on the website of the college and on the notice board of the college. The waiting list is also prepared strictly on the basis of merits of each candidates.

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)

The college is a recognized minority institution. However the policy of Bihar State and Central govt. regarding reservation are followed as far as possible.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.
Results of graduation examination passed by the candidate is taken into consideration. The interview is also taken during admission process to assess student's knowledge and skill before start of 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 college has an efficient coordinating and monitoring mechanism for creating environment contusive to learning and over all development of the students. The college managing committee is the supreme monitoring and coordination committee working through different sub committees.

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

Special coaching classes are organized for weaker students . The students are divided in 3 category , weaker, normal and brilliant . The coaching is being done according to the needs of the students already categorized.

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

The teachers generally prepare the teaching plan in a joint meeting according to the diverse education needs of the students

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

The college always encourage features to participate in seminars symposia and workshop organized by other institutions. It always helps teachers to became more knowledgeable and sensitive towards diverse needs of the students.

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

a) **Personal contacts between students and teachers**
b) **Debates are organized on second week of every month**
c) **Lecture series are organized**
d) **Special coaching classes are organized keeping in mind the slow learning students and middle rank students.**

2.3   Teaching-Learning Process

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

The students are engaged in active learning process by using all the learning resources like library, focus group, individual discussion with teachers, group discussion , seminars symposia etc. and lecture series.

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

The college have taken many step to make learning students centre . Taking parts in the activities mentioned below.

Individual discussion with teachers
Group discussion
Seminars symposia
Lecture series

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

Steps	Subject matter	Functions of teacher	Functions of students
1. Preparation	Test of previous knowledge. Announcement of the lesson/chapter	Question to be asked to test previous knowledge to present lesson/chapter. If the teacher is satisfied then he will announce his lesson /chapter.	Students will give appropriate answers.
2.presentation (Teaching)	Go through the syllabus to teach the lesson/chapter	Provide the illustrative materials available to teach the students.	Important points and records written down in their notebooks. Students may ask questions for removal of any doubt in comprehending the lesson/ chapter.
3.Recapitulation	Repetition of the lesson/chapter,	Teacher shall put oral questions to the students,	Try to answer the questions.

	Just the summary	if they are not able to answer, the teacher solve the questions.	
4. Application/ evaluation	Try to know whether the students grasp proper knowledge as inculcated by teacher in the classroom.	The teacher shall put some objective questions to test their proper knowledge.	Try to answer the questions.
5. Home works		Teacher gives some home assignments relating to the lesson/chapter.	

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

The primary purpose of a teacher's training college is to enable a student to practice teaching focusing on teaching skill. The students trainings are exposed to content analysis structuring instructional objective of each content element teaching strategy and method. During their preparation interrelationship with theory and practice is always highlighted.

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

The technique for developing teaching skills adopted by the college are the skill of introducing a lesson , questioning , explaining , use of black board and other teaching material reinforcement and skill of conclusion. The ultimate aim of the teacher to make student aware of her/his own behavior pattern displayed in the class room and of the consequences and relevance to teaching and learning .

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school

teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Practice teaching is arranged after lesson observation in schools. The ratio of students- teachers to identified practice teaching school around 12.

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

Block teaching is done in practice of teaching in schools. The process is similar to that used in practice teaching.

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

Practice teaching in schools are planned and developed in partnership with the principals and teachers of the schools, the principal of our college and mentor teacher. During the practice teaching the training are required to demonstrate the skill in his/her favorite subjects.

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

Students are prepared for managing diverse learning needs of schools. Skills and methodology valuation in teaching is practiced before internal ship.

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

The college recognizes the importance of ICT in teachers education programme. Computer classes are regularly taken for computer literacy programme as per NCTE instruction. A good deal of seminar material , special lectures have been stored on CD's for the use of students . Computer application classes are available which are assessed and graded at the end of the year. Internet facility are available in the

computer room. Valuable contribution by ICT as and aid to teaching and learning have been fully utilized. We use ICT to ensure that are trainees are empowered to reconstruct the knowledge and utilize it when ever they need it.

However the process of teaching and learning generally adopted is as under.

Steps	Subject matter	Functions of teacher	Functions of students
1. Preparation	Test of previous knowledge. Announcement of the lesson/chapter	Question to be asked to test previous knowledge to present lesson/chapter. If the teacher is satisfied then he will announce his lesson /chapter.	Students will give appropriate answers.
2.presentation (Teaching)	Go through the syllabus to teach the lesson/chapter	Provide the illustrative materials available to teach the students.	Important points and records written down in their notebooks. Students may ask questions for removal of any doubt in comprehending the lesson/ chapter.
3.Recapitulation	Repetition of the lesson/chapter, Just the summary	Teacher shall put oral questions to the students, if they are not able to answer, the teacher solve the questions.	Try to answer the questions.
4. Application/ evaluation	Try to know whether the students grasp proper knowledge as inculcated by teacher in the classroom.	The teacher shall put some objective questions to test their proper knowledge.	Try to answer the questions.
5. Home works		Teacher gives some home assignments relating to the lesson/chapter.	

2.4 Teacher Quality

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

The college has cooperation with 32 government schools for this reason. Duration of practice teaching (First year four weeks and sixteen weeks in second year) school teachers are involved in this programme as mentor teachers. College teachers regularly monitor this programme as supervisors. In this programme trainee demonstrate their skills that they have learned through their course. During practice teaching student-teachers follow the rules and regulations of their allotted schools. Each trainee has one school subject in first year and one school subject in second year as school subjects to teach that they had as their method papers. Every trainee has to demonstrate total 60 lessons. Meeting of mentor teachers and internship students is organized regularly in college campus and feedback from head of the internship schools are obtained for evaluation of interns.

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

Normally the ratio of teachers and students in practice teaching schools is 1:10. The college has decided to minimize the ratio and decision is taken that teacher students ratio most not be more than 1:10.

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

The ration of students, teachers are given above. However the decision is taken by principal of the college and schools, subject teachers and the needs of the schools and its convenience. This ratio varies from year to year.

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

The college is contributing sufficient number of journals published on teacher training . The students and teachers are getting the information

through these Journals and magazines. Moreover our university is the best guide on teachers education. Teachers are frequently contacting the head of the department of teacher training of LN Mithila university and the information so collected is distributed to the students.

