

# The Annual Quality Assurance Report (AQAR) of the IQAC

July 1, 2014 to June 30, 2015

## Part – A

AQAR for the year

2014-2015

### I. Details of the Institution

1.1 Name of the Institution

ST. XAVIER'S COLLEGE OF EDUCATION

1.2 Address Line 1

DIGHA GHAT P.O.

Address Line 2

City/Town

PATNA

State

BIHAR

Pin Code

800 011

Institution e-mail address

sxcepatna@gmail.com

Contact Nos.

0612-2260253

Name of the Head of the Institution:

Dr.(Fr.) Thomas Perumalil, S.J.

Tel. No. with STD Code:

0612-2260253

Mobile:

09431269234

Name of the IQAC Co-ordinator:

Dr.(Fr.) P. Anthony Raj, S.J.

Mobile:

08292680060

IQAC e-mail address:

sxcepatna@gmail.com

1.3 NAAC Track ID (For ex. MHCOGN 18879) **SXCEPATNA 09993**

1.4 Website address:

www.sxcepatna.edu.in

Web-link of the AQAR:

www.sxcepatna.edu.in/AQAR201415.PDF

1.5 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	B++	83.5	2004	5 years
2	2 <sup>nd</sup> Cycle	A	3.11	2010	5 years
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.6 Date of Establishment of IQAC :

DD/MM/YYYY

10.02.2005

1.7 AQAR for the year (*for example 2010-11*)

**2014-2015**

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

- AQAR 2010-2011 submitted to NAAC on 23.09.2011(Hard copy) & on 04.01.2012 (on-line)
- AQAR 2011-2012 submitted to NAAC on 01.09.2012
- AQAR 2012-2013 submitted to NAAC on 16.04.2014
- AQAR 2013-2014 submitted to NAAC on 16.01.2015

1.9 Institutional Status

University

State

☒

Central

☐

Deemed

☐

Private

☐

Affiliated College

Yes

☒

No

☐

Constituent College

Yes

☐

No

☐

Autonomous college of UGC

Yes

☐

No

☐

Regulatory Agency approved Institution

Yes

☐

No

☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution	Co-education	<input checked="" type="checkbox"/>	Men	<input type="checkbox"/>	Women	<input type="checkbox"/>
	Urban	<input checked="" type="checkbox"/>	Rural	<input type="checkbox"/>	Tribal	<input type="checkbox"/>
Financial Status	Grant-in-aid	<input type="checkbox"/>	UGC 2(f)	<input checked="" type="checkbox"/>	UGC 12B	<input checked="" type="checkbox"/>
	Grant-in-aid + Self Financing	<input type="checkbox"/>	Totally Self-financing	<input checked="" type="checkbox"/>		

#### 1.10 Type of Faculty/Programme

Arts	<input type="checkbox"/>	Science	<input type="checkbox"/>	Commerce	<input type="checkbox"/>	Law	<input type="checkbox"/>	PEI (Phys Edu)	<input type="checkbox"/>
TEI (Edu)	<input checked="" type="checkbox"/>	Engineering	<input type="checkbox"/>	Health Science	<input type="checkbox"/>	Management	<input type="checkbox"/>		
Others (Specify)	<input type="text"/>								

#### 1.11 Name of the Affiliating University (*for the Colleges*)

Aryabhatta Knowledge University,  
Patna, Bihar

#### 1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

Christian  
Minority : Self  
financing

UGC-COP Programmes

## **2. IQAC Composition and Activities**

2.1 No. of Teachers	<input type="text" value="9"/>	
2.2 No. of Administrative/Technical staff	<input type="text" value="3"/>	
2.3 No. of students	<input type="text" value="0"/>	
2.4 No. of Management representatives	<input type="text" value="2"/>	
2.5 No. of Alumni	<input type="text" value="3 (Teachers)"/>	
2.6 No. of any other stakeholder and community representatives	<input type="text" value="0"/>	
2.7 No. of Employers/ Industrialists	<input type="text" value="0"/>	
2.8 No. of other External Experts	<input type="text" value="2"/>	
2.9 Total No. of members	<input type="text" value="16"/>	
2.10 No. of IQAC meetings held	<input type="text" value="4"/>	
2.11 No. of meetings with various stakeholders:	No. <input type="text" value="12"/>	Faculty <input type="text" value="6"/>
	Non-Teaching Staff <input type="text" value="1"/>	Students <input type="text" value="0"/>
	Alumni <input type="text" value="5"/>	Others <input type="text" value="0"/>
2.12 Has IQAC received any funding from UGC during the year?	Yes	No ✓
	<input type="text"/>	
	If yes, mention the amount	
2.13 Seminars and Conferences (only quality related)		
(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC		
Total Nos.	<input type="text" value="3"/>	International <input type="text" value="0"/>
	National <input type="text" value="1"/>	State <input type="text" value="0"/>
	Institution Level <input type="text" value="2"/>	
(ii) Themes	<div>1. National: "QUALITY ENHANCEMENT IN HIGHER EDUCATION AND RUSA (RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN)" 2. Institutional : Seminar on Emotional Intelligence 3. Institutional: "Knowledge Society for Sustainable Development A multi interdisciplinary perspective" for the staff.</div>	

## 2.14 Significant Activities and contributions made by IQAC

As IQAC is an active and important body of our institution, each vital decision is taken by IQAC. This year a four months course on "Dealing with Digital Learners" was organized for the benefit of neighbourhood school teachers and many of them gained digital knowledge. A National Seminar on "QUALITY ENHANCEMENT IN HIGHER EDUCATION AND RUSA" was organised which was benefitted by a number of teachers from Bihar and outside. Also a seminar on emotional intelligence was organized for our B.Ed. & M.Ed. trainees. The IQAC played an important role in starting the Ph.D. programme in our college this year.

## 2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

	Academic Calendar 2014-2015 Attached ( <u>Annexure i</u> )

\* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes ☒ No ☐

Management ☒ Syndicate ☐ Any other body ☐

Provide the details of the action taken

The AQAR was reviewed by the Managing Committee and thorough checking was done. As per the suggestion of the Management, during this session four of our Professors had taken up minor research project with the help of UGC.

