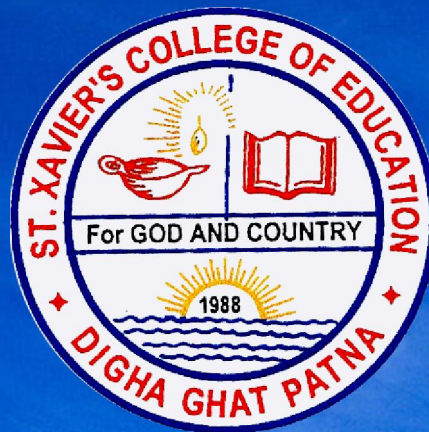


ST. XAVIER'S COLLEGE OF EDUCATION DIGHA GHAT, PATNA - 800 011



**NAAC RE-ACCREDITATION REPORT
(3RD CYCLE)
2015**

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PREFACE

St. Xavier's College of Education is an unaided Christian Minority college of education founded in 1988. It admits 100 students every year for the one-year Bachelor of Education programme and 35 students for the one year M.Ed. programme. This is a co-educational institution with permanent recognition from the government of Bihar, the National Council for Teacher Education and UGC registration under 2f and 12B. It is permanently affiliated to Aryabhata Knowledge University, Patna. It is also a study centre for a two year IGNOU B.Ed. programme with an intake of 100 students and 35 M.Ed. students every year from various parts of Bihar.

Though spread over a relatively small area of 2.5 acres of land in the outskirts of Patna, the College has been at the forefront in catering to teacher education in the state of Bihar and Jharkhand. Besides, to meet the increasing trend of outstation students seeking admission to the college, hostel facility is also provided.

From its inception the college had the three-fold objectives: a)Pre-service training;b) In-service training of teachers and administrators of schools and c) Research and documentation. And so our mission is to train well motivated teachers who are intellectually competent, morally upright, socially and professionally committed and spiritually inspired in order to become instruments of social transformation. Our concern for Christians, the deprived sections of the society and women are clearly seen in our admission policy.

In addition, we conduct in-service programmes for teachers and administrators working in schools to update them on educational issues and findings and to develop the required skills using modern information technology and innovative practices. Besides, the college does undertake documentation and action research in relevant educational areas.The M.Ed. students are introduced to research methodology and are guided to bring out a dissertation paper.

The first NAAC accreditation of the College, in November 2004, gave the college a B++ grade. The 2nd cycle of NAAC accreditation of the College in Septemebr, 2010 gave us a grade A with CGPA 3.11. Since then, the College has maintained the goal, *“to become a Centre of Excellence in Teacher Education”*. In response to the accreditation and the NAAC Peer Team's comments, the college has made adequate improvements to excel in teacher education. The Management, Staff and Students hope that the Re-accreditation 3rd Cycle of the College will take the college one step further in teacher education.

Part I: Institutional Data

A. Profile of the Institution

Name and address of the institution:

Name	: ST. XAVIER’S COLLEGE OF EDUCATION		
Address	: P.O. DighaGhat		
City : Patna	District : Patna	Sate: Bihar	
Pin Code: 800011			

2. Website URL
Website: www.sxcepatna.edu.in

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Prof. (Fr.) Thomas Perumalil, S.J.	0612-2260253	0612-2260253	sxcepatna@gmail.com
Vice-Principal Post does not exist	-----	-----	-----
Steering Committee Coordinator: Dr. (Fr.) P. Anthony Raj, S.J.	0612-2260253	0612-2260253	tonypraj61@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal Prof. (Fr.) Thomas Perumalil, S.J.	0612-2262532	09431269234
Vice-Principal Post does not exist	-----	-----
Steering Committee Coordinator Dr. (Fr.) P. Anthony Raj, S.J.	0612-2260253	08292680060

4. Location of the Institution:

Urban ☒ Semi-urban ☒ Rural ☒ Tribal ☒
Any other (specify and indicate) ☒

5. Campus area in acres:

6. Is it a recognized minority institution? Yes ☒ No ☐

Date of establishment of the institution:

Month & Year

MM	YYYY
10	1988

8. University to which the institution is affiliated:

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

Month & Year

2f	MM	YYYY
	08	1999

Month & Year

12B	MM	YYYY
	08	1999

10. Type of Institution

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

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		
		Bachelor of Education	Graduation	Degree	1 Year	Bi- lingual Eng- Hindi
iv)	Post Graduate			Diploma		
		Master of Education	B.Ed.	Degree	1 Year	Bi- lingual Eng – Hindi
v)	Other Sec/Sr. sec (IGNOU)			Certificate		
				Diploma		
		Bachelor of Education	Graduation	Degree	2 Years	Bi- lingual Eng – Hindi
vi)	Other Sec/Sr. sec (IGNOU)			Certificate		
				Diploma		
		Master of Education	B.Ed.	Degree	2 Years	Bi- lingual Eng – Hindi

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	Bachelor of Education	BR-S/E-3/96F.No. 2799(12) dt.11.12.1997	Permanent	100
Post Graduate	Master in Education	ERC/7-92.6(1)11/2009/16280 dt. 4.5.2009	Permanent	35
Other (specify) IGNOU B.Ed./ M.Ed	Bachelor of Education/Master of Education	MoU with IGNOU	Until further order	100 / 35

B) Criterion-wise inputs**Criterion I: Curricular Aspects**

1. Does the Institution have a stated
Vision

Yes	✓	No	X
-----	---	----	---

Mission

Yes	✓	No	X
-----	---	----	---

Values

Yes	✓	No	X
-----	---	----	---

Objectives

Yes	✓	No	X
-----	---	----	---
2. a) Does the institution offer self-financed programme(s)

Yes	✓	No	X
-----	---	----	---

If yes,
a) How many programmes?

2

b) Fee charged per programme

B.Ed. – 80,000 /-
M.Ed.- 95,000 /-
3. Are there programmes with semester system

Yes (M.Ed.)

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

Yes	✓	No	X
-----	---	----	---

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

2

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

X

B.Ed.

7

M.Ed. (Full Time)

8

M.Ed. (Part Time)

X

Any other (IGNOU B.Ed.)

5

6. Are there Programmes offered in modular form

Yes	X	No	✓
-----	---	----	---

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

Yes	✓	No	X
-----	---	----	---

Number	TWO
--------	-----

8. Are there Programmes with faculty exchange/visiting faculty

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

Number	1
--------	---

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

- Heads of practice teaching schools

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

- Academic peers

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

- Alumni

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

- Students

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

- Employers

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

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

2 Years

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

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

Number	One (Ph. D. Course work)
--------	--------------------------

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

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

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

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

Yes ☒ No ☐

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

Yes ☒ No ☐

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution ☒

b) Common entrance test conducted by the University/Government ☐

- c) Through an interview ☒
- d) Entrance test and interview ☒
- e) Merit at the qualifying examination ☒
- f) Any other (specify and indicate) Group Discussion ☒
 (If more than one method is followed, kindly specify the weightages) ☒
 Weightage: a): 50%, c): 25% f): 25%

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

a) Date of start of the academic year	01.07.2014
b) Date of last admission	31.05.2014
c) Date of closing of the academic year	30.04.2015
d) Total teaching days	186
e) Total working days	234

3. Total number of students admitted: 2014 - 15

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	--	--	--	--	--	--	--	--	--
B.Ed.	30	70	100	25	49	74*	4	22	26
M.Ed. (Full Time)	7	28	35	2	13	15**	5	15	20
M.Ed. (Part Time)	--	--	--	--	--	--	--	--	--

* This includes 50 students reserved for Christian Minorities.

** This includes 7 students from the Christian Minorities.

4. Are there any overseas students?

Yes	X	No	✓
-----	---	----	---

If yes, how many?