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

The institution ensures that the students are updated on the policy directions and education needs by communicating them the result of communication and dialogue with 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 and sponsoring professional development activities, promotional policies, etc?)

The teachers are encouraged to attend seminars, symposia and use educational journals and websites for their career development.

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

At the time of annual function of the college the members of the staff are giving rewards, certificates and medals to motivate them to improvement their performances.

2.5 Evaluation Process and Reforms

1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)
   The teachers are having close and good relationship with each and every students. The friendly relationship between teachers and the students help the teachers to identify these barriers to address the same , like friend and guide.

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

In the last week of November to last week of March lesson plan is prepared, education survey is conducted and this programme is monitor from time to time as internal assessment and mid-term assessment.

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

   On the basis of the lesson plan students are identified in 3 categories i.e week , normal and excellent . special attention is given to week students for which special coaching classes are organized .

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

   Yet to be implemented.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

   The college is a very small institution functioning in rural area. The intake of the college is only 250. Such type of experiment are not possible here.

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

   The institute is run strictly according to the rule regulation and guidelines framed by university and NCTE. There is no autonomy hence no scope for innovations. However The college is trying its level best to use the latest technology in learning teaching and evaluation process.

   The students are taught to make class room activities more meaningful by situating them in and authentic contact.

   Peer teaching and evaluation is actively encouraged

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 Teaching Learning and Evaluation and how have they been acted upon?

The NAAC committee observations and improvements done –

- **It is advisable that staff gives demonstrative in Micro skills and in teaching Macro Lessons in real class room situations – Micro Teaching and Macro lessons initiated in class rooms.**

- **College should take responsibility towards undertaking community extension activities – Swacchata Abhiyan and Women sanitation awareness program done by college students under guidance of college teacher as extension activities.**

- **Canteen, Book- Bank facilities, hostel and transport facilities are to be provided for the students – Book –bank and Canteen facilities are now available for students.**

- **Staff should be motivated to attend the orientation and refresher courses – Staff are being motivated to attend refresher courses.**

- **Library could be fully computerized – Library is now fully computerized.**

- **College should undertake Minor Research Project – Staffs are motivated to do Minor Research project.**

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

   Many Cells have been established and are modernized which help in the development of the institute. Technology is being used in teaching. Systematic Evaluation of each aspect of the institution is done. They all help in quality sustenance and enhancement.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The teachers are encouraged to peruse research at every level to complete their M.Phil or Ph.D degree. The teachers are applying for minor research project of UGC and to do independent study and publish paper.

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

The thrust area of research is decided by the teachers in accordance with his own liking and expertise.

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

The college encouraged with all facilities available, if some teacher want to do research work. Study leave provided to such teachers who wish to do research work.

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

The Board of trustee's of Milli Trust (Regd) the parent body of the college has introduced lecture series on different related topics of the need of skilled personnel's to the educational institutions. It has also introduced the lectures series on the subject of the concept of education, Indian heritage and ethos in the college for better understanding by of the concept of education, purpose and rendering services to humanity at large breaking the knott of religion, cast and creed , rich and poor itself by the trainees of the college . It is not a subject mandatory but optional one of the essential and obligatory values for the trainees to avail of the opportunity for enriching their knowledge.

The trust seek to provide opportunity to the trainees to participate in various educational programmes organized by educational forum or society and also invite eminent scholars on the various subjects to deliver lectures to add in the treasure of knowledge of the trainees.

3.2 Research and Publication Output

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

   Teaching aids , models, educational CD's and other instructional material is stored for use.

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

   We have fully furnished Computer lab with software and internet connectivity, access along with OHP, Direct Projector, LCD Projector s, Laptops etc and teachings aids i.e models , educational CD's etc.

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

The college recognizes the importance of ICT in teachers education programme. Computer classes are regularly taken for computer literacy programme as per NCT instruction. A good deal of seminar material , special lectures have been stored on CD's for the use of students . Computer application classes are available which are assessed and graded at the end of the year. Internet facility are available in the computer room .   Valuable contribution by ICT as and aid to teaching and learning have been fully utilized. We use ICT to ensure that are trainees are empowered to reconstruct the knowledge and utilize it when ever they need it.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)
   a. Organised by the institution
      Three workshops were organized by institution in collaboration with IGNOU in last two years.
   b. Attended by the staff
      All the Teaching and Non-teaching staff attended the workshops organized by our institution.
   c. Training provided to the staff

No, such training provided to the staff.

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

List of Journals	Article	Name of faculty member
Behavioromeric, Vol.-XXIII, No.01-02, 2006	**Cognitive abilities: A comparative study in social class perspective.**	Dr. Naveen Ranjan Ravi
Bhartiya, Vol. – IX, No. – 1, 2009	**Education and Indian, Society : A study**	Dr. Naveen Ranjan Ravi
Bhartiya, Vol. – IX, No. – 2	**Education for Social Reengineering**	Dr. Naveen Ranjan Ravi
Bhartiya, Vol. – IX, No. – 3	**Contraceptive practices and awareness of emergency contraception in educated working women.**	Dr. Naveen Ranjan Ravi
Bhartiya, Vol. – IX, No. – 4	**Re-examining gender balance education in agricultural science, Technology and mathematics in Nigeria : an overview.**	Dr. Naveen Ranjan Ravi
Deep Access, Vol. – V, No. – 4	**Education and Economy of Scheduled Tribes.**	Dr. Naveen Ranjan Ravi
Deep Access, Vol. – 5, No. – 5	**Education Achievements of Delhi.**	Dr. Naveen Ranjan Ravi
Social Vision, Vol. – 1, No. – 02	बाल अपराध : एक समाजशास्त्रीय अध्ययन	Dr. Naveen Ranjan Ravi
शिक्षा (शोध – पत्रिका), Vol – प्रयोगांक / 2008, No. – 02	**During Globalization Era the Quality in School Education developed through on line Education.**	Dr. Naveen Ranjan Ravi
Bhartiya, Vol.-IX, No.-1, Jan, 2009	Education of women in ancient and medieval India.	Dr. A. K. Chaudhary
Bhartiya, Vol.-IX, No.-2, Jan, 2009	Education system in India.	Dr. A. K. Chaudhary
Deep Access, Vol.- 5, No. 2, May, 2009	Protestant Missionary Education in British India.	Dr. A. K. Chaudhary
The Social Vision, Vol.- 1, No.02, Oct, 2009	Humanism in Buddism and Christianity	Dr. H. P. Purbey
शिक्षा, प्रयोगांक, 2008	उच्च शिक्षा का निजीकरण	Dr. H. P. Purbey

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

   Dr. N. R. Ravi is awarded by "International Institute of Education and Management", New Delhi as "Eminent Educationist Award".