## Part – B

### Criterion – I

### I. Curricular Aspects

#### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	0	0	0	0
PG	1	0	1	0
UG	1	0	1	0
PG Diploma	0	0	0	0
Advanced Diploma	0	0	0	0
Diploma	0	0	0	0
Certificate	0	0	0	0
Others	0	0	0	0
<b>Total</b>	2		2	
Interdisciplinary	0	0	0	0
Innovative	0	0	0	0

1.2 (i) Flexibility of the Curriculum: CBCS ✓ /Core/Elective option ✓ / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	1
Trimester	
Annual	1

1.3 Feedback from stakeholders\* (On all aspects)

Mode of feedback : Online ☐ Manual ☒ Co-operating schools (for PEI) ☒

\*Please provide an analysis of the feedback in the Annexure

(Students & Co-operating schools Feedback attached (Annexure ii a,b,c,d, Annexure iii a,b,c,d & Annexure iv a, b))

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

No

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Yes, Our college is a Study Centre of Ph.D. (Education) course

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
11	8	1	2	

2.2 No. of permanent faculty with Ph.D.

5

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
1	0	0	0	0	0	0	0	1	0

2.4 No. of Guest and Visiting faculty and Temporary faculty

		04
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2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	1	11	11
Presented papers	0	8	8
Resource Persons	0	3	3

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Teachers use different multi-media elements which helps them to represent in a more meaningful way. These media elements are converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

2.7 Total No. of actual teaching days during this academic year 187

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/ Curriculum Development workshop

3	4	4
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2.10 Average percentage of attendance of students 96

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed.	100	72	28	NIL	NIL	100
M.Ed.	35	31	NIL	NIL	NIL	96

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

The IQAC plays a great role in amalgamating modern methods of teaching and learning; creating a learner-centric environment in the classroom which is helpful to quality education and to adopt the required knowledge and technology for participatory teaching and learning process. Spreading information on various quality parameters of education; organizing workshops, seminars and quality themes. The achievement of the students are evaluated through content tests, class tests and semester tests. Attainment of specific goals and objectives is ensured by continuous evaluation of the teacher-trainees and periodic staff meeting.

## 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	11
UGC – Faculty Improvement Programme	0
HRD programmes	
Orientation programmes	11
Faculty exchange programme	3
Staff training conducted by the university	2
Staff training conducted by other institutions	12
Summer / Winter schools, Workshops, etc.	0
Others	

## 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	7	0	0	0
Technical Staff	2	0	0	0

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Networking with the neighbourhood schools is the main agenda of IQAC and this has profited quite a lot in promoting research work in our institution. With the initiative of IQAC a number of e-journals & books related research work were added to the library which is a great help to our M.Ed. & Ph.D. students to continue with their research work. Although we have a number of research materials in soft and hard forms in the library, this year a few more research journals have been added.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	0	0	0	0
Outlay in Rs. Lakhs	0	0	0	0

## 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	0	4	4	0
Outlay in Rs. Lakhs	0	0	6,69,000/-	0

## 3.4 Details on research publications

	International	National	Others
Peer Review Journals	2	7	1
Non-Peer Review Journals	0	0	0
e-Journals	0	0	0
Conference proceedings	0	7	1

## 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

## 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations :

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects	2	UGC	8,95,000/-	6,69,000/-
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total	2		8,95,000/-	6,69,000/-

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

## 3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST   
DPE  DBT Scheme/funds

## 3.9 For colleges

Autonomy  CPE  DBT Star Scheme   
INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

1,40,000

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number		1			8
Sponsoring agencies			1		

3.12 No. of faculty served as experts, chairpersons or resource persons

7

3.13 No. of collaborations

International

0

National

2

Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs : 8,95,000/-

From Funding agency

UGC

From Management of University/College

0

Total

8,95,000/-

3.16 No. of patents received this year

NIL

Type of Patent		Number
National	Applied	
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows

Of the institute in the year : 1

Total	International	National	State	University	Dist	College
1	0			0	1	0

3.18 No. of faculty from the Institution

3

who are Ph. D. Guides

and students registered under them

4

3.19 No. of Ph.D. awarded by faculty from the Institution

0

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF

SRF

Project Fellows

Any other

3.21 No. of students Participated in NSS events: NIL

University level

State level

National level

International level

3.22 No. of students participated in NCC events: NIL

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text"/>

3.23 No. of Awards won in NSS: NIL

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text"/>

3.24 No. of Awards won in NCC: NIL

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text"/>

3.25 No. of Extension activities organized

University forum	<input type="text" value="5"/>	College forum	<input type="text" value="4"/>
NCC	<input type="text"/>	NSS	<input type="text"/>
		Any other	<input type="text"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1. National Seminar : "QUALITY ENHANCEMENT IN HIGHER EDUCATION AND RUSA (RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN)"
2. Faculty Seminar : Orientation seminar
3. Faculty Seminar : Teaching strategies to Enhance Innovative Learning Process, attended by 6 of our faculty at Loyola College of Education, Jamshedpur
4. Faculty Seminar: seminar on Knowledge Society for Sustainable Development A multi interdisciplinary perspective: SXC, XTTI, Patna. All our faculty attended.
5. Consultancy Programme: 5 of our teachers are members of the inspection team for affiliation, selection of Principals & teachers for other colleges under different universities.
  - 1.
  - 2.

## Criterion – IV

### 4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	2.5 Acres	0		
Class rooms	08			
Laboratories	3			
Seminar Halls	2			
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	7			
Value of the equipment purchased during the year (Rs. in Lakhs)	31,21,119	0	Course Fee	
Others:				

#### 4.2 Computerization of administration and library

The Library is fully automated and the SOUL 2.0 software and bar code is used for transaction  
The college has computerized Management Information System (MIS).

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	11,327	19,31,589/-	111	31,357/-	11,438	19,62,946/-
Reference Books	1280	8,99,156/-	12	63,465/-	1292	9,62,621/-
e-Books	97000				97000	
Journals	25	3,24,757/-	7	1,96,572/-	32	5,21,329/-
e-Journals	6000				6000	
Digital Database (Dissertation Abstract International)	36	7,02,045/-			36	7,02,045/-
CD (On-line subscription to Proquest Dissertation & Thesis Sec. A DVD backup) Video	45	3,345/-	2	2,69,598/-	47	3,345/-
Others (specify) (UGC Coaching)	212	1,19,706/-			212	1,19,706/-

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart- ments	Others
Existing	34	1	34					
Added	25	0	25					
Total	59	1	59					

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Periodic seminars and talks about ICT is given to teachers and students. Two of our staff were sent to Gandhi Nagar, Gujarat for 107 SOUL 2.0 (Library) training programme. Students and teachers are free to use computer and internet facility.

#### 4.6 Amount spent on maintenance in lakhs :

i) ICT	0.64297/-
ii) Campus Infrastructure and facilities	0.89675/-
iii) Equipments	0.26784/-
iv) Others	0.13553/-
<b>Total :</b>	<b>1,94,309/-</b>

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IQAC has taken major steps towards the development of student support services. It examined the prevalence of difficulties associated with learning, sexual harassment, discrimination, emotional distress, health problems, course and career concerns, financial difficulties and difficulties with lecturers. Students with emotional distress were provided counselling sessions, financially weak students were supported in different ways by helping them to get the Govt. scholarship, loans and college scholarship. Lecturers were asked to take classes in both Hindi & English so that the Hindi belt students have no difficulty in grasping. It also took initiative to provide academic guidance through tutorials and mentoring.