X

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	28,015/-
b) Unit cost including salary component	91,144/-

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.	74	50	70	45
M.Ed. (Full Time)	85	55	84	50
M.Ed. (Part Time)	--	--	--	--

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

8. Does the institution develop its academic calendar?

Yes ☒ No ☐

Yes ☒ No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	--	--	--
B.Ed.	70%	16%	14%
M.Ed. (Full Time)	80%	--	20%
M.Ed. (Part Time)	--	--	--

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days

20

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

02

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

16

- b) Total number of practice teaching days

32

- c) Minimum number of practice teaching Lessons given by each student

40

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. 2

No. of Lessons Pre-practice teaching

No. 2

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

Yes ☒

No ☐

14. Does the institution provide for continuous evaluation?

Yes ☒

No ☐

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

Programmes	Internal	External
D.Ed.	--	--
B.Ed.	30%	70%
M.Ed. (Full Time)	30%	70%
M.Ed. (Part Time)	--	--

16. Examinations

a) Number of sessional tests held for each paper

02

b) Number of assignments for each paper

02

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)	--	--

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

Yes ☒ No ☐

Number

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 Percentage

06	35%
----	-----

2. Does the Institution have ongoing research projects?

Yes	✓	No	X
-----	---	----	---

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	6,69,000/-	2 years	NIL

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

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

Nil

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

- Teachers are given study leave ☐
- Teachers are provided with seed money ☐
- Adjustment in teaching schedule ☒
- Providing secretarial support and other facilities ☒
- Any other specify and indicate ☐

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

The institution has no research scholar.

Yes ☐ No ☒

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

- a) Ph.D.
- b) M.Phil. There is no provision of M. Phil. in Bihar.

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	✓	--	3
National journals – refereed papers	✓	--	33
Non refereed papers	✓		
Academic articles in reputed magazines/news papers	✓	--	
Books	✓	--	3
Any other (specify and indicate) College journal	✓	--	23

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

Yes ☒ No ☒

Number	3
--------	---

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

	Faculty	Students
National seminars	19	98
International seminars	7	--
Any other academic forum	18	38

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

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching	<input checked="" type="checkbox"/>
Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input checked="" type="checkbox"/>

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

8

16. Does the institution provide consultancy services?

Yes ☒ No ☐

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

84,780/-

Only the resource persons are paid and 40% of the amount is generated for the institution.

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

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

3047 sq.mts

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

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

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

60

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

70,000 /-

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

64,297 /-

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

1876 /-

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

4,00,000 /-

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

Yes ☒ No ☐

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	7	4	--	--
Non-teaching	7	2	--	--

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	Nil	Nil	Nil	Nil
Non-teaching	Nil	Nil	Nil	Nil

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

	Open		Reserved	
	M	F	M	F
Lecturers	9	5	--	--

	M	F	M	F
	1	0	--	--

	M	F	M	F
	1	1	--	--

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

	Open		Reserved	
	M	F	M	F
Lecturers	--	--	--	--

	M	F	M	F
	--	--	--	--

	M	F	M	F
	--	--	--	--

- c. Number of teachers from

Same state
Other states

15
2

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	--
B.Ed.	1:10
M.Ed. (Full Time)	1:7
M.Ed. (Part Time)	--

13 a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	6	2	--	--

	Open		Reserved	
	M	F	M	F
Temporary	0	0	--	--

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	6	2	--	--

	Open		Reserved	
	M	F	M	F
Temporary	0	0	--	--

14. Ratio of Teaching – non-teaching staff

5:3

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

50.06%

16. Is there an advisory committee for the library?

 Yes ☒ No ☐

17. Working hours of the Library

On working days

9.00 a.m. – 4.30 p.m.

On holidays

9.00 a.m. – 1.00 p.m.

During examinations

9.00 a.m. – 4.00 p.m.

18. Does the library have an Open access facility

 Yes ☒ No ☐

19. Total collection of the following in the library

a.	Books	12886
	- Textbooks	5636
	- Reference books	1303
b.	Magazines	30
e.	Journals subscribed	24
	- Indian journals	20
	- Foreign journals	4
f.	Peer reviewed journals	
g.	Back volumes of journals	330
h.	E-information resources	
	- Online journals/e-journals	3000+
	- CDs/ DVDs	146
	- Databases	2
	- Video Cassettes	60
	- Audio Cassettes	46

20. Mention the

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

15 x 20 = 300 sq. mts.

Seating capacity of the Reading room

100

21. Status of automation of Library

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

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

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

23. Are students allowed to retain books for examinations?

Yes ☒ No ☐

24. Furnish information on the following

Average number of books issued/returned per day	50
Maximum number of days books are permitted to be retained	
by students	7 days
by faculty	10
Maximum number of books permitted for issue	
for students	3
for faculty	5
Average number of users who visited/consulted per month	646
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	77 : 1

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

2%

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

	I		II		III	
	Number	Total cost (inRs.)	Number	Total cost (inRs.)	Number	Total cost (inRs.)
Text books	134	62,103.32	84	21,377.00	68	27,009.00
Other books	84	25,932.56	12	63,465.00	06	7,214.00
Journals/ Periodicals	--	--	27	9980.00	28	9,566.00
Any others UGC, NOU	163	1.10.550.00	00	00	16	00

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.	1	1	0
M.Ed. (Full Time)	2	1	0
M.Ed. (Part Time)	--	--	--

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

Yes ☒ No ☒

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

10

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	98	97	100	100	99	96			
Number of first classes	23	42	28	1	0	0			
Number of distinctions	74	54	72	31	32	30			
Exemplary performances (Gold Medal and university ranks)*	0	0	0	1	1	1			

- There is no provision of Gold Medal at UG level in the university.

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

	I	II	III
NET	8	6	4
SLET/SET	NA	NA	NA
Any Other (Specify and indicate)	NA	NA	NA

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	--	--	--
Fee concession	5	7	2
Loan facilities	6	2	1
Any other specify and indicate: Govt. Scholarship	31	13	--

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

Yes ☒ No ☐

9. Does the institution provide Residential accommodation for:

Faculty Yes ☒ No ☐

Non-teaching staff Yes ☐ No ☒

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

Yes ☒ No ☐

If yes, number of students residing in hostels

Men	3
Women	35

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

Sports fields	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Indoor sports facilities	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Gymnasium	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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/organized.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	--	--	--	--	--	--
Inter-university	--	--	--	--	--	--
National	--	--	--	--	--	--
Any other						
Welcome Function	✓		1	✓		1
Teachers' Day	✓		1	✓		1
College Day	✓		1	✓		1
Christmas Gathering	✓		1	✓		1
Valedictory Function	✓		1	✓		1

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

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

18. Does the institution have an active Alumni Association?

Yes ☒ No ☒

If yes, give the year of establishment

2003

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

Yes ☒ No ☒

20. Does the institution regularly publish a college magazine?

Yes ☒ No ☒

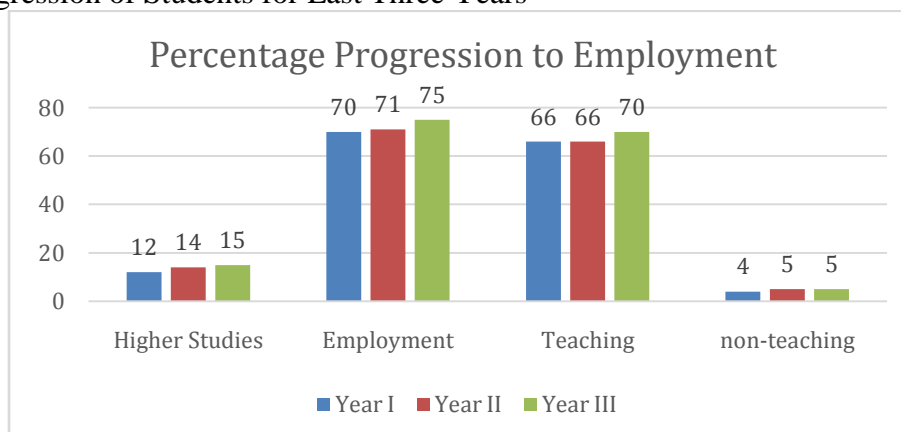
21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☒