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

Minor research project successfully completed by Dr. Naveen Ranjan Ravi.

3.3   Consultancy

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

    Our Institution does not provide consultancy services.

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

    Yes, Faculty/Staff members of our College are competent to undertake consultancy services in several areas like guidance and counseling, work experience, educational technology etc. But we haven't started any consultancy services yet. In near future consultancy services are proposed to be started.

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

    As our institution doesn't provide any consultancy services there is no revenue generated from this source.

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

    We don't have any revenue generated through consultancy services.

3.4   Extension Activities

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

The college promote extension activities in the area of community development, social work, adult literacy programme, health and hygiene etc.

Extension activities of the college has have just begin to take off. With a view to contribute services to the community. The college deputes its students and teachers to motivate and educate the local public regarding health education, environment and concern matters of the society. We are trying to take some concrete programmes keeping in view the specific

needs of the locality. The negotiations are on with NGO's for collaborative participation in these programmes. The college acts as facilitators in bringing our students and teachers with rural farmers face to face. The students and teachers try to make farmers and local population aware of the facilities they can avail from Govt. institutions.

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

   The Community is fully cooperating in above mentioned activities. The college is a part and parcel of the community. The benefit of the community is the benefit of the college.

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

   The college wants to start awareness programme on Human Right and duties and value education by starting Short term add-up foundation course in addition to career orientation programme.

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

   As already mentioned community development programs have just begin. These programs can not be analyzed as started and completed. These are continued programme and cannot be completed in perfection.

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

   All the programme mentioned above are organized to develop social and citizenship values by creating awareness towards social responsibilities.

3.5   Collaborations

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

   The college remains in touch with academic institutions. The college collaborates with more than 12 sr. secondary schools for teaching practice and practicals. The college has linkage with Mithila Teachers' Training college, Madhubani at local level, Patliputra Teachers' Training college, Patna at state level and Delhi Teachers' Training college, 340 Deenpur Nazafgadh, New Delhi at national level.

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

   Institution doesn't have any linkage to any international organization.

3. How did the linkages if any contribute to the following?
   Every aspect of B.Ed programme is benefited through the linkage mentioned below. These are necessary in updating of knowledge and understanding new trends, innovative practices and evaluation.
   - Curriculum Development   **- Developed by the University**
   - Teaching- **Yes**
   - Training-**Yes**
   - Practice Teaching-**Yes**
   - Research-**No**
   - Consultancy-**No**
   - Extension -**Yes**
   - Publication-**No**
   - Student Placement-**Yes**

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

   More then twenty schools have linkage with our institution. These school co-operate us for practice teaching. Most of the teachers of schools of this region are trained in our college.

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

   Faculty members of our college regularly monitor practice teaching in schools. They help student teachers if they any difficulty during practice teaching.

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

   The collaboration is of a routine nature as per instruction given by the Govt. of Bihar and NCTE

3.6 Best Practices in Research, Consultancy and Extension

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

   Capacity of a teacher is developed according to the local circumstances. We are making an effort to understand the problem of schools, our society and community. Students are helped and understand research according to classroom situation to find new methodologies.

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

   Field works from students under guidance of senior teachers are done regularly.

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 R*esearch Consultancy and Extension* and how have they been acted upon?

The NAAC peer team in its observations has remarked to start M.Ed. course as institution challenge. The college has applied to NCTE for M.Ed. course and approval process is in progress. NAAC also suggested to make library fully automated. The college has made the library fully automated.

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

With regard to Research, Consultancy and Extension, the institution has taken initiation in Research: Research is a pursuit for the truth and action research aims at solving the immediate problems faced by teachers and students in schools. Each student has to conduct an project attempting to probe into the problem and taking appropriate measures to solve them. Teacher educators undertake projects to find out facts and improve educational practices. Six teacher-educators have attained a Doctorate Degree and three are pursuing the Ph.D. The college is yet to take minor and major research project.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

   The college has sufficient numbers of classrooms. It has various labs as per NCTE norms such as Science lab, Mathematics resource centre, ICT resource centre, Psychology lab, Language lab, Music lab etc. The college library has a very good collection. Library has an additional reading room with 150 seating capacity. Our college has one auditorium, one conference hall, separate rest rooms for girls and boys. We have two comfortable staff rooms for faculty members.

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

   The college wants to construct a good boy's hostel, girl's hostel. The college also wants to build additional class rooms and a laboratory.

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

   The college is having a spacious play ground along with sports equipments

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

   Play fields , library , computer centre , Internet room and psychological labs are shared with other colleges on request .

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

   We have separate rest rooms for male and females and Health Centre. In the health centre doctors and nurses are available on call. The college canteen is regularly monitored to ensure hygiene.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc. **The college is going to construct a men and women hostel shortly.**

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.

INFRASTRUCTURE	AMOUNT INVESTED IN 2011-12	AMOUNT INVESTED IN 2012-13	AMOUNT INVESTED IN 2013-14	AMOUNT INVESTED IN 2014-15	AMOUNT INVESTED IN 2015-16
BUILDING	10,61,416.00	12,35,634	12,95,682	11,39,100	--
LABORATORIES	40,524.00	20,767	2,75,680	3,25,400	50,545
FURNITURES	2,74,688.00	--	6,50,000	--	15,850
EQUIPMENTS LAB	68,693.77	--	17,177	5,20,00	99,940
COMPUTERS	22,500.00	25,000.00	20,560.00	40,000.00	54,000
TRANSPORT/	--	--	--	--	--

VEHICLE					

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

   Infrastructure and facilities are well maintained coordinated by an efficient and committed teacher. Selecting procuring, purchasing, storage is essential for maximum utilization of as per need of students and teachers. Material management is an important feature for optimum use of infrastructure.