#### 5.2 Efforts made by the institution for tracking the progression

Systematic tracking of individual was used to identify specific problems where there is lack of progress, and to intervene where necessary. Teachers recorded the information about the trainees, how well each trainee has performed in a class test, whether they have handed in their homework on time etc. These records gave a picture of the progress made by each trainee in the class during the session. Special care was given to the weaker ones by giving them remedial classes. All possible efforts are made to attain specific goals and objectives. It is ensured by continuous evaluation of the student-teachers and periodic staff meeting.

#### 5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100	35	16	

#### (b) No. of students outside the state

23

#### (c) No. of international students

NIL

Men	No	%	Women	No	%
	37	27		98	73

Last Year (2013-14)						This Year (2014-15)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
67	13	27	27	01	135	79	9	17	26	4	135

Demand ratio

Dropout % 0

#### 5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Library Resources

No. of students beneficiaries

40

### 5.5 No. of students qualified in these examinations

NET	<input type="text" value="07"/>	SET/SLET	<input type="text" value="0"/>	GATE	<input type="text" value="0"/>	CAT	<input type="text" value="0"/>
IAS/IPS etc	<input type="text" value="0"/>	State PSC	<input type="text" value="0"/>	UPSC	<input type="text" value="0"/>	Others	<input type="text" value="0"/>

### 5.6 Details of student counselling and career guidance

Seminar related to career guidance & counselling are conducted. We have a counselling cell in the college for personal counselling.

No. of students benefitted

### 5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
2	23	16	44

### 5.8 Details of gender sensitization programmes

Role plays on Domestic Violence was organized on the occasion of Women's Day. A sexual harassment cell has been set up in the college to make the students aware of the support services available to them to deal with the problem of sexual harassment and discrimination.

### 5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events : NIL

The college conducted its annual sports during March 2015. A variety of sports and games activities were held during the annual sports. The winners were awarded with medals, trophies and certificates.

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

### 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	2	15,000/-
Financial support from government	13	4,07,750/-
Financial support from other sources	1 (Interest free Loan)	3,000/-
Number of students who received International/ National recognitions	0	0

5.11 Student organised / initiatives Fairs NIL

: State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: NIL

## Criterion – VI

### **6. Governance, Leadership and Management**

6.1 State the Vision and Mission of the institution

**VISION:** To build an egalitarian society based on justice freedom and harmony through our teacher-trainees, extension service and research.

**MISSION:** To train well-motivated teacher, who will be intellectually competent morally upright socially committed and spiritually inspired, in order to become instruments of social transformation, and to find new ways and means to teaching-learning process.

6.2 Does the Institution have a management Information System

Yes

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

As curriculum is the foundation of teaching-learning process, it is a regular practice that our faculty members prepare the curriculum at the beginning of the session. The design of curriculum systematically organizes the entire process of teaching-learning. The overloaded curriculum does not respond to students' interests and teachers feel pressured to cover the curriculum that may be pitched at a level that is too high for students to achieve. So it is designed in such a way that to what the students should learn, within a framework of goals, objectives, content and pedagogy.

6.3.2 Teaching and Learning

- ICT enabled teaching and learning is effectively used to support and change the process
- Students are encouraged to use ICT for class presentation as the educational achievements of pupils are due to good ICT use
- An absolute majority of teachers use ICT to do tasks, such as preparing lessons, sequencing classroom activities, etc. Therefore, teachers plan their lessons more efficiently.

### 6.3.3 Examination and Evaluation

There is provision for regular class tests, content tests semester tests and informal discussion for better performance of student-teachers. After each semester examination, computerized progress reports are issued and remedial steps are taken to improve the poor academic performance of the weaker students.

### 6.3.4 Research and Development

The selected papers of the National Seminars conducted in the college is published in the form of Educational Research Journal every year. As of now 4 journals are published. The first project report of the UGC aided 4 ongoing minor Research Projects in Humanities and Social Science is submitted to UGC. Teachers publish their research papers in national/international journals and colleges magazine.

### 6.3.5 Library, ICT and physical infrastructure / instrumentation

Our Library has more than 12826 books and 100 seating capacity and a number of research materials, encyclopaedias, Dissertation Abstracts, International and other educational materials in soft and hard forms. More than 50 computers with internet & WiFi connectivity and students make maximum use of it every day. Teachers use different multi-media elements which helps them to represent in a more meaningful way. These media elements are converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better. The department of Languages, Social Science, Science and Mathematics develop power point projects and various audio-visual materials. For Physical Education purposes we use the facilities offered by our cooperating school (Swimming pool and play ground etc.) which is situated in the same campus.

### 6.3.6 Human Resource Management :

A National Seminar on "QUALITY ENHANCEMENT IN HIGHER EDUCATION AND RUSA (RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN)" was organized by the IQAC of our college. 248 teachers, including our B.Ed. and M.Ed. students and teachers, participated from all over India. A seminar on Emotional Intelligence was conducted by Fr. P. Anthony Raj, S.J. for B.Ed. and M.Ed. Teachers were sent to attend in national seminars & refresher courses to other colleges & universities.

### 6.3.7 Faculty and Staff recruitment

As per the need of the institution, Faculty & staff are recruited through advertisement followed by a demonstration class and interview by the selection committee of the institution.

### 6.3.8 Industry Interaction / Collaboration

Our college has established linkage with AIACHE, IGNOU, JHEA, Xavier Board, SCERT, NCERT, and some prominent universities and educational institutions of our country. The College is the study centre of IGNOU for B.Ed. & M.Ed. courses. It gets an opportunity to interact with the course material, IGNOU personnel and counsellors. Our trainees are sent to neighbouring schools for practice teaching for more than 1½ months a year. Seminars and workshops conducted to update the teachers of schools in Bihar. Extension service rendered to other colleges and universities by sending our staff as external examiners, selection committee members, resource persons and inspectors.

### 6.3.9 Admission of Students

As per the NCTE norms, candidates with at least 50% of marks in graduation can apply for B.Ed. and 55% of marks in B.Ed. are eligible to apply for M.Ed. course. The process of admission starts in March with an advertisement in the newspaper for registration followed by written test, interview, group discussion and selection of candidates in June. Admissions are closed latest by the end of June.

### 6.4 Welfare schemes for

Teaching	P.F. facility & E.L. facility
Non teaching	During the year Rs. 2,75,000/- given as interest free loan by the college for different non-teaching staff.
Students	2 students were given a total of Rs. 15,000/- as scholarship from the college, 1 was given Rs. 3,000/- as interest free loan scholarship 13 students received Rs.4,07,750/- as SC/ST scholarship from state Govt.

### 6.5 Total corpus fund generated

20,00,000/-

6.6 Whether annual financial audit has been done      Yes ☒      No ☐

### 6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic			✓	Management/Staff
Administrative			✓	Management

### 6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes      Yes ☐      No ☒

For PG Programmes      Yes ☐      No ☒

### 6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

A student is required to score at least 45 % aggregate marks for the award of Degree. The University will conduct two semester examinations for M.Ed. course and year-end Annual examination for B.Ed. course. The internal examinations are conducted by the college and marks are sent to the university confidentially. The failures shall be permitted to appear in the subsequent examinations in the next session.