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

	Year 1(%) (Apporx.)	Year 2(%) (Apporx.)	Year 3(%) (Apporx.)
Higher studies	12%	14%	15%
Employment (Total)	70%	71%	75%
Teaching	66%	66%	70%
Non teaching	4%	5%	5%

Progression of Students for Last Three Years



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
5	11	7

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

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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	4
Staff council	7
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
a) Finance Committee	1 / p.a.
b) Admission Committee	2 /p.a
c) Library Committee	1 /p.a

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

Loan facility	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Medical assistance	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Insurance	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Other (specify and indicate)	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>

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

I	II	III
2	2	2

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

11

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

	I	II	III
National	4	1	1
International	1	--	--

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

I	II	III
2	2	2

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

I	II	III
12	1	11

- e. Research development programmes attended by the faculty

I	II	III
5	5	7

- f. Invited/endowment lectures at the institution

I	II	III
1	3	2

Any other area (specify the programme and indicate)

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

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

- | | | |
|--|---|--|
| a. Self-appraisal | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| b. Student assessment of faculty performance | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| c. Expert assessment of faculty performance | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| d. Combination of one or more of the above | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| e. Any other (specify and indicate) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

7. Are the faculty assigned additional administrative work?

Yes ☒ No ☒

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

8 hours / week

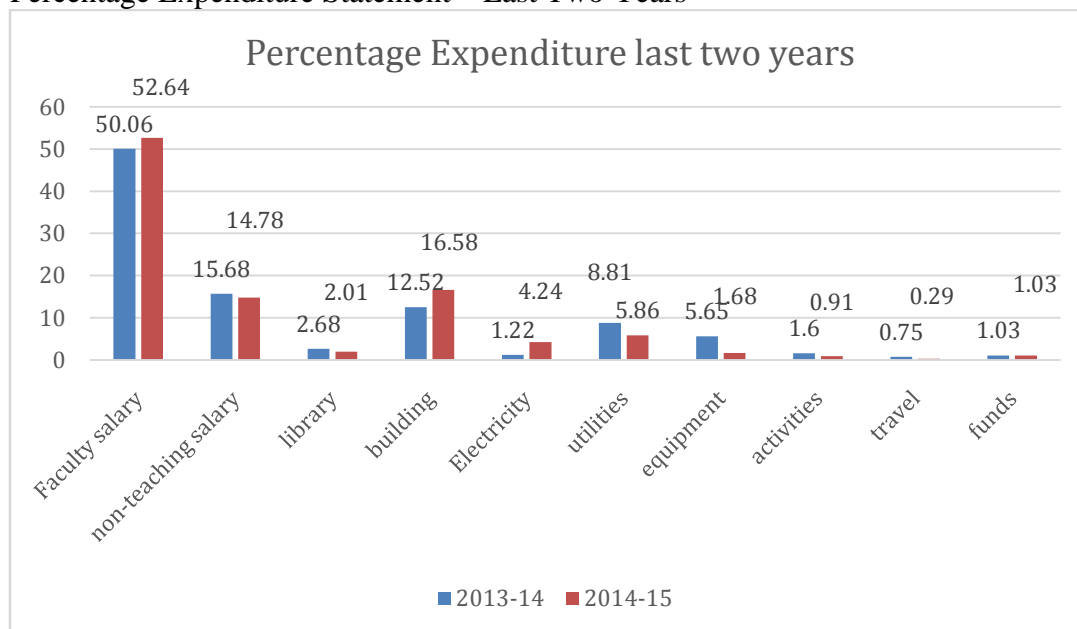
8. Provide the income received under various heads of the account by the institution for previous academic session.

Grant-in-aid (from parent body)	--
Fees	--
Donation	--
Self-funded courses	1,20,76,3381/-
Any other (specify and indicate) (Admission, interest etc.)	6,56,729/-

9. Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned Budget	1.09.80,000/-	1,25,00,000/-
% spent on the salary of faculty	50.06	52.64
% spent on the salary of non-teaching employees	15.68	14.776
% spent on books and journals	2.68	2.01
% spent on developmental activities (expansion of building)	12.52	16.58
58% spent on telephone, electricity and water	1.22	4.24
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	8.81	5.86
% spent on maintenance of equipment, teaching aids, contingency etc.	5.65	1.68
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.6	0.91
% spent on travel	0.75	0.29
Any other (specify and indicate) Transferred to funds	1.03	1.03
Total expenditure incurred	1,09,72,296/-	1,23,04,393/-

Percentage Expenditure Statement – Last Two Years



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

	Surplus in Rs.	Deficit in Rs.
I	--	2,70,528
II	--	474,327
III	4,28,717	--

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 <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Finance	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Student Records	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Career Counselling	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Aptitude Testing	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Examinations/Evaluation/Assessment	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Any other (specify and indicate)	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>

14. Does the institution have an efficient internal co-coordinating 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 have an established Internal Quality Assurance Mechanisms?

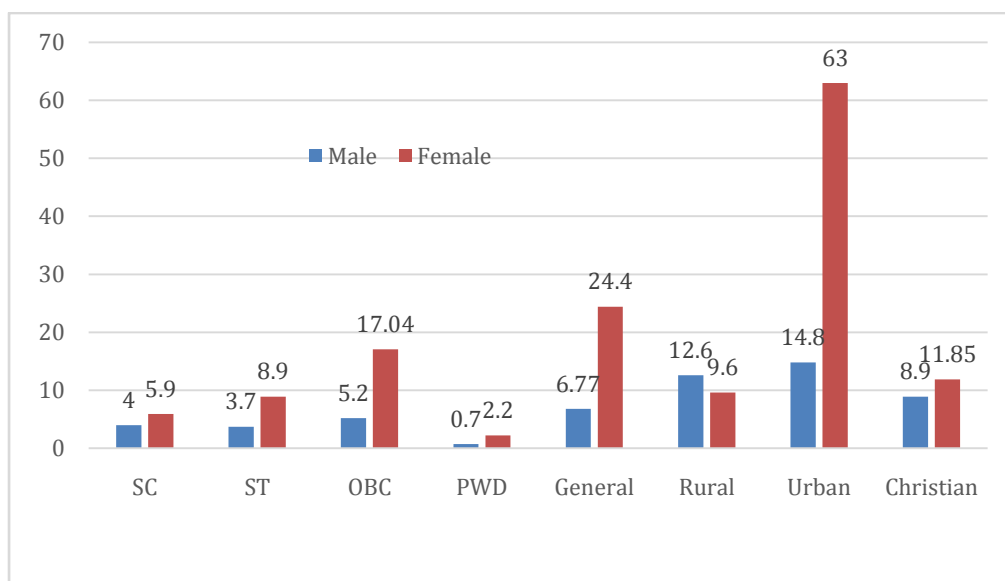
Yes ☒ No ☐

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?