3. How does the institution consider the environmental issues associated with the infrastructure? **The college has a good garden and plantation is being done regularly with in the campus.**

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). **Yes we have qualified librarian and technical staff to support library**

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.). **Total number of Books are 13449 (reference + Text books)**

   Indian Journals   **–   11**
   Foreign Journals –   1
   CD and DVD's   **–   59**
   Computers   **–   5**
   With internet access,
   Software's, Photocopier

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

   The college is having a library committee represented by managing committee teachers and students. Librarian is the ex-officio

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

   Computers -   5
   With internet access, Software's

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.

   Internet and reprographic facilities is available to students and teachers in the library.

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

   Our institution is a small college. ICT facility is already available. Moreover UGC is not providing Inflibnet facility to small institution.

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.)

   On working days library is open from 09 AM to 05 PM.

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

   New arrivals are displayed on "new arrivals" shelf and it is also

   mentioned on notice board.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?
   Yes, We have book bank facility to our students. The book bank facility and the reading room facility is extended beyond normal time near the examination days.

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

    Our college library is well planned with open staking racks accessible to students, alumini and teachers. Well maintained library facilities contributes the standard of teaching and learning.

4.4 ICT as learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media

and materials) and how the institutions ensures the optimum use of the facility.

Yes, we have 15 Computers with software and internet connectivity, access along with OHP, Direct Projector, LCD Projector s, Laptops etc and teachings aids i.e. models , educational CD's etc.

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

   Basic Knowledge of computer skill is being provided to the students.

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

   Yet to be started. However students are using internet facility at their own choice.

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

   Being a rural place, it is yet to be started.

4.5 Other Facilities

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

   Play fields, library, computer centre, Internet room and psychological labs are shared with other colleges on request.

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

Yes we have 15 Computers with software and internet connectivity, access along with OHP, Direct Projector, LCD Projector s, Laptops etc and teachings aids i.e. models , educational CD's etc.

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

Millat Teachers' Training College, Madhubani has well equipped psychology lab, science lab, mathematics lab, language lab, computer lab and workshop hall as directed by NCTE.

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

The college has a attractive multipurpose hall, workshop hall, music hall, conference hall, separate common rooms for boys and girls. College also provide various outdoor and indoor games facilities like cricket, football, volleyball, carom, table tennis etc.

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

In classrooms projectors, laptops, educational CD's etc. are frequently used for teaching purpose. Students also use power point presentation in the class.

4.6   Best Practices in Infrastructure and Learning Resources

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

The college has adopted modern technology and smooth working of different academic and administrative departments of the college, it is necessary to have connectivity, quickness and perfection in the working of the college through digitalization process. A lot of innovation and structural adjustments will be made for digitalising the institution. It will ensure the elimination of wastage of human energy and time. It will make the details available, readily with the Central Office of the college. LAN links to the administrative office, the libraries, the department and Classes will be made. This will result in better liaison between the Principal's office and the different departments as well as more efficient utilization of all learning resources available in the campus. Computer assisted teaching will bring about a qualitative change in the class room situation.

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

The ICT is used by the college as per the instructions given by NCTE time to time. Due to limited resources and geographical situation of the college it is very limited scope for innovation practices by the college.

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

As a part of future plan, we would like to remodel all the existing laboratories of our College. Virtually no field of teaching and research is untouched by the potential of new instrumentation or computing devices to accelerate the acquisition and analysis of data. The knowledge available has been derived recently from research employing state-of-the-art equipment. The current concern over the

state of scientific equipment in academia reflects several important scientific developments over the past two decades. The improved analytical range of modern instrument has permitted the field to move forward in its understanding of matter. In many fields, students are required to learn information that was not available with the instruments of a previous generation and to understand how the modern instruments make such information available.

We visualize, in the immediate future, a smooth transition to digital learning without sacrificing the strengths of the conventional class room, an e-Learning Centre will be launched at the College. It will be a centre for complementary studies with a view to develop interest in education and supplementing the curricular education as well. The content development will be done by the members of the faculty and the technical support will be taken from the outside agency. The outcome will be in the form of development of modules based on the topics in the syllabus and supplementary discussion related to the topic. The introduction of the Virtual Learning Centre will enhance and enrich the teaching learning process.

Additional Information For Re-accreditation

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

   The NACC committee observations and the improvements done. College library made fully automated and students are given internet access too.

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?

- **Digital resources have been added to the library and other cells which has enhanced the learning possibilities.**
- **Library has separate internet connectivity.**
- **One class room is now techno-ready with modern audio-video system. Three class rooms have ceiling mounted LCD projectors with one portable projector in standby condition**

Criterion V: Student Support and Progression

5.1 Student Progression

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

   Through internal examination and by valuation of each and every students by teachers. The students and teachers are having personal contacts. In their mutual discussion the teachers are assessing the preparedness of students and giving them proper academic and professional guidance.

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

   The campus environment is peaceful and free from any type of politics of groupism. The institution always trying its best to make the campus informing best and suitable to provide all round personality development of the students.

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

   Total intake of the college is 250. The dropout rate of student is almost nil. We control dropout rate by extra remedial classes. Faculty members take proper attention to weaker students.

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

Students who apply for B.Ed normally wish to teach in schools, after getting their placement in some schools they became attentive for higher studies.

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	38	42	36
Employment (Total)	55	54	Awaited
Teaching	55	54	Awaited
Non teaching			

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

   Details already given in criterion II & IV

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.
   There is acute shortage of trained teachers in Bihar. The students have their own arrangement and getting the jobs in a short period.

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

   Most students find placement only few face difficulties who do not want to go outside their town.

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

   It is a general practice that various schools approach the college in the event of vacancies, this information is widely publicized.

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

Counseling is given to the students. It is general impression in the city that only this institution provides much help in placement.

5.2 Student Support

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

1. Classes to start	1st week of July
2. Social Works	3rd Week of every month
3. Computers Facilities	Regular computer literacy programme as per NCTE instruction
4. Cultural fictures	4th week of every month
5. Seminars/Symposium	1st week of every month
6. Debates	2nd week of every month
7. Annual sports	2nd week of February
8. Lecture Series	2nd week of every month
9. sessional Exam	2nd week of December
10. Pre Practice & Micro Teaching Demonstartion lesson	Last week of January
11. Lesson Plan/Edu Survey	1st week of February
12. Excursion	3rd week of January
13. Test Examination	1st week of April
14.Annual Function/ Community Launch	31st March

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

Flexibility with in NCTE norms and university norms is already available.