### 6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Still pursuing with the state government and the university for NOC for autonomy.

#### 6.11 Activities and support from the Alumni Association

As of now, 27 batches of students have passed out of this college. Occasional meetings are held by the executive board to discuss the situation of the association. Every year they conduct Blood donation camp, visit orphanages and donate cloths, other necessary materials and edible things to the orphans, conducting interschool competitions like Essay, painting, elocution etc. and collecting fund for the alumni association to continue their social work. Information about job vacancy etc. for the alumni who are in need of job, are displayed through website and on college notice board.

#### 6.12 Activities and support from the Parent – Teacher Association :

There is no Parent - Teacher Association

#### 6.13 Development programmes for support staff

Seminar on smart class room was conducted during the year for support staff.

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

Students are made aware of eco friendly ideas. Many campaigns and awareness programs were held within college premises other than a two day seminar on " Environment Education for Sustainability" at Taru Mitra Ashram, Patna to teach easy and well executable ideas that save the environment and also keep the ambience nature friendly.

## Criterion – VII

### 7. Innovations and Best Practices

#### 7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Community service to neighbourhood schools and evening school children is introduced as part of the outreach programme "Each one Teach one". The neighbourhood children and evening school children of our sister school is given Basic education by our trainees, one hour daily after their regular classes for two months. The trainees were very enthusiastic to extend all possible help to make this programme a success. At the end of the programme a cultural programme & sports was also conducted and the winners were given prizes. Children enjoyed and gained good knowledge out of this and requested us to conduct more programme of such kind in the years to come.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

As per the Plan of Action chalked out in beginning of the year the following academic programmes were conducted:

The admission process started in March by sending admission notice to dioceses, advertising in the newspapers and displaying the same on the college notice board. The session 2014-15 of B.Ed. commenced on 3<sup>rd</sup> July, 2014 and M.Ed. from 1<sup>st</sup> August, 2014.

From 14-16 July 2014, we provided them seminars on Bloom's Taxonomy of Educational Objectives and Microteaching followed by Practice Sessions in formulating of specific objectives, lesson planning, skill practice, Video Recording, review and feedback. The method teachers presented model demonstration lessons followed by student feedback and peer feedback. The student teachers then gave criticism lessons in simulated settings which were observed and criticized by the peers and the method teachers. The unsatisfactory presentation of lessons by students were given chance to repeat the lesson to make them more confident in teaching.

A seminar on Environment Education for sustainability was organized at Taru Mitra Ashram, Patna to inculcate civic responsibility among students. Also a seminar on Human Rights was held on 9th February, 2015, and a talk on Domestic Violence was conducted on the occasion of Women's Day. We also promoted general and transferable skills like learning to work together as well as independently, use of learner-centred pedagogy through cooperative learning, use of discussion method and maximum use of information technology.

**A seminar on Emotional Intelligence** was conducted for B.Ed. and M.Ed.

A National seminar on "QUALITY ENHANCEMENT IN HIGHER EDUCATION AND RUSA (RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN)" sponsored by NAAC was organized by our college on 12-13 September, 2014. A total of 248 teachers including our B.Ed. and M.Ed. students and teachers participated from all over India.

Awareness Programme on HIV/AIDS was conducted for our staff and students by a team headed by Dr. Ajay Krishna, PMCH, Patna.

A Blood Donation Camp took place in the college on 21.4.2015 in which 21 staff & students of our college donated blood.

A Social Awareness Programme was conducted by the students and the teachers of our college for the neighbourhood schools (Sri Chandra School, Balupar, Asha Deep school for deaf and dumb & Dhaneshwari Inter, Danapur) students, parents and teachers from 22 - 23 April, 2015.

Value based education was imparted through morning prayer, seminars on values, celebration of birthdays, national festivals, religious festivals and emphasis of values in the classrooms. The teachers were conscious of the institutional values which they exhibited through their behaviour and this, in turn, shaped value-based behaviour in the student teachers. For the achievement of our mission and goals the institution puts emphasis on the observance of punctuality, timely submission of assignments, well planned academic and non-academic schedules, records of the students related to cultural functions, educational trips, picnic, sports, debate, kavi goshti, essay competition, quiz, poster making, close observation of students, peer feed back, continuous evaluation, seminars on topics of educational and social importance, etc.

Practice teaching and internship were held from 18<sup>th</sup> September to 6<sup>th</sup> November, 2014.

The habit of self-learning was promoted through home assignments, library work and group work.

A major milestone in the life of St. Xavier's College of Education is that it has completed 27 years of service in Nation Building.

The economically weak students were financially helped to complete their course.

The 25<sup>th</sup> Sports Festival was held on 1<sup>st</sup> March, 2015. The Chief Guest, Shri S.T. Ahmad, Principal Chief Commissioner Income-Tax Department, expressed his great appreciation for the excellent performance and team spirit shown by the trainees. The parents, guardians, alumni, our friends & well wishers who present in a large number thoroughly enjoyed the events.

The B.Ed. & M.Ed. session 2014-2015 ended on 30<sup>th</sup> April 2015 with a grand Valedictory Function. At the end of the programme an oath was administered to both the faculty and students by the student leader to continue to spread the light of knowledge.

The results of the University examination held from 30th May were declared on 13.08.2015 and out of 100 B.Ed. students, 72 secured Distinction and 28 secured I Division, and out of 35 of M.Ed. who appeared, 31 secured Distinction and 4 pending. In conclusion, this has been a prolific year.

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)

- Use of Co-operative learning methodology in teaching

**\*Provide the details in annexure (annexure need to be numbered as i, ii,iii)**

(Annexure v)

7.4 Contribution to environmental awareness / protection

We incorporate environmental sustainability throughout the academic session in the college campus through gardening classes and Environmental Education. To develop a GREEN society we encourage them to plant trees and use reusable water bottles, utilizing computer for taking notes etc. As students they must grow socially responsible to maintain an eco-friendly life and that will go down the generations to save our Mother Earth.

7.5 Whether environmental audit was conducted? Yes ☐ No ☒

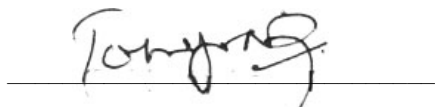
7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

The quality checks are maintained through discussion and feedback from the students, employers and teachers. The institution is sensitised to modern managerial concepts and there is regular IQAC meeting, Staff meeting, Governing Body meeting, Committees meeting and all are involved in decision making and teamwork. Everyone related to the institution is sincerely concerned with total quality management.