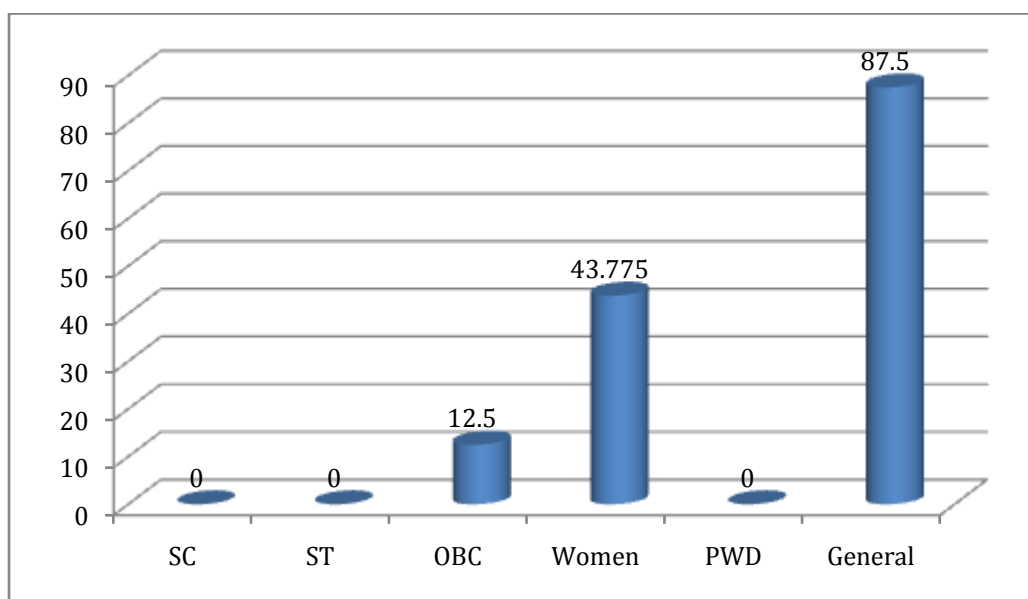
	Category	Men	%	Women	%
a	SC	6	4	8	5.9
b	ST	5	3.7	12	8.9
c	OBC	7	5.2	23	17.04
d	Physically challenged	1	0.7	3	2.2
e	General Category	9	6.7	33	24.4
f	Rural	17	12.6	13	9.6
g	Urban	20	14.8	85	63
h	Any other Christian Minority	12	8.9	16	11.85

Percentage of Students in Different Categories

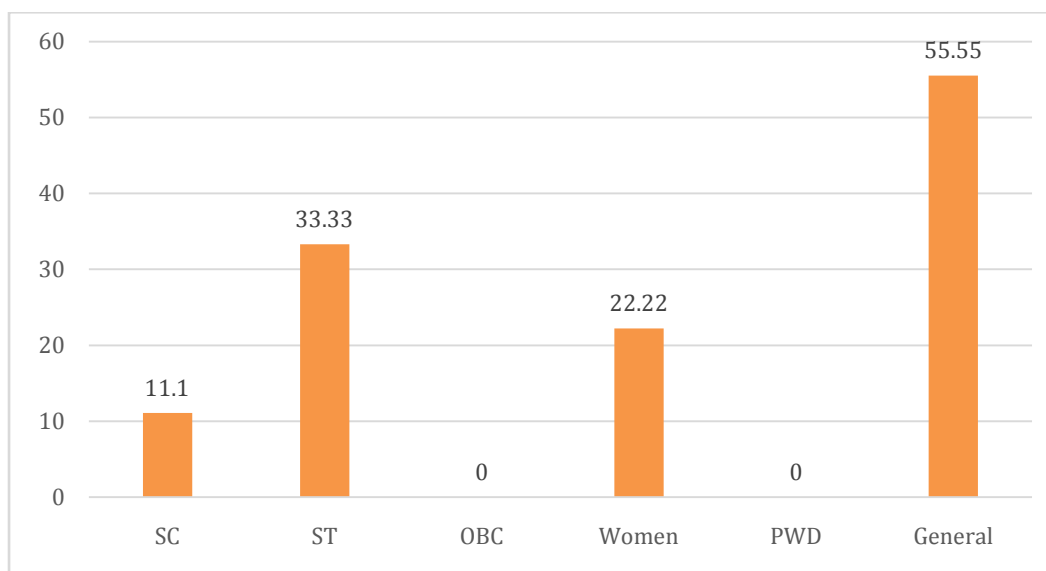
4. What is the percentage of the staff in the following category?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	0	1	11.1
b	ST	0	0	3	33.33
c	OBC.	2	12.5	0	0
d	Women	7	43.775	2	22.22
e	Physically challenged	0	0	0	0
f	General Category	14	87.5	5	55.44
g	Any other (specify)	--	--	--	--

Percentage of Teaching Staff in Different Categories



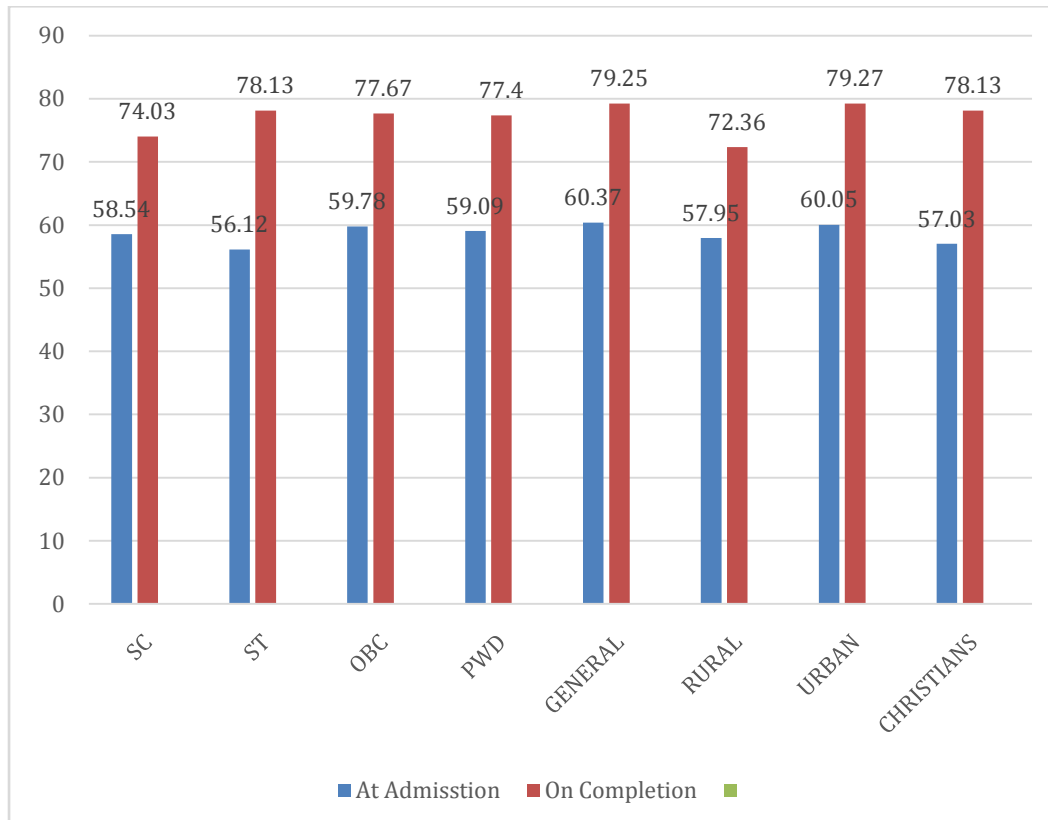
Percentage of Non-Teaching Staff in Different Categories