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

The intake capacity of our college is only 250. The number is small so all the teachers monitor students according to needs.

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

Teachers are encouraged to participate in counseling courses

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

The institution is having its own website. Information about the college are posted and updated regularly. The main information available on the website of the college are as under:

1. List of faculty members
2. Staff Profile
3. Details of admission formalities & formats
4. Audit report
5. Details of infrastructures

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

Extra Remedial coaching classes are arranged for low achievers before examination by teachers voluntarily. Last three year glorious result already given in the profile of the institution is the reflection of the efforts and hard work done by our teachers

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

   The students are categorized as Advance Learner & Slow Learner. Special coaching classes are arranged for slow learner. The teachers already instructed to give special attention to slow learners.

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

The College is having counseling cell consisting a team of teachers who regularly provide professional counseling to the students

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

The institution is having its own website with email address where students, teachers, parents are free to send their grievances , they can meet the principal, managing committee for any kind of suggestion , grievances etc. Our managing committee along with principal makes sure that all grievances are solved through personal interaction.

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

The teachers always remain on close watch and making personal contacts with each and every students of the college. Even they have

friendly relation with the students .It has became possible as the student intake of the college is only 250.

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

The college has collaboration with 32 government schools for practice teaching. There is provision for mentor teachers who guide the teacher trainees through their practice teaching. The supervisors from the college are sent daily to monitor teacher trainees during their practice teaching classes.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes, **NO**

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

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

2nd week of February is fixed for annual sports. Teachers and students are participating in the sports. Some time other local colleges are also invited in the event . Likewise some other colleges in the cities are also inviting students and teachers. Madhubani is a small town. Big sports event are not possible

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

Yes , wall magazines is a regular feature here, students and teachers are contributing the wall magazines.

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding
The college has a cultural association, debating society, sports club etc. The management and local population contributing for these activities.

Other facilities like venue, refreshment, PA System is provided by the college free of cost.

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

The teachers of the college are sub representative of the students , actually they express their own views and reaction of the students.

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?

We collect feedback from students and employers about the institution after analyzing data we implement received feedback to improve our services.

5.4   Best Practices in Student Support and Progression

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

a)   Remedial coaching are arranged
b)   To encourage the student's merits- cum- means scholarship is given to the students as per details given below.

2012-13	12 students	Rs. 3, 03, 980/-
2013-14	61 students	Rs. 4, 57,655/-
2014-15	15 students	Rs. 24,420/-

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

"Guidance and counselling facility is available rather informally and there is no Placement Cell. 'On-Campus' interview/selections may be tried by the College authorities."

Actions taken on this remark: Guidance and counselling Cell has been established. It worked beautifully last year. The Cell provided Educational, Vocational and Personal Guidance. On Campus interviews were held. Many

institutes approach us for a suitable candidate as a teacher, we immediately inform our students to contact such institutes. We also provide guidance to our students in preparation of their Demonstration lessons.

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**?**

The following quality sustenance and enhancement for the development of students support and progression undertaken by the institution since the previous assessment and Accreditation with regard to student support and progression are-

- **Improvement of use of ICT in teaching and learning process.**
- **Well-furnished and equipped class rooms**
- **Computer and intercom facility to each faculty**
- **Institution tries to pay best services for society.**
- **Minority Cell, Women Cell and Guidance and Counselling Cells have been established which are working effectively**

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

In Madhubani district there are several constituent, affiliated degree colleges and other academic institutions. Mithila Art is not only popular in India but also abroad. Mithila region having thick population, economically the most backward region due to lack of industrial & trade activities for want of necessary infrastructure. Agriculture is the only source of livelihood of the people of this area which too is most uncertain sometimes due to drought and sometimes due to devastating floods.

Due to thick population having no trade and industries and also uncertain agriculture, people of this distt. are living in pinching poverty. The crowd of the

educated unemployed youths is growing day by day, both from Muslim and non-Muslim communities.

Mithila region in general and Madhubani district in particular had been the place of learning since the ancient times. This region has produced several scholars, poets, philosophers and teachers of national and international repute from both minority and non-minority communities. People of this area like teaching profession most. Madhubani district has more than 10 lakhs, Muslim population. The entire Muslim population suffers from economic, social and educational backwardness. Muslim graduates are facing unemployment problem and their number is increasing day by day.

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

The goal and objects of the college are communicated through Human Resource Development, Innovation, seminars and personal contacts. These are further communicated by including a value of vision creativity, responsibility and commitment.

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

The overall management of the college lies with the managing committee. It has an effective internal coordinating and monitoring mechanism for policy formation, implementation and evaluation. The college has framed a mechanism for internal check of efficiency of the non-teaching staff also. The college conduct internal development programme for non teaching staff. The college has constituted special committee for preparation of academic calendar. The college has good organization mechanism for ascertaining the academic efficiency as skills of the students.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution? **There are various committees for proper administration of the college.**

Meetings of these committees are organized regularly. Responsibilities and progression of work is defined and described on staff meets.

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

The management of the college holding its meeting regularly. In addition the members of managing committee are having personal contact with the teaching staff of the college. The feedback is also provided by the principal of the college to the members of managing committee as his duty.

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

The main barriers in achieving the goal of the admission and vision are the poverty and backwardness of the area. The managing committee of the college some time feels its helplessness to break these barriers.

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

The principal of the college meets the staff once in a month. In this meeting the progress of the work already assigned is evaluated and the work for the coming month is assigned in addition to their routine duties.

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

The managing committee of the college is the supreme committee which works through the principal of the college. The principal of the college has constituted some small committee to aid and advice the principal. This committee's are meeting regularly in informal manner.

6.2 Organizational Arrangements

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

The managing committee of the college is the supreme committee which works through the principal of the college. The principal of the college has constituted some small committee to aid and advice the principal. This committee's are meeting regularly in informal manner.

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

    The principle is in core of all committees that is formed for proper administration of the college. The college has these committees:-
      A.   Management committee
      B.   Academic council
      C.   Administrative body
      D.   Library committee.

    All major and minor decisions are taken only after approving by the principal. He is leader and head of all teaching and non teaching staff. All staff including teaching and non teaching and students are responsible to him.

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

    Our is a very small institution, we have only 2 post in the administration: 1 Accountant and 1 Superintendent. The question of decentralized arise in big institutions.