## **8. Plans of institution for next year**

1. Adapting a village/schools for education & health awareness
2. To strive for autonomy of the institution
3. Women's Hostel with modern Educational facilities

Name: **Dr.(Fr.) P.Anthony Raj, S.J.**



Signature of the Coordinator, IQAC

Name: **Dr.(Fr.) Thomas Perumalil, S.J.**



Signature of the Chairperson, IQAC

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**ST. XAVIER'S COLLEGE OF EDUCATION  
DIGHA GHAT P.O., PATNA - 800 011**

**ACADEMIC CALENDAR : 2014-2015**

**July 2014**

1 -2 T-W	: Orientation Seminar for teachers by Fr. Abraham Puthumana, S.J.
3-4 Th-F	: Orientation Seminar for B.Ed. students
4 Fri	: Farewell to Mr. Ramanand Pandit
4 Fri	: Committees meeting: Library & Cultural Events
4 Fri	: Mr. Sushil Kr. Singh was sent as External Examiner for B.Ed. Practical at Tapindu Institute of Higher Studies
5 Sat	: Dr. Madhu Singh was sent as External Examiner for B.Ed. Practical at Tapindu Institute of Higher Studies
11 Sat	: Committees meeting: Practice teaching & Research
12 Sat	: Fr. Principal received the Best Principal Award from Private schools & Children Welfare Association, Patna
14-16M-W	: Seminar on Microteaching
17 Th	: M.Ed. Entrance Test
18 Fri	: Staff meeting: M.Ed. Programme
19 Sat	: M.Ed. Interview (9.00 A.M.)
23 Wed	: List of selected candidates for M.Ed. admission
26 Sat	: Interface
28 Mon	: M.Ed. admission
29 Tue	: Id-Ul-Fitr (H)
30 Wed	: Talk on St. Ignatius of Loyola (Fr. Tony Mattappallil, S.J. 11.30 -12.30)
31 Th	: Feast of St. Ignatius of Loyola (H)

**August 2014**

1 Fri	: M.Ed. Orientation
1 Fri	: Content test 1 (Method I)
2 Sat	: Mentoring (3rd period)
7 Th	: Content test 1 (Method II)
8 Fri	: Video Recording of Microteaching
15 Fri	: Independence Day : Flag Hoisting
16 Sat	: Elocution contest for schools conducted by Alumni of SXCE at SXCE
18 Mon	: Janmashtami (H)
20 Wed	: Content test 2 (Method I)
22-23 F-S	: Seminar on IPP
24 Sun	: Alumni Association Visit to Padri Ki Haveli and sponsored their lunch
26 Tue	: Content test 2 (Method II)
26 Tue	: Seminar on Visual Aids
27 Wed	: Committees meeting: Grievance redressal & Staff welfare
30 Sat	: Seminar on HIV/AIDS

### September 2014

- 3 Wed : Content test 3 (Method I)
- 3 Wed : Staff meeting : National Seminar & Practice teaching
- 5 Fri : Teachers' Day
- 11 Th : Content test 3 (Method II)
- 12-13F-S : National Seminar on "QUALITY ENHANCEMENT IN HIGHER EDUCATION AND RUSA (RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN)"
- 15-16 M-T : Fr Principal went for NAAC Visit to Muslima Girls Degree College Moradabad, U.P.
- 18 Th : Practice teaching begins
- 27-30 : Puja Holidays

### October 2014

- 2 Th : Gandhi Jayanti
- 3 Fri : Dussehra
- 7 Tue : Classes resume for M.Ed. after internship
- 17-18 F-Sat : Fr Principal went for NAAC Visit to L.N. College, Firozabad, UP
- 11 Sat : Staff meeting to discuss ongoing practice teaching
- 23-26 Th-Sun : Dipawali(H)
- 29-30 W-T : Chhath (H)

### November 2014

- 4 Tue : Moharrum (H)
- 6 Th : Guru Nanak Jayanti/Karthik Purnima(H)
- 7 Fri : Classes resume after Practice Teaching
- 7 Fri : Committees meeting: Examination & Anti ragging
- 17 Mon : Ph.D. Course work classes begin (Orientation I batch)
- 20 Th-28 F : M.Ed. I Semester Internal Exam.
- 20-22 Th-Sat : Fr. Principal went for NAAC visit to College of Edn, Nagaon, Assam
- 21-22 F-S : Seminar on **Emotional Intelligence** : Fr. Anthony Raj, S.J.

### December 2014

- 3 Wed : College Day
- 4 -6 Th-Sat : B.Ed.Study Holidays
- 5-6 F-Sat : Seminar on Dissertation (M.Ed. & Ph.D)
- 8-10 M-W : M.Ed. study Holidays
- 8-19 M-F : B.Ed. I Semester Internal Examinations
- 11-22 Th-M : M.Ed. I Semester Univ. Exams.
- 23 Tue : Christmas Gathering : Holidays begin

## January 2015

- 5 Mon : College re-open
- 9 Fri : Committees meeting: Sports/Games & Excursion
- 10 Sat : IQAC meeting to discuss New NCTE Norms 2014
- 15 Th : Makar Shankranti (H)
- 16 Fri : Quiz Competition
- 24 Sat : Basant Panchami (H)
- 25 Sun : Certificate course on Dealing with Digital Learners begins.  
(Course duration 25 January to 5 April 2015)
- 26 Mon : Republic Day : Flag Hoisting
- 27-28 T-W : Seminar on Environment Education for Sustainability
- 29-31 Th-Sat : Fr. Principal went for AIACHE meeting at Christ University

## February 2015

- 9 Mon : Seminar on Human Rights by Team PUCL, Patna
- 12-14 Th-Sat : Fr. Principal went for NAAC visit to Sou.Nirmala Thopate College of Education, Pune
- 16 Mon : Kavi Gosthi
- 17 Tue : Maha Shivratri (H)
- 20-22 F-Sun : Educational Tour to Jamshedpur
- 21 Sat : Dr. Vikramjit was sent to NCTE Bhubaneswar for the Orientation Workshop on "Teacher Education Regulations 2014, Norms and Standards and New Curriculum Frameworks" for affiliating bodies and principals organized by NCTE
- 25-28 : Fr. Anthony Raj went for NAAC visit to Jammu
- 25W : Staff meeting to discuss New Curriculum of NCTE
- 26 Th : IQAC meeting to discuss Curriculum of NCTE
- 26 Th : Committee meetings: Purchase, Finance & Admission
- 27 F : Staff meeting to discuss Annual Sports meet

## March 2015

- 1 Sun : Annual Sports Chief Guest, Shri S.T. Ahmad, Principal Chief Commissioner Income-Tax Department,
- 2 Mon : Holiday
- 4-6 W-F : Mr. Sushil was sent to Christ University, Bangalore for National Workshop on "Innovation: Curriculum, Teaching and Instruction for Teachers of Professional and Technical Institution" Organised by Centre for Education Beyond Curriculum
- 5-7 Th-F : Holi (H)
- 10 Tue : International Women's Day Celebration & Seminar on Women Empowerment
- 10 Mon : Submission of Lesson Plan & Observation cop to the office
- 16 Mon : Submission of Evaluation copy to the office
- 21 Sat : Submission of Psycho Practicals to the office
- 28 Sat : Fr. Principal went for PCHes meeting at Satyodaya, Hyderabad
- 28 Sat : Ram Navami (H)
- 28 Sat : Mr. Vikramjit was sent to Bhagwati singh Memorial B.Ed. Mahavidhyalay , Kaimur for Inspection by AKU
- 27-28 Sat-S : National Seminar on "Teaching Strategies to Enhance Innovative Learning " Process at Loyola College of Education, Jamshedpur, six of our teachers were sent to attend the seminar
- 30 Mon : Submission of craft file, Cultural file & Each one Teach one copy to the office
- 30 Mon : Training on Smart Class (01.15 to 04.00 PM.)
- 31 Tue : Talk on Financial Planning (1.15 to 4.00 PM.)