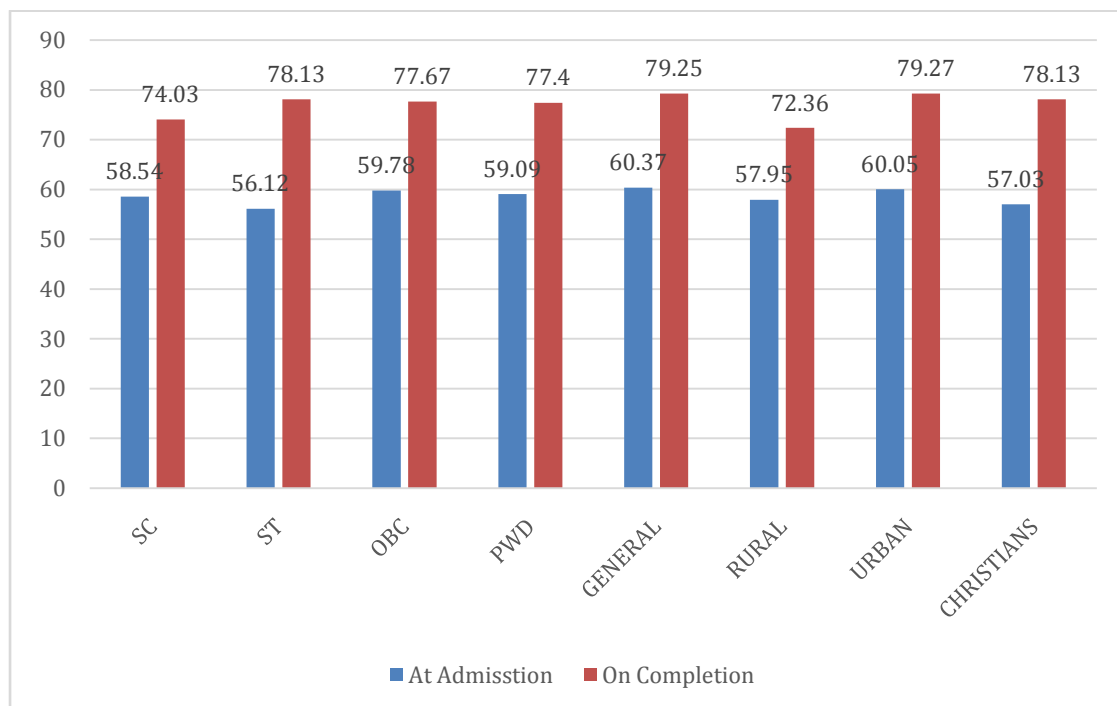
5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	58.09	58.54	75.71	74.03
ST	53.41	56.12	75.45	78.13
OBC	56.58	59.78	73.84	77.67
Physically challenged	60.93	59.09	78.8	77.4
General Category	60.1	60.37	78	79.25
Rural	56.42	57.95	74.45	72.36
Urban	58.22	60.05	74.68	79.27
Any other Christians	58.1	57.03	75.86	78.13

Percentage of Incremental Growth of Students Batch I



Percentage of Incremental Growth of Students Batch II



M.Ed. Orientation



B.Ed. Orientation



Part - II

The Evaluative Report

Part II: The Evaluative Report

A. EXECUTIVE SUMMARY

St. Xavier's College of Education is an unaided Christian Minority College of Education founded in 1988. It admits 100 students every year for the one year Bachelor of Education programme and 35 students for the one year M.Ed. programme. From session 2015 it is following the 2-year B.Ed. course with an intake of 100 students and a 2-year M.Ed. course with an intake of 50 students per year. This is a co-educational institution with permanent recognition from the government of Bihar, the National Council for Teacher Education and registered with the UGC. It is permanently affiliated to Aryabhatta Knowledge University, Patna, and is accredited 2nd Cycle by National Assessment and Accreditation Council with A grade. It is also a study centre for two year IGNOU B.Ed. programme with an intake of 100 students and M.Ed. with an intake of 35 students every year from various parts of Bihar.

From its inception the college had the three-fold objectives: a) Pre-service training; b) in-service training of teachers and administrators of schools and c) Research and documentation. And so our mission is to train well motivated teachers who are intellectually competent, morally upright, socially and professionally committed and spiritually inspired in order to become instruments of social transformation. Our concern for Christians, the deprived sections of the society and women are clearly seen in our admission policy. It is the aim of the institution that our students become well-formed guides who will accompany the young learners to become fully human persons.

In addition, we conduct in-service programmes for teachers and administrators working in schools to update them on educational issues and findings and to develop the required skills using modern information technology and innovative practices. Besides, the college does undertake documentation and action research in relevant educational areas. The M.Ed. students are introduced to research methodology and are guided to bring out a dissertation paper.

After re-accreditation 2nd Cycle in September 2010, the Management and the faculty of the College introspected on the report and comments of the NAAC Peer Team, and decided to act accordingly. Establishing benchmarks for all qualitative parameters in educational and administrative procedures was the next step taken through an in-house workshop.

The IQAC has kept abreast with all the NAAC defined objectives and core values. It has also attempted to inculcate them into the framework of the college activities. As the core values are action based, the college promoted these student-centric activities at all levels – curricular, co-curricular and extracurricular.

The college has taken several positive steps in the direction of student-centric development, with inputs from all the stakeholders. The core values envisaged by NAAC are the core values the institution has been promoting from its inception. These core values have been in practice for the last 450 years in the Society of Jesus, a Christian group to which the institution belongs. We are happy to say that the core values of NAAC are incorporated in all the activities of the college.

The college has ample space for future expansion. After the re-accreditation the institution had applied for an additional intake of B.Ed. with 100 students. But with the new regulations 2014, we need to wait for it for some more time. We want to transform this institution into a teacher training complex with Ph. D. programmes and we have successfully completed the course work for one batch of Ph.D. students.

The institution provides quality teacher education by working hard throughout the session for over 220 days for 6 hours a day, though the NCTE has set a target of 198 working days. Even though the university has updated the curriculum, we have added components like Bloom's Taxonomy, Microteaching, Interaction Analysis, Piaget, Gagne, Skinner, Ausubel, Spoken English Course, Remedial Classes, Computer course, comprehensive continuous evaluation, seminars, workshops, essay competition, quiz, educational excursion, physical education and sports in our institution calendar.

The institution is very much concerned about democratic, institutional and classroom climate. The feedback provided by the students and teachers are reflected upon and implemented.

We make all efforts to provide pre-practice teaching session competency-based and take every care to make the practice teaching as effective as possible. The Principals and teachers of cooperating schools (Practice teaching centres) remain active and enthusiastic to provide academic guidance to all students. They regularly sit in the classroom and provide necessary feedback for improvement. Each of the centres is supervised by the college teachers. Thus the pre-practice teaching, practice teaching sessions and internships are well planned and transparent.

We have a competent, hardworking and co-operative faculty. This fact is reflected in the research work, consultancy services, extension services, and participation in

various organizations and the excellent results in the examinations and thereafter. Having realized the need for expansion of infrastructural facilities the institution has added sufficient modern technology and equipments.

The key to all developments during the last five years has been decentralization of governance. Every academic and co-curricular activity has been delegated to the staff members of the college and roles and responsibilities have been defined. At the same time collaboration and support from others are always there.

Training of well-motivated teachers has been the focus of all college activities. Different techniques to improve their overall learning have been implemented. The students have been exposed to action research and research methodology at the undergraduate level. Students have been exposed to village communities through adoption of two government schools, survey, Each One Teach One and health awareness to the parents of school children. In addition, the P.G. students are required to complete and submit a dissertation.

Student participation in social and cultural activities has been ensured and promoted through regular cultural activities and competitions in the college. All the students take part in all these cultural activities in some form or other. This makes St. Xavier's College of Education a close-knit family.

To empower women, women-centred activities have been promoted through gender sensitization seminar, Seminar on Human Rights, celebration of International Women's Day, Essay Competition and Role plays. On these days eminent women activists are invited to give talks to our students. The Women's Cell is also quite active in this area.

Competency and adequacy of teachers are addressed properly. We have a well-qualified teaching staff who are committed and dedicated. The Management promotes improvement of teacher qualification by allowing them to complete their Ph.D. or other degrees. During the last five years one of the faculty successfully completed her Ph.D., four teachers have got additional PG degrees and four of them are pursuing their Ph.D. and another four are doing their Minor Research Project. All the teachers have attended 3 to 5 National/International seminar/workshop/conference during the last five years and have updated themselves. Teachers are encouraged to do research in different educational areas and all of them have publications in different national and international journals.

The student appraisals of the teaching staff, curriculum transaction and the teachers' self-appraisal have been regular features of the College. This has helped in the academic development of the faculty and better transaction of curriculum.

Infrastructural and facility development have kept pace with other developments. During the last five years, modern technological equipments have been added, 2000 titles and Dissertation Abstracts International to the library have been added and computer lab has been upgraded with 50 computers. Wi-Fi Internet connectivity have been set up. Purified drinking water supply has been ensured at four places for both staff and students. Library management systems have been upgraded to NDLIBNET's SOUL.2.0 to facilitate better information retrieval. These infrastructural facilities are also made available to conduct IGNOU B.Ed. and M.Ed. counseling on Saturdays and Sundays and workshops during holidays. Coaching for CTET and NET are also conducted.