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

The section and departments are virtually supervised by the principal. The person posted in this department / sections are actually appointed to aid and advice the principal. They are running under the guidance of the principal. As far as schools are concerned, the college is functioning due to mutual cooperation and collaboration of each other.

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

    Feedback is used for qualitative improvement at every stage like library services. Student wale fare, employee and development of college etc.

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

Teachers meetings are conducted by the college on regular interval. The purpose of these meetings is to promote co-operation, sharing of knowledge, and any other matter relating to improvement of standard of teaching.

6.3 Strategy Development and Deployment

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

At every level and especially in the offices management information system facilitate organization staff- teaching and non teaching and students are trained in the use of computers to facilitate efficiency.

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

The institution allocates resources after proposal and approval of the responsible committee. For example after proposal and approval of library committee institution allocates money to acquire new books and journals.

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

The college is not getting any grant from State Govt. or Central Govt. It is run by the society with the help of meager resources available. We are getting our best to get some grant from UGC for which proposal has already been submitted to UGC. If some financial assistance received from UGC it will be easy to obtain the goal and mission of the college.

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

The principal of the college conducting the meeting of faculty members to prepare the academic plan. The same procedure is followed in planning the practice teaching.

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

The Principal of the college assign the work to various teachers they are reporting to the principal. Every individual employee always tries its best to achieve the objective of the college.

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

Teachers meetings are conducted by the college on regular interval. The purpose of these meetings is to promote co-operation, sharing of knowledge, and any other matter relating to improvement of standard of teaching.

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

The college is eager to plan and to deploy the new technology. Beginning has been made and the following have bee procured

15 Computers with software and internet connectivity, access along with OHP, Direct Projector, LCD Projector s, Laptops etc   and teachings aids i.e. models , educational CD's etc.

6.4 Human Resource Management

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

   Ours is an small college . No grant is received either from state govt. or from UGC for Faculty development so far.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff? **The glorious result of our college are the best mechanism to assess the performance of our teachers and staff.**

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)   **Interest free loan is provided to faculty members in case of need. Regular medical checkup is arranged for teachers and staff .**

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

No, The institution has not conducted any staff development programme yet.

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

6. What are the criteria for employing part-time/Adhoc faculty? How is the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations). **Not applicable as the institution have no part time teachers .**

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

   The college motivates its faculty members for research projects by giving them study leave, adjustment in teaching schedule, free internet and library facility etc.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively). **Teacher's common room, Purified drinking water facility, medical facilities.**

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints? **The principal regularly meets staff members and try to solve their problems. Even in case of some major problem the matter is placed before the Managing Committee. The Staff and teachers are free to meet the members of the managing committee.**

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

university and Bihar Govt. keeping in view the guidance and guideline provided by NCTE & UGC.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details. **The teachers and the staff is suitably rewarded on annual function regularly.**

6.5   Financial Management and Resource Mobilization

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

Resources mobilized by managing committee in the form of donations etc. details are given in the balance sheet enclosed.

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

   We don't take any donations.

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

The financial management of the college is excellent. Each year because of efficient management there has been no financial deficit.

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).

   Our budgetary resources are admission fees collected from students and money received from sale of prospectus. In next budget we are planning to build separate boys and girls hostel and we are also planning to connect our library to various library networks like UGC N-list progrmme or delnet etc.

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 pares, objections raised and dropped).

   Yes, our accounts audited regularly. The internal auditing procedure running throughout the year and external auditing procedure running on monthly basis by an auditor.

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

Partly done Shifting from manual to computer fully is under process for which software is being developed.

6. 6 Best practices in Governance and Leadership

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

The college does not have any major problem in its governance or administration. There is no strike or any disturbance in the college so far. The result of our best practices followed and wisdom of the leadership.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment.

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?
   - **The Suggestion boxes are maintained at two different places.**
   - **Women's Cell, Backward Class cell and Minority cell organize separate meetings**
   - **Diary group, Students' Council, three Cells are the active platforms for making grievance and getting problem solved**

2. 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 institution has taken following steps towards Governance and Leadership –
   - **Use of decentralization in Governance and leadership manner which involve active participation of all personnel in the institution.**

- **Forming various committees for various activities; administration is effectively decentralized and made transparently.**

- **The principal meets every human resources regularly and solve their problems about various aspects.**

Criterion VII: Innovative Practices

7. 1   Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken. **The IQAC has been established as per the norms of NAAC guidelines.**

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

   The matter is being discussed in managing committee meetings, teachers meetings and in individual discussion with the teachers. This is the only mechanism adopted by the institution so far to evaluate the achievements of goal and objectives.

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

   The college conducts staff meets regularly on weekends. In these staff meets we discuss on the quality of our academic programmers and we ensure to take steps to achieve our goal.

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

   The glorious result of our college is the best mechanism to assess the performance of our teachers and staff to achieve the goals and objectives.

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

   Our is a very small institution and good practices are shared automatically as each and every member of academic staff is very close to each other. Generally they are meeting daily and sharing their view.

7.2 Inclusive Practices

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

   Our teachers are well aware through news papers and electronic media regarding national policies on education. They are also

making aware for national policies by the principal in their monthly meetings.

b. 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?

Meetings are organized for teachers and students to make them aware about women empowerment and harm of gender inequalities ,social customs . They are also informed that how these evils making an impact of learning.

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

1. Computers Facilities	Regular computer literacy programme as per NCTE instruction
2. Cultural fictures	4th week of every month
3. Seminars/Symposium	1st week of every month
4. Debates	2nd week of every month
5. Annual sports	2nd week of February
6. Lecture Series	2nd week of every month
7. Excursion	Last week of December
8. Annual Function/ Community Launch	31st March

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

Teachers themselves belong to diverse background and they know how to adjust with the people of diverse background.

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

There are ramps made in building for physically challenged students. Remedial classes are conducted for slow learners. Faculty members also give their extra attention to these kinds of pupils.

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

Meetings are organized for teachers and students to make them aware about women empowerment and harm of gender

inequalities, social customs. They are also informed that how these evils making an impact of learning.

7. 3 Stakeholder Relationships

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

The institution is having its own website. Information about the college are posted and updated regularly. The main academic and administrative information available on the website of the college. The students, teachers, parents are free to meet the principal, managing committee for any kind of suggestion , grievances etc.