## April 2015

2-6 Th-M	: Easter Holidays
9 Th	: II semester Internal Exam. begins : Paper I (B.Ed.)
11-12	: Teachers' seminar on "Knowledge Society for Sustainable Development: A multi interdisciplinary perspective" at SXC, XTTI, Patna
11 Sat	: Paper II
13 Mon	: Paper III
15 W	: Paper IV M.Ed. Paper I
17 Fri	: Paper V M.Ed. Paper II
20 Mon	: Paper VI M.Ed. Paper III
21 Tue	: Blood Donation camp
21-24	: Pre-Regency Programme
22-23 W-Th	: Community Service
25 Sat	: Answer script viewing
27 Mon	: Clearance form submission
28 Tue	: Results and collection of record books
29 Wed	: Campus Recruitment by Edify Schools & MDN Future Schools Dehradoon, Mandsaur
30 Th	: Valedictory function B.Ed. & M.Ed.
30 Th	: M.Ed. Dissertation Submission

## May 2015

1-13 Fri-Wed	: Revision class for M.Ed.
4 Mon	: IQAC meeting on new syllabus 2015-17
5-6 Tue- Wed	: Staff meeting on new syllabus 2015-17(1.00 PM. to 4.00 PM.)
14-16 Th-Sat	: Seminar on "Transformational Teaching" for Teachers at St. Xavier's College, XTTI, Patna ( All the teachers attended)
25-26 M-T	: M.Ed. Practical : Dissertation Checking & Viva -Voce (Univ.)
30 Sat	: B.Ed., & M.Ed.. Univ. Theory Exam. begins

## June 2015

1 Mon	: Univ -Ph.D Course work Exam. begins
4 Th	: Last date for Univ. M.Ed. & Ph.D. Theory exams.
10 Wed	: Last date for Univ. B.Ed. Theory Exams.
12-13 F-S	: B.Ed. Practicals (Univ.)

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## ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

## Student Feedback on Teachers: 2014-2015 - Course B.Ed.

Dear Student,

You are expected to assess the performance of teachers on the basis of the questions given below. Mark your assessment by putting A Very Good, B Good, C Satisfactory, D Unsatisfactory.

	Prof.(Fr.) Thomas Perumailil, SJ	Prof. Preeti Sinha	Fr. Victor Osta, SJ	Mr. R.N.R. Majumdar	Dr. Madhu Singh	Dr. P. Anthony Raj, S.J	Mrs. Roseline Jerry	Mr. Sushil Kumar Singh	Mr. Deep Kumar	Ms. Vijay Shree	Ms. Nimisha Srivastava	Dr. Vikramjit Singh
विषय वस्तु की जानकारी Knowledge base of the teacher(as perceived by you)	A	A	B	A	A	A	B	A	A	B	B	B
संवाद कौशल, (सुस्पष्टता और समझ) Communication Skills (in terms of articulation and comprehensibility)	B	A	B	B	B	B	B	A	A	A	B	B
शिक्षक की ईमानदारी/प्रतिबद्धता Sincerity / Commitment of the teacher	A	A	A	A	A	A	A	A	A	A	A	A
शिक्षक द्वारा उत्पन्न की गयी रुचि Interest generated by the teacher	B	A	B	C	C	C	C	B	A	B	C	C
व्यापक दृष्टिकोण के लिए पाठ्यक्रम में पर्यावरण एवं अन्य मुद्दों को जोड़ने की क्षमता Ability to integrate course material with environment /other issues, to provide a broader perspective	B	B	B	B	B	B	B	A	A	B	C	B
अन्य कोर्स के साथ विषय का संबंध जोड़ना Ability to integrate content with other courses	A	A	B	A	B	B	B	A	A	B	B	C
क्लास के अन्तर या बाहर शिक्षक की उपलब्धता Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	B	B	B	B	B	B	D	B	B	D	D	D
छात्र मूल्यांकन के लिए क्वीज,जॉच परीक्षा गृहकार्य, परीक्षा, परियोजना आदि कराने की क्षमता Ability to design quizzes / Tests/ assignments examinations and projects to evaluate students understanding of the course	B	A	B	B	B	C	C	B	A	A	B	C
प्रतिपुष्टि के लिए पर्याप्त समय देना Provision of sufficient time for feedback	A	A	C	A	B	C	C	A	A	B	C	C
कुल दर्जा Overall rating	A	A	B	B	B	B	B	B	A	B	B	B

Date: 19-03-15

Any Remarks:

## ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

**Questionnaires for Feedback from Students: 2014-2015**

Course: B.Ed.

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.

A - Very Good

B - Good

C - Satisfactory

D - Unsatisfactory

Sl.No.	Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1	Depth of the course content including project work if any विषयवस्तु की गहराई, (परियोजना के साथ)	✓			
2	Extent of coverage of course कोर्स की पूर्ति कहाँ तक संभव हुई ?		✓		
3	Applicability/relevance to real life situations वास्तविक जीवन की परिस्थितियों में कोर्स की प्रासंगिकता	✓			
4	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) अधिगम में सार्थकता, ज्ञान, अवबोध कौशल संश्लेषणात्मक क्षमताएँ, दृष्टिकोण का विकास आदि		✓		
5	Clarity and relevance of textual reading material पुस्तकों की स्पष्टता, प्रासंगिकता		✓		
6	Relevance of additional source material (Library) अतिरिक्त स्रोत वस्तुओं की प्रासंगिकता			✓	
7	Extent of effort required by students छात्रों से अपेक्षित प्रयास की सीमा		✓		
8	Overall rating कुल दर्जा		✓		

Date:

*Students' overall Evaluation of the programme and Teaching*

Course : B.Ed. - 2014-2015

(To be filled only after the course results are declared)

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

**You need not disclose your name if you do not wish to.**

**You may tick more than one answer to a question to the extent that they do not contradict each other.**

1. The syllabus of each course was

- |                |               |
|----------------|---------------|
| a) adequate    | b) inadequate |
| c) challenging | d) dull       |

2. Background for benefiting from the course was

- |                       |               |
|-----------------------|---------------|
| a) more than adequate | b) adequate   |
| c) inadequate         | d) cannot say |