Thus the quest for quality and excellence after the second accreditation has been more than doubled in the College. It is envisaged that the re-accreditation process 3rd Cycle will be a boost to sustain and enhance the performance of the College.

Seminar on HIV/AIDS



Seminar on Human Rights



B. CRITERION-WISE ANALYSIS

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 curriculum of the B.Ed. Course is stipulated by Aryabhata Knowledge University, Patna. This comprises of six theory papers of four core, one special and two Methods papers of 600 marks and Practicals for 400 marks. The college offers 9 Methods subjects in English, Hindi, Biological Science, Mathematics, History, Civics, Geography, Economics and Physical Science. The special papers offered are Teacher Education, Environmental Education, Population Education, History and Development of Education in India, Value Education, Women Education and Inclusive Education. However, within the syllabi and keeping in mind NCTE norms the College trains students to develop competencies for quality teaching while focusing on the vision and mission of the institution.

It is the aim of the institution that the students who take their training here become well-formed guides who will accompany the young learners on their journey to becoming fully human persons. The college offers an all-round training, one that is at once intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.

The college further aims at promoting values such as respect for Indian Common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of environment, removal of social barriers, responsible use of cybernetics and mass media, transparency and probity in private and public life, observance of small family norms, national unity and respect for religious and moral values. The objectives of the institution are:

- Promoting learning to learn, to know, to do, to live together and to be.
- The development of life skills, intellectual skills like critical and creative thinking, judgment, evaluation, reasoning, decision making, leadership qualities and academic excellence,
- Capacity building for understanding children and adolescents to provide need based education,

- Practice in teaching skills for participatory teaching and learning,
- Assisting and providing opportunity for self-development,
- Preparing for community service and national development,
- Providing opportunity for eco-friendly and environment-friendly attitude,
- Emphasis on value orientation,
- Making the trainees competent enough to fight against the challenges of job market and making and equipping them to face the global trends and demands

The curricular and co-curricular programmes are in line with the institution's goals and objectives. The curriculum and syllabus address the needs of society through human rights education, value education, environment education and self-development through educational psychology and sensitization to equality and equity. It provides inclusive education through which it takes care of the socially disadvantaged and physically challenged group by providing reservation of seats up to a maximum of 25 percent. The institution is very much conscious of the global trends in education and rigorously works for quality education and quality assurance. Also has ICT been included in the curriculum.

In addition, the college aims at conducting in-service programmes for teachers. Besides, the college undertakes documentation and research in relevant educational areas.

The college also aims at preparing pre-Ph.D. scholars through work course so that they can pursue their doctorate in a planned and systematic manner which is the pre-requisite of all universities.

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).

The college is an affiliated institution of the Aryabhata Knowledge University, Patna, Bihar, with permanent recognition from the NCTE. It followed the curriculum framed in accordance to NCTE curriculum framework of one year duration till 2014-2015. Two of the faculty members are in the syllabus committee of the university.

The new NCTE guidelines provided a two-year B.Ed. and M.Ed. course with certain guidelines to the University for preparing the curriculum. The college faculty played a major role in construction of the B.Ed. curriculum with feedback from the other

eleven colleges affiliated to the University. As this college is the only college under AKU for M.Ed. course, it took the responsibility of preparing the 2 year syllabus for M.Ed. course. All the faculty members of M.Ed. department played a decisive and important role in the construction of the curriculum which will come into effect from July 2015-2017 session.

The institution has a curriculum committee consisting of all the faculty members which prepares a curriculum schedule for the whole year. The committee takes into account the feedback received from the faculty members, students, alumni and the members of the governing body including the Head of the Jesuit Province who is kind enough to meet the faculty and the students for their reflection. His valuable suggestions are taken into account for furthering the various useful dimensions in the curriculum.

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

The institution recognizes the emerging global trends in teacher education and they are reflected in the curriculum as:

- Training in smart classes,
- Compulsory computer training classes by creating a Wi-Fi zone,
- National seminars and international conference in emerging trends,
- Faculty members are provided opportunity to attend workshop,
- ICT is one of the papers (paper IV) at the B.Ed. level and Educational Technology at the M.Ed. level,
- Modern methods of teaching different subjects are taken care of in Pedagogy papers,
- Value education is taught through different extra-curricular and co-curricular activities. This is also transferred through teachers' examples,
- Curriculum includes various activities such as prayer, thought for the day, daily news update, cultural activities, seminars on value education, attention of the faculty on inculcation of values in students through lessons taught by the teachers or the student teachers during practice teaching,
- The curriculum also includes the elements of excellence to be achieved by continuous evaluation, mentoring and guidance of advanced learners, average learners or slow learners.

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

- The institution conducts seminars on value education, and elements of values are incorporated in each of the lessons of faculty members and also of lessons of the student teachers when they go for practice teaching.
- The institution has in its curriculum a two day seminar on “Education for Environmental Sustainability” which is conducted by Taru Mitra, a non-profitable NGO recognized even by the United Nations.
- The institution believes in value education and tries to instill in the students the human values of love, sympathy, tolerance, justice and equality through its teaching-learning process.
- The institution organizes seminars and other activities like: environmental education for sustainability, human rights, HIV/AIDS awareness, Communal harmony, women empowerment and gender equality,
- The institution organizes blood donation camp and other community services like, “Each One Teach One”, Cleanliness Programme and helping differently-abled children of Asha Deep for three days.
- Though the syllabus is given by the university, the teachers by their example too, instill different values in the students.
- ICT has been included as a full paper in the curriculum for equipping the students to compete in the global market.
- Providing health awareness and hygiene to parents of neighbouring government cooperating schools.
- The institution has been practicing Integral Pedagogy Paradigm (IPP) based on Context, Experience, Reflection, Action and Evaluation on a regular basis. This pedagogical paradigm has been in use for more than 450 years from the beginning of the Society of Jesus. This model instills in students values through the stages of **reflection and action**.

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

In the curricular planning the institution does make use of ICT. The curriculum of the institution goes much beyond the syllabus prescribed by the affiliating university. Extensive use of ICT, use of audio-visual aids, PowerPoint Presentations, CD ROMs, transparencies, models, charts enhance the process of curriculum planning and transaction. Such use and application of ICT Technology in Curriculum -

Design, Planning and Execution has helped to build an Instructional Resource Material Centre in the institution.

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 basically follows Integral Pedagogy Paradigm (I.P.P.) wherein "Reflection" is a part of the whole paradigm (Context-Experience-Reflection-Action-Evaluation). As is evident from the Paradigm the students are required to provide experience based reflection before going for action and evaluation.

The institution organizes various seminars, group discussions on varied topics of national and global significance. Action Research, projects and assignments besides excursion are incorporated to enable students to become reflective. It promotes the use of ICT to make the students inquisitive learners and to become reflective.

Some of the institutional practices for reflection are:

- Asking probing questions, higher order questions and divergent questions during teaching. This process is reciprocated in practice.
- Giving projects and assignments that require reflection.
- Student presentations in the class.
- Feedback after practice teaching.
- Group Discussion through SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).
- Case studies in groups.

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

The institution provides much more than what is required by the university syllabus. It provides value-oriented and life-related programmes to the students for a varied learning experience. The institution takes initiatives to prepare the students in developing ICT skills. Further, they are encouraged for community service, cultural activities, sports and games which are organized in a planned manner throughout the calendar year. The learning experiences which are outside the prescribed curriculum are:

- Seminar on HIV/AIDS and learning for life.
- Seminar on Education for environmental sustainability.
- Seminar on women's empowerment and education of the girl child.
- Seminar on Human Rights.
- Kavi Sammelan (original poetry recitation) on present-day problems.
- Each One Teach One programme.
- Socio-economic, academic and health related survey of a community.
- Blood donation.
- Community services and health awareness.
- Seminar on Emotional Intelligence.
- Coaching in CTET and UGC NET exams.
- Spoken English classes.
- Value-based and child-centred film shows.
- Various cultural functions.
- TB seal campaigns for awareness and contribution.
- Essay competition on Hindi Diwas on National and Social issues.
- Workshop on Personality development and Interview Skills.