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

The institution is having its own website. Information about the college are posted and updated regularly. The main academic and administrative information available on the website of the college. Positive and negative feedback is shared with the principal or faculty members where relevant. Discussion, sharing, regular meetings and action taken ensure the qualitative improvements.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement? **Through Website, email, students can give their feed back directly to faculty members, principal.**

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?
Core values of NAAC and their reflection in the Institute

- **Contributing to National Development**

- **Ensuring Supply of skilled Teachers**

- **Developing skilled teachers from first Generation of Learners, minority, Socially and Culturally backward classes.**

- **Capacity building: like Supervision, Seating Arrangement, Assessment of papers Preparation of result through Earn and Learn Scheme by providing practice in the real life situation.**

- **Social Survey, Social Contact and Shram- Daan at Rural location and through Extension work.**

- **Social Justice Delivery by ensuring the benefits meant for the end user by way of Government Schemes.**

- **Use of modern technology and modern methods of teaching and learning for better skill development.**

- **Morning Assembly conduction by group for a month to develop body language, stage courage, mannerisms and voice modulation skills**

- **Exposure to different types of schools for practice teaching for wider exposure and closer relationship with varied work cultures.**

- **For better relationship and networking between Industry and work place organization of Internship and distribution of Certificates and students prepared study material to schools.**

In case, the practice teaching is truncated and conducted in two phases and Phase I is spread over weeks 11 to 15 and students go to practice teaching schools two days a week, then cells 11-15 against practice teaching should be shaded proportionately as shown below:
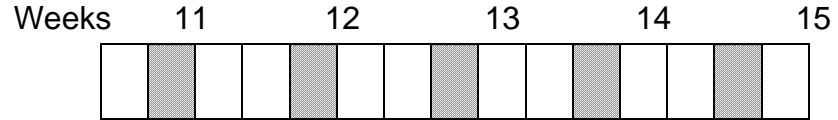
Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation	▓																																
Theory		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓										▓	▓	▓	
Tutorials/ Seminars																▓	▓	▓	▓											▓	▓	▓	
Sessional Work – Tests & Assignments																					▓												
Practical Work				▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓													
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																						▓	▓										
Practice Teaching/ Internship																								▓	▓	▓	▓	▓	▓				
Co-curricular Activities				▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓													
Working with community/ project work																														▓	▓		
End-Term Examination																																	▓

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

The table should cover the entire academic session and may be extended as per the requirement

E.   <u>EVALUATIVE REPORT OF THE INSTITUTION</u>

1. Name of the Department   : **EDUCATION**

2. Year of Establishment   : **01ˢᵗ July 1982.**

3. Names of Programmes/Courses offered (UG/ PG, M.Phil., Ph.D., Integrated Masters;

   Integrated Ph.D., etc.) : **Bachelor of Education (B.Ed.)**

4. Names of Interdisciplinary courses and the departments/units involved: **No.**

5. Annual/ semester/choice based credit system (programmme wise): **Annual**

6. Participation of the department in the courses offered by other departments : **No**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. : **Nil**

8. Details of courses/ programmes discontinued (if any) with reasons : **Nil**

9. Number of Teaching posts:-

	Sanctioned	Filled
Professors	**NIL**	**NIL**
Associate Professors	**5**	**5**
Asst. Professor	**35**	**35**

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualifi-cation	Designation	Specialization	No. of Years of Experience	No. of Ph. D Students guided for the last 4 years.
Dr. Naveen Ranjan Ravi (Principal)	**Ph.D(Soc) Ph.D(Edn) MA-Soc MA-His**	**Associate Professor**	**Sociology, Histoty, Education**	**18**	**NIL**
Mr. Parmanand Prabhakar	**M.Sc (Phy)**	**Assistant Professor**	**Physics, Education**	**12**	**NIL**
Dr. Hari Prasad Purbey	**M.Sc (Math)**	**Associate Professor**	**Mathematics, Education**	**24**	**NIL**

Dr. Renu Singh	M.A (Soc) Ph.D.	Associate Professor	Sociology, Education	24	NIL
Dr. Arvind Kumar Chaudhary	M.A (His) Ph.D.	Associate Professor	History, Education	15	NIL
Mrs. Sabita Kumari	M.A (H.Sc)	Assistant Professor	Home Science, Education	11	NIL
Mrs. Nikhat Reyazi	M.A. (Urdu)	Assistant Professor	Urdu, Education	9	NIL
Mr. Shashibhushan Roy	M.A (Psy)	Assistant Professor	Psychology , Education	9	NIL
Mr. Arun Kumar Thakur	M.A (His)	Assistant Professor	History, Education	5	NIL
Mrs. Pallavi Kumari	M.Sc. (Zoology)	Assistant Professor	Zoology, Education	1	NIL
Mr. Motilal Sahu	M.Sc (Math)	Assistant Professor	Mathematics, Education	13	NIL
Mrs. Renu Kumari	M.A. (Psy)	Assistant Professor	Psychology, Education	9	NIL
Mr. Arshad Hussain	M.A. (Urdu)	Assistant Professor	Urdu, Education	0	NIL
Mr. Neyaz Ahmad	M.A. (Geog)	Assistant Professor	Geography, Education	0	NIL
Mr. Pankaj Kumar	M.A. (Pol. Sc)	Assistant Professor	Pol. Sc., Education	0	NIL
Mr. Hemant Kumar Jha	M. Com	Assistant Professor	Commerce, Education	0	NIL
Mr. Birendra Kumar Singh	M.A. (Hist)	Assistant Professor	History. Education	0	NIL
Mr. Punit Kumar Jha	M.A. (Soc) M.A (Snk)	Assistant Professor	Sociology, Sanskrit, Education	0	NIL
Mrs. Priti Rani	M.A. (Philo)	Assistant Professor	Philosophy, Education	0	NIL
Mrs. Priya Kumari	M.A (Psy) M.A.	Assistant Professor	Psychology, History,	0	NIL