3. Was the course easy or difficult to understand?

- |              |                   |
|--------------|-------------------|
| a) easy      | b) manageable     |
| c) difficult | d) very difficult |

4. How much of the syllabus was covered in the class?

- |               |                  |
|---------------|------------------|
| a) 85 to 100% | b) 70 to 85%     |
| c) 55 to 70%  | d) less than 55% |

5. What is your opinion about the library material and facilities for the course?

- |                       |              |
|-----------------------|--------------|
| a) more than adequate | b) adequate  |
| c) inadequate         | d) very poor |

6. To what extent were you able to get material for the prescribed readings?

- |                         |                          |
|-------------------------|--------------------------|
| a) Easily               | b) with some difficulty  |
| c) not available at all | d) with great difficulty |

7. How well did the teacher prepare for the classes?

- |               |                   |
|---------------|-------------------|
| a) thoroughly | b) satisfactorily |
| c) poorly     | d) indifferently  |

8. How well was the teacher able to communicate?

- |                        |                          |
|------------------------|--------------------------|
| a) Always effective    | b) sometimes effective   |
| c) Just satisfactorily | d) generally ineffective |

9. How far the teacher encourages student participation in class?
- a) mostly yes
  - b) sometimes
  - c) not at all
  - d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions
  - b) get involved in discussion in class
  - c) encourage discussion outside class
  - d) did not encourage
11. How helpful was the teacher in advising?
- a) Very helpful
  - b) sometimes helpful
  - c) not at all helpful
  - d) did not advise
12. The teacher's approach can best be described as
- a) Always courteous
  - b) sometimes rude
  - c) always indifferent
  - d) cannot say
13. Internal assessment was
- a) Always fair
  - b) sometimes unfair
  - c) Usually unfair
  - d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- a) Helps to improve
  - b) discouraging
  - c) no special effect
  - d) sometimes effective
15. How often did the teacher provide feedback on your performance?
- a) Regularly/in time
  - b) with helpful comment
  - c) often/ late
  - d) without any comments
16. Were your assignments discussed with you?
- a) Yes, fully
  - b) yes, partly
  - c) not discussed at all
  - d) sometimes discussed
17. Were you provided with a course contributory lecture too at the beginning?
- a) Yes
  - b) no
- If yes, was it helpful?
- a) Yes
  - b) no
18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Course: B.Ed. - 2014-2015

**You may tick more than one answer to a question to the extent that they do not contradict each other.**

[illegible]

## ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

## Student Feedback on Teachers: 2014-2015 - Course M.Ed.

Dear Student,

You are expected to assess the performance of teachers on the basis of the questions given below. Mark your assessment by putting A Very Good, B Good, C Satisfactory, D Unsatisfactory .

	Prof.(Fr.) Thomas Perumalil, SJ	Prof. Preeti Sinha	Dr. Madhu Singh	Dr. P. Anthony Raj, S.J	Ms. Nimisha Srivastava	Dr. Vikramjit Singh
विषय वस्तु की जानकारी Knowledge base of the teacher(as perceived by you)	A	A	A	A	A	A
संवाद कौशल, (सुस्पष्टता और समझ) Communication Skills (in terms of articulation and comprehensibility)	B	A	A	C	C	C
शिक्षक की ईमानदारी/प्रतिबद्धता Sincerity / Commitment of the teacher	A	A	A	A	A	A
शिक्षक द्वारा उत्पन्न की गयी रुचि Interest generated by the teacher	A	A	A	B	C	B
व्यापक दृष्टिकोण के लिए पाठ्यक्रम में पर्यावरण एवं अन्य मुद्दों को जोड़ने की क्षमता Ability to integrate course material with environment /other issues, to provide a broader perspective	A	A	A	A	C	B
अन्य कोर्स के साथ विषय का संबंध जोड़ना Ability to integrate content with other courses	A	A	A	B	B	C
क्लास के अन्तर या बाहर शिक्षक की उपलब्धता Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	A	A	A	A	A	A
छात्र मूल्यांकन के लिए क्वीज,जाँच परीक्षा गृहकार्य, परीक्षा, परियोजना आदि कराने की क्षमता Ability to design quizzes / Tests/ assignments examinations and projects to evaluate students understanding of the course	A	A	A	A	A	A
प्रतिपुष्टि के लिए पर्याप्त समय देना Provision of sufficient time for feedback	A	A	A	A	A	A
कुल दर्जा Overall rating	A	A	A	B	C	C

Date: 26/3/15

Any Remarks:

## ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

**Questionnaires for Feedback from Students: 2014-2015**

Course: M.Ed.

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.

A - Very Good

B - Good

C - Satisfactory

D - Unsatisfactory

Sl.No.	Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1	Depth of the course content including project work if any विषयवस्तु की गहराई, (परियोजना के साथ)	✓ A			
2	Extent of coverage of course कोर्स की पूर्ति कहाँ तक संभव हुई ?			✓	
3	Applicability/relevance to real life situations वास्तविक जीवन की परिस्थितियों में कोर्स की प्रासंगिकता		✓		
4	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) अधिगम में सार्थकता, ज्ञान, अवबोध कौशल संश्लेषणात्मक क्षमताएँ, दृष्टिकोण का विकास आदि		✓		
5	Clarity and relevance of textual reading material पुस्तकों की स्पष्टता, प्रासंगिकता	✓			
6	Relevance of additional source material (Library) अतिरिक्त स्रोत वस्तुओं की प्रासंगिकता	✓			
7	Extent of effort required by students छात्रों से अपेक्षित प्रयास की सीमा		✓		
8	Overall rating कुल दर्जा	✓			

Date:

## ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

*Students' overall Evaluation of the programme and Teaching*

Course: M.Ed. - 2014-2015

(To be filled only after the course results are declared)

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

**You need not disclose your name if you do not wish to.****You may tick more than one answer to a question to the extent that they do not contradict each other.**

1. The syllabus of each course was
 

a) adequate	b) inadequate
c) challenging	d) dull
2. Background for benefiting from the course was
 

a) more than adequate	b) adequate
c) inadequate	d) cannot say
3. Was the course easy or difficult to understand?
 

a) easy	b) manageable
c) difficult	d) very difficult
4. How much of the syllabus was covered in the class?
 

a) 85 to 100%	b) 70 to 85%
c) 55 to 70%	d) less than 55%
5. What is your opinion about the library material and facilities for the course?
 

a) more than adequate	b) adequate
c) inadequate	d) very poor
6. To what extent were you able to get material for the prescribed readings?
 

a) Easily	b) with some difficulty
c) not available at all	d) with great difficulty
7. How well did the teacher prepare for the classes?
 

a) thoroughly	b) satisfactorily
c) poorly	d) indifferently
8. How well was the teacher able to communicate?
 

a) Always effective	b) sometimes effective
c) Just satisfactorily	d) generally ineffective