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

The institution conducts different programmes for the development of communication skills, ICT skills, life skills, community orientation, social responsibility etc. and are added into the curriculum. Some of the value added programmes are:

- Testing the pre-requisites at the entry point and carrying on development of communication skills (verbal and written) through mentoring and during normal interaction.
- Continuous assignments are given, submitted and corrected by the teachers throughout the session.
- Spoken English classes are arranged in the beginning of the session for two months.
- Seminar on classroom communication.

- Essay competition and Quiz.
- Introduction to computer applications along with internet facilities.
- Social survey.
- Each One Teach One programme.
- Exercise in creative thinking, lateral thinking, decision-making exercises, interpersonal relationship skills, self-awareness processes, coping with stress and emotions are practiced in regular classes. These are developed through House System, Cooperative Learning Groups, various student committees such as excursion committee, sports committee, cultural committee, community service committee etc.
- Each student teacher is required to teach a mini lesson with audio-video recording facility which is reviewed for the fellow-student teachers in the presence of the method teacher for feedback and improvement thereafter.
- Community orientation is given through community service, 'each one teach one' programme, Blood Donation Camp and HIV/AIDS seminar, seminar on Human Rights, Seminar on Women Empowerment, seminar on Communal Harmony, Craft and ICT skills, interaction with differently-abled children and awareness programmes for parents.
- Social responsibility is developed by giving opportunities to organize all the curricular and co-curricular activities with the teacher in the background (This is done through house system by rotation. The houses are Aurobindo House, Gandhi House, Tagore House and Zakir House.

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

- i. Interdisciplinary/Multidisciplinary***
- ii. Multi-skill development***
- iii. Inclusive education***
- iv. Practice teaching***
- v. School experience / internship***
- vi. Work experience /SUPW***
- vii. Any other (specify and give details)***

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

- i. Education as a discipline is in itself multi-disciplinary. The curriculum is composed of Philosophical, sociological and psychological foundations of

education along with the elements of ICT and educational technology so as to make the curriculum updated. Educational Management as a part of the curriculum includes scientific, humanistic, sociological and psychological aspects in it.

- ii. The curriculum takes care of all-round development of the student teachers through its classroom teaching, seminars, workshops, debates, Kavigoshtthi (Cognitive), sports, dance, music, drawing, painting, preparation of maps and charts, PowerPoint presentation (Psycho-motor) prayer and meditation (spiritual) and decoration, Rangoli, etc, (aesthetic) self-management of different activities and programme (leadership training), blood donation (community service) and charity during calamities (empathy). Attempts are made to keep and maintain democratic climate in the institution.
- iii. Aspects of inclusive education have been incorporated into the system by providing reservation of seats for the socially disadvantaged and differently-abled admission seekers, though they have to qualify and compete within their respective groups. The institution also provides direct experiences with differently-abled children of Asha Deep.
- iv. a) Pre-practice session continues from July through September, during which student-teachers are oriented towards hierarchy of educational objectives in the cognitive, affective and psychomotor domains, formulation of general and specific objectives, orientation and practice in core-teaching skills through small practice sessions with review and feedback from the peers and the method teachers. Then follows the development of lesson plans and demonstration lesson by the method teachers. Now the student-teachers give their criticism lessons which are criticized by the peer group and the method teachers. They are ready now for practice teaching and internship.
b) Practice teaching is an integral part of B.Ed. Eighteen cooperating schools are scheduled with different number of student teachers for practice teaching. Each group of students comprise of different methods of teaching so that the interest of the school and its children are taken care of. In every school there is a faculty member to supervise and help the students by creating a good rapport with the school management and the staff. The school teacher is required to sit in the classes while the method teachers supervise the lessons by rotation. This takes 6 weeks followed by internship for one week. The teaching by student-

teachers is appreciated by the students of the school, the school teachers and the Principal. The school students are so happy with our student teachers that they request the student teachers to get appointed in their school. It gives us pride and pleasure to see that many student-teachers are invited by the management to join as teachers in their respective practice teaching schools after the session ends in the college. Many of them oblige the management by joining their institution after the second terminal examination in April.

- v. During internship period the school authorities engage student-teachers as full-time teachers. They are given opportunity to take attendance, receive school fees, take classes, evaluate internal examination answer books (if it has happened), evaluate answer books of unit test, evaluate home assignments and supervise drill classes.

Besides, the M.Ed. students also do their internship programme of 10 days during this period. They are divided into groups of 2 to 4 according to the strength of the B.Ed. students' group to visit the school and do supervision work to enable guidance of the faculty members. They apply the Flanders Interaction Analysis Scale to give the practicing students feedback.

- vi. The students are encouraged to use and reuse materials for teaching judiciously. In making aids they are motivated to use discarded materials like calendar. Besides, in craft also use of waste materials is encouraged. The students are required to do needle work, gardening and craft. In addition to these the trainees are provided computer training for twenty hours including theory classes and practicals.
 - a. The student teachers teach one child for two months who either has dropped or lapsed into illiteracy or is an out-of-school child.
 - b. They go for a survey of 10 families, collect data with regard to family size, education, economic status and health-status. Based on the data, they write a case study.
 - c. They complete a project on "Bio-socio-academic and educational background" of the student-teachers of the session.

This trains them in the art and science of data collection, analysis, interpretation and generalization.
 - d. They do the following three practicals in Psychology.
 - i. Achievement Motivation

- ii. Intelligence and
- iii. Personality
- e. They also compare inter-subject differences and sex differences in achievement.
- f. There is provision of mentoring and guidance of the slow-learners, average learners and advanced learners.
- g. There is provision of spoken English for those who are weak in communicative English.
- h. Special guidance is given in Hindi grammar and composition.
- i. There is a provision of three content tests in each of the method subjects.
- j. There is a provision of class tests in the theory papers.
- k. There is a provision of two internal semester tests in December and April.
- l. There is a provision of educational excursion and picnic.
- m. Seminars and workshops are organized on the following :
 - 1. Microteaching
 - 2. Integral Pedagogical Paradigm (IPP)
 - 3. Environmental Education
 - 4. Human Rights
 - 5. Audio Visual Aids
 - 6. Classroom Communication
 - 7. Empowerment of Women
 - 8. Co-operative Learning
 - 9. Learning Styles
 - 10. Bloom's Taxonomy
 - 11. Joyful Learning
 - 12. Workshop on Gender Sensitization
 - 13. HIV/AIDS
 - 14. Emotional Intelligence
 - 15. Class Room Climate
- n. Community awareness programme
- o. Blood Donation camp
- p. Poster- making competition
- q. Seminar reading

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?

Our curriculum is much more than what the university prescribes. It includes a number of workshops, seminars and social services etc.

a) Students

After each workshop, seminar and social service activities, we have an evaluation with the students. During the second semester, we take a student evaluation of the teachers which also provides information on curriculum.

b) Alumni

We get regular feedback from the alumni about the type of training they have received from this institution and very often they come for suggestions on curricular and behavioral problems faced by them in their institution and we are happy to extend our expert suggestions and advice.

c) Employers /schools

School Principals look forward to get our trainees and recruit them into their schools. Thus we get the feedback on our curriculum.

d) Parents

Very often parents come and report that the curriculum is too demanding and make suggestions to make it lighter which we fail to oblige because of our vision and mission. We try to convince them on our demanding curriculum and they go back satisfied.

e) Academic peers

Through regular staff meetings we get feedback on curriculum

f) Community

Feedback on curriculum from the community is reflected on the rush and pressure for admission in our college and the parents' response that our curriculum is excellent.

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 institution filters the feedback regarding curriculum to the affiliating university and pursues the matter to seek the desired change.