	(His)		Education		
Mrs. Puja Kumari	M.A (Eco)	Assistant Professor	Economics, Education	0	NIL
Mrs. Kiran Kumari	M.A. (His)	Assistant Professor	History, Education	0	NIL
Mr. Hemant Kumar	M.A.(Pol. Sc)	Assistant Professor	Pol. Sc., Education	0	NIL
Mr. Manoj Kumar Lal	M.A. (Eco)	Assistant Professor	Economics, Education	0	NIL
Mr. Santosh Kumar	M.A.	Assistant Professor	Education	0	NIL
Mr. Manzoor Alam	M.A. (Eng)	Assistant Professor	English, Education	0	NIL
Mr. Kailash Kumar Jha	M.A. (Eng)	Assistant Professor	English, Education	0	NIL
Mrs. Anjana Kumari	M.A. (Psy)	Assistant Professor	Psychology, Education	0	NIL
Mrs. Sangeeta Kumari	M.A. (Soc)	Assistant Professor	Sociology, Education	0	NIL
Mrs. Ranjeeta Kumari	M.A. (H.Sc)	Assistant Professor	Home Science, Education	0	NIL
Mrs. Reeta Kumari	M.A. (Psy)	Assistant Professor	Psychology, Education	0	NIL
Mrs. Sanju Kumari	M.A.	Assistant Professor	Education	0	NIL
Mr. Praveen Kumar Jha	M.A.	Assistant Professor	Education	0	NIL
Dr. Shabuddin	M.Sc (Bot)	Associate Professor	Botany, Education	15	NIL
Mr. Suman Kumar Jha	M.A. (Eco)	Assistant Professor	Economics, Education	12	NIL
Mr. Udaykant Mishra	M.A. (Mathili)	Assistant Professor	Maithili, Education	10	NIL

Mr. Akhtar Ali	M.P. Ed	Assistant Professor	Physical Education	7	NIL
Mr. Ajay Kumar Mishra	M.P. Ed	Assistant Professor	Physical Education	0	NIL
Mr. Sanjay Kumar Mehta	Music Diploma	Assistant Professor	Music	0	NIL
Mr. Ashok Kumar	MFA	Assistant Professor	Fine Arts	0	NIL

11. List of senior visiting faculty :- **No**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **No**.

13. Student-Teacher Ratio (programme wise) : **12:1**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

Sanctioned	Filled
21	21

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/M Phil/PG.:
Ph.D – 5, PG- 35

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:- **5**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **No**

18. Research Centre/facility recognized by the University: **No**.

19. Publications:
a. Books: 5 Books Published by Dr. Naveen Ranjan Ravi
b.Articles: Articles Published in various journals by
    i)   Dr. Naveen Ranjan Ravi
    ii)   Dr. Shahabuddin
    iii)   Dr. Hari Prasad Purbey
    iv)   Dr. A.K. Chaudhary

20. Areas of consultancy and income generated: **No**

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:-

       No

22. Student projects.

    a) Percentage of students who have done in-house projects including inter departmental/programme: **No**

    b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/industry/other agencies: **No**.

23. Awards/ Recognitions received by faculty and students: **No**.

24. List of eminent academicians and scientists/ visitors to the department: **No.**

25. Seminars/ Conferences/Workshops organized & the source of funding

      a) National :-**02 and one National lavel seminar is proposed**.

      b) International :- **No.**

26. Student profile programme/course wise:

Year	Name of the Course/programme (refer question no.4)	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
2012-13	**B.Ed**	**452**	**240**	**129**	**111**	**100%**
2013-14	**B.Ed**	**479**	**240**	**164**	**76**	**100%**
2014-15	**B.Ed**	**514**	**240**	**125**	**115**	**98%**
2015-16	**B.Ed**	**568**	**250**	**122**	**128**	**External Examination awaited**

*M= male F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from the other state	% of students from abroad
B.Ed	**100%**	**NIL**	**NIL**

28. How many students have cleared national and state competitive examinations such as NET,SLET, GATE, Civil service, Defense Service, etc? : **No**.

29. Student progression:-

Student progression	Against % enrolled
UG to PG	**30%**
PG to M.Phil.	No Data
PG to Ph.D	No Data
Ph. D. to post-Doctoral	No Data
Employed • Campus selection • Other than campus recruitment	No Data
Entrepreneurship /Self-employment	No Data

30. Details of Infrastructural facilities:
   a) Library: with 13446 books.
   b) Internet facilities for Staff & Students:- Yes.
   c) Class room with ICT facility:- Yes.
   d) Laboratories:- Yes.

31. Number of students receiving financial assistance from college, University, government or other agencies: **4**

32. Details on student enrichment programmes (special lectures / workshop / seminar) with external experts:-

No

33. Teaching methods adopted to improve student learning: **LCD Projector used Frequently**.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Yes,**

   (1) Continuous effort is made by our faculty to arouse the sense of social responsibility among the students. Besides our routine class, we are giving extra time routine classes, we are giving extra time for giving a lessour to make them conscious the fact that social problem at present created a burning problem in our society can be solved by the young generation by their co-operations.

   (2) An awareness camp was organized along with the students of B.Ed regarding personal hygiene in Bhacchi Panchayat.

35. SWOC analysis of the College and future plans.

(i) Strength: The College is strengthened by the performance of the students in the past and at present. Since 1991 till date college produces more than 6000 teachers and most of them are serving as teachers in various government and private schools.

(i) Opportunities:- The College as the opportunities to produced more quality students with the help of specialized faculty members and students can take the opportunity of interdisciplinary activities.

(iii) Weakness:- The weakness of the colleget is in respect of class rooms. Some of the Class Rooms are ICT enabled but all the classrooms should be fully ICT enabled.

(iv) Challenges:- The College has to face some challenges like lack of brilliant students, Campus beautification, encourage all the teaching staffs towards quality research work etc.

(v) Future Plans:-

(a) To organize 2 UGC sponsored national Seminars.

(b) To and publish journals in education.

(c) To offer subject related survey programmes to the students.

Declaration by the Head of the Institution

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

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

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

Place: **Madhubani (Bihar)**

Date: 22.10.2016

Dr. Naveen Ranjan Ravi
Signature of the Head of the
institution with seal

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Millat Teachers' Training College fulfils all norms

1. Stipulated by the affiliating University ie: Lalit Narayan Mithila University, Darbhanga and/or
2. Regulatory Council NCTE and
3. The affiliation and recognition is valid as on date.

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

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

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

Date: 22.10.2016

Place: Madhubani

Principal/Head of the Institution

(Name and Signature with Office seal)

(DR. NAVEEN RANJAN RAVI)