9. How far the teacher encourages student participation in class?
- a) mostly yes
  - b) sometimes
  - c) not at all
  - d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions
  - b) get involved in discussion in class
  - c) encourage discussion outside class
  - d) did not encourage
11. How helpful was the teacher in advising?
- a) Very helpful
  - b) sometimes helpful
  - c) not at all helpful
  - d) did not advise
12. The teacher's approach can best be described as
- a) Always courteous
  - b) sometimes rude
  - c) always indifferent
  - d) cannot say
13. Internal assessment was
- a) Always fair
  - b) sometimes unfair
  - c) Usually unfair
  - d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- a) Helps to improve
  - b) discouraging
  - c) no special effect
  - d) sometimes effective
15. How often did the teacher provide feedback on your performance?
- a) Regularly/in time
  - b) with helpful comment
  - c) often/ late
  - d) without any comments
16. Were your assignments discussed with you?
- a) Yes, fully
  - b) yes, partly
  - c) not discussed at all
  - d) sometimes discussed
17. Were you provided with a course contributory lecture too at the beginning?
- a) Yes
  - b) no
- If yes, was it helpful?
- a) Yes
  - b) no
18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

## ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

*Students' overall Evaluation of the programme and Teaching*

Course: M.Ed. - 2014-2015

(To be filled only after the course results are declared)

Your responses will be seen only after your course results have been finalised and recorded.

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You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other

Question Number	Prof.(Fr.) Thomas Perumalil, SJ	Prof. Preeti Sinha	Dr. Madhu Singh	Dr. P. Anthony Raj, S.J	Ms. Nimisha Srivastava	Dr. Vikramjit Singh
1	A	A	A	B	D	B
2	B	B	B	D	D	B
3	B	B	B	C	C	B
4	A	A	A	B	A	A
5	A	A	B	B	B	B
6	B	B	B	B	B	B
7	B	A	B	B	B	B
8	B	A	B	C	B	B
9	B	A	B	B	B	B
10	A	A	A	B	B	B
11	A	A	A	B	B	A
12	A	A	A	B	B	B
13	A	A	B	B	B	B
14	A	A	C	d	d	D
15	A	A	C	D	D	D
16	A	A	A	A	A	A
17	A	A	A	A	A	A
18						

Office of the Principal  
**ST. XAVIER'S HIGH SCHOOL**



**Gandhi Maidan Marg**  
**Patna-800 001**  
**Phone : 2219563**

12/11/2014

To

Dr. (Fr.) Thomas Perumalil, SJ  
Principal,  
St. Xavier's College of Education

Dear Father,

This is to place in record my appreciation of the presence and performance of the B. Ed Teacher Trainees in our School during their Practice teaching period.

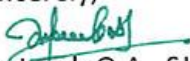
They were a joyful and energetic group, always took up their classes and other assignments like substitution, help in conducting exams and other extracurricular activities readily. They came always well prepared, they were respected and they could manage class-discipline well.

The School teachers who were supervising their classes were happy and satisfied with their commitment and performance. They came with teaching aids and their classes were interesting.

Their presence in no way disturbed our routine. On the other hand, their presence helped me in during that time.

I was happy with all of them and wish them all the best.

Sincerely,

  
Fr. Jacob O.A.. SJ  
Principal

# मैडन आदर्श मध्य विद्यालय

दानापुर

दिनांक 5/11/2014

पत्रांक.....

सेवा में,

श्रीमान प्राचार्य महोदय,  
सेंत जेविअर कॉलेज ऑफ एजुकेशन,  
दीघा घाट, पटना ।

महाशय,

प्रसन्नता के साथ सूचित करना है कि आपके महाविद्यालय के प्रशिक्षण अनुशासित, सहयोगी, ईश्वरवर्क एवं सदैव ससमय कक्षा में उपास्थित रहे। हमारे द्वारा प्रतिदिन पाठ का अवलोकन किया गया जिससे, उन लोगों की भरपूर तैयारी एवं सहायक सामग्री का सही इस्तेमाल की जानकारी हुई। येतना सत्र से ही उनका भरपूर सहयोग और विद्यार्थियों को उचित सलाह देते पाए गए। इनकी उपास्थिति से विद्यालय का समय-सारिणी प्रभावित हुई। उन लोगों का अभ्यास पाठ का तरीका, व्यवहार काफी सराहनीय रहा। धन्यवाद।

विश्वास भाजन,

प्रधान

प्रधानाध्यापक

मैडन आदर्श मध्य विद्यालय

दानापुर (पटना)

## INTRODUCTION TO CO-OPERATIVE LEARNING

Co-operative Learning is a modern method of teaching-learning process.

- The whole class will be divided into groups
- Groups will sit in circles
- When in groups without wasting time, choose a Leader, a Reporter, a Time keeper and an Observer.
  - Leader is to facilitate the group interaction
  - Reporter is to give the conclusion of the group
  - Time keeper strictly keeps note of the time and appropriately warns the group
  - Observer observes and reports to the whole class the interaction
- The task for the group is to count the number of squares. Consensus regarding the number must emerge in the group
- If there is anyone in the group who is behind, help that person to get it
- At the end of the group interaction. The class will be called back and the report will be required by the group to be presented.
- Anyone can be called to the front of the class to demonstrate the number the group has announced.
- If one fails the whole group fails. If one wins the whole group wins.

Therefore, need for personal accountability.

## BASIC ELEMENTS OF COOPERATIVE LEARNING

### **Positive Interdependence**

Students must feel that they need each other in order to complete the group's task. That they "sink or swim" together. Some ways to create this feeling are:

- establishing mutual goals (students must learn the material and make certain group members learn the material).
- Joint rewards if all group members achieve above a certain percentage on the test. Each will receive bonus points.
- Shared materials and information. One paper for each group or each member receives only part of the information needed to do the assignment.
- assigned roles (Leader, Reporter, Time Keeper, Materials Manager, Observer).

### **Face-to-Face Interaction**

No magic exists in positive interdependence in and of itself. Beneficial educational outcomes are due to the interaction patterns and verbal exchanges that take place among students in carefully structured cooperative learning groups. Oral summarizing, giving and receiving explanations, and elaborating (relating what is being learned to previous learning) are important types of verbal interchanges.

### **Individual Accountability**

Cooperative learning groups are not successful until every member has learned the material or has helped with and understood the assignment. Thus, it is important to frequently stress and assess individual learning so that group members can appropriately support and help each other. Some ways of structuring individual accountability are by giving each group member an individual exam or by randomly selecting one member to give an answer for the entire group.

### **Interpersonal and Small Group Skills**

Students do not come to school with the social skills they need to collaborate effectively with others. So teachers need to teach the appropriate communication, leadership, trust, decision-making, and conflict management skills to students and provide the motivation to use these skills in order for groups to function effectively.

### **Group Processing**

Processing means giving students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary social skills. This processing helps all group members achieve while maintaining effective working relationships among members. Feedback from the teacher and/or student observers on how well they observed the groups working may help processing effectiveness.