- a. The syllabus was made for the semester system. Since other colleges wanted to go back to year system, the syllabus had to be reworked. Our Principal being the Dean, in 2013 the syllabus was reworked and a new syllabus was prepared removing the anomalies found in the previous one.
- b. Educational Psychology has been made a full paper.
- c. ICT has been added as a full paper.
- d. Thirty percent of the marks has been earmarked for internal assessment.

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

The B.Ed. and M.Ed. syllabi were prepared by the institution and the same were studied and approved by the syllabus committee of the affiliating University. Two of our faculty members were in the syllabus committee and even now the Principal and the senior most faculty member are in the syllabus committee. The new syllabi were prepared by the present committee where the Principal and the Dean are members. As such it has been the privilege of its faculty representing as Dean of Education. Two of our faculty members are in the Board of Affiliation, and Executive Council of the University. By virtue of this, the institution plays an important role by contributing suggestions and feedbacks for the curriculum development.

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).*

New Syllabus was introduced by the University in 2012. The institution shifted its affiliation from Magadh University to Aryabhata Knowledge University, Patna from 2012-2013. Under the new University in 2012 the institution prepared new syllabi for both B.Ed. and M.Ed. courses. These syllabi were based on NCTE's

curriculum framework 2010 and the different syllabi of other universities. The papers were reorganized for semester system by including new trends and doing away with the excess load of studies. But this could not be fully implemented as other affiliated colleges needed more time to prepare themselves for this change and so the B.Ed. course was reverted to non-semester system. But the M.Ed. course remained on semester system.

The present syllabi meets the standards required by NCTE. This also prepares the trainees as per the global needs. The changes in the B.Ed. curriculum have indeed contributed to quality enhancement and student satisfaction.

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

The institution is actively involved in curriculum revision and update by virtue of having the Dean and Executive Council and Board of Affiliation members of the AKU from this institution. The institution gives feedbacks and suggestions to the University for consideration.

Besides, the strategies for curriculum revision and update are summative, formative and continuous evaluation, tutorials, assignments, paper presentations, PowerPoint Presentations, microteaching, simulated teaching analysis. Pedagogical analysis, sessional tests, viva-voce and University Examinations. The evaluation scheme is varied and adapted to the units of curriculum activity. The internal assessment provides an opportunity for the teacher educators to revise and reconstruct their curricular transaction in the light of feedback provided by the students. Through all evaluation, peer evaluation and staff evaluation the principle followed is a reflective analysis through personal communication or group discussions.

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 following measures have been taken for quality sustenance and quality enhancement:

- Active participation of IQAC in quality enhancement.

- Student feedbacks and self-appraisals, peer appraisals and Principal appraisals are done regularly.
- Well-wishers' feedback, cooperating schools feedback and academic experts' feedbacks are collected, analyzed and action taken.
- The institution organizes National seminars and International conference and workshops.
- Faculty members are motivated to attend seminars and workshops.
- Some faculty members act as resource persons.
- The faculty members are required to plan their lessons with achievable behavioural objectives and evaluating at the end of the lesson.
- The teaching session, as far as possible, has been participatory and interactive.
- Technical and clerical assistance is provided to staff.
- Support staff help out our teaching faculty. Some teachers provide handouts to trainees to help better learning.
- Regular home assignments are given and evaluated with feedback and guidance for improvement.
- The student-teachers have to take three content tests in their method subjects prior to practice teaching.
- They have to take two internal examinations one in December and the other in April. This keeps them engaged in self-study and taking guidance for better preparation from the concerned teachers.
- They have to present seminar papers on the topic given to them by the teachers.
- They remain in constant touch with library for self-preparation for classroom interaction, seminars and examination.
- In some of the papers they start with class test after two months of teaching.
- Weekly mentoring is done.
- The faculty members are available for six hours in their rooms and the students make use of their expertise.
- Quiz Competitions, Essay Competitions, Kavi Goshthi, Seminars and Workshops on various themes are organized as specified in the prospectus.

- The International Encyclopedia of Education and Dissertation Abstracts International added to the library are other measures taken by the institution to enhance curricular quality.

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

The Best Practices in curricular aspects planned by the institution are:

1. Reflective analysis through Integral Pedagogical Paradigm (IPP)
2. The annual calendar is made for each curricular activity and they are fully implemented by the institution.
3. Comprehensive evaluation has been adopted at both the formative and summative levels.
4. Behavioural objectives based teaching has helped better input by the student teachers.
5. Audio-Video recording, display, review and feedback system of the pre-practice teaching lessons have increased level of motivation in the student teachers leading to better output.
6. House system has enhanced the level of competition as well as cooperation among students.
7. Visits to historical places have benefited the students to know more about history of education of the time.
8. Use of technological devices has increased the level of motivation and interest in studies and performance.
9. Teaching through PowerPoint Presentation has benefited the students.
10. Workshop on "Preparation of Teaching Aids" make them self-dependent to prepare the same during practice teaching and thereafter.
11. Other curricular aspects planned and implemented by the institution are:
 - Orientation programme
 - Interface cultural fest
 - Seminar on microteaching
 - Video recording for 5 minutes and playback
 - Mentoring
 - Lecture by guest speakers

- Seminars on Integral Pedagogy Paradigm, HIV/AIDS, Smart Classes, Environmental Education for Sustainability, Human Rights, Women Empowerment, Cooperative Learning and Communal Harmony.

Additional Information provided by Institution for Re-accreditation

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

There were no evaluative observations/ suggestions made under curricular aspects in the previous assessment report.

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

Since the previous assessment and accreditation the institution has undertaken the following quality sustenance and enhancement measures:

- Within the given parameters of the curriculum our faculty exercise academic flexibility to redesign the curriculum and go beyond to adapt to existential and current situations.
- The prospective teachers are taught that life-skills that promote academic and socio-emotional learning must be taught at every level.
- Learning is presented in terms of understandable goals so that they could make a sense of connection between learning and life. Thus children become more engaged and focused.
- Community service provides opportunities to learn life skills, integrate them, apply and reflect upon them and then demonstrate them. This process solidifies learning.

Thus, St. Xavier's College of Education has made every possible effort to enrich the existing curriculum by initiating a variety of experiential learning opportunities that would help to translate its mission statement and goals into reality. The threads of the vision and goals of the College are reflected in all thrust areas of College life. This not only provides academic flexibility but also helps students to learn the importance of human values and strive for excellence at the level of each one's potential. Confirmation and recognition is evidenced by the ease of placements and progression to further study, nationally and internationally.

Micro-Teaching



Integral Pedagogical Paradigm



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 institution ensures wide publicity to the admission process through prospectus, institutional website, advertisement in local and national newspapers, and through notices to all the dioceses in Bihar.
- The students are selected for admission to both the B.Ed. and the M.Ed. courses of the college. The cut off percentage at the entry level for B.Ed. is 50% at the graduate level followed by admission test, interview and Group Discussion. M.Ed. aspirants are required to have at least 55% marks in B.Ed. at their entry level. They too have to undergo the process of test and interview.
- The institution ensures transparency in the admission process by the fact that selection is done by an Admission Committee headed by the Principal and three others after converting the raw scores into T-scores.

The institution promotes access to ensure equity in the following way.

- a) *Students from socially disadvantaged community* : 25% reservation
- b) *Differently-abled* : 3%
- c) *Economically-weaker sections* : covered in (a) alone
- d) *Sports personnel* : 2 %
- e) *Any other (specify)*

50% to Christian Minority candidates since it is a Christian Minority institution.

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?

Applications are invited from candidates through advertisement in the leading National and local dailies in the third week of March. It is also given in the notice section of the institutional website. Besides, the college sends out notices to all the dioceses and parishes in Bihar and posts the same on the college notice board. The forms and prospectus are given out between April 1 and 15 on working days.

The information provided to the prospective students about the programs are:

- Eligibility for admission
- Length of the Course
- Medium of Instruction
- Course Fee
- Scholarship availability
- Application procedure
- Method Subjects offered
- Admission Procedure
- Requirements for Admission
- Profile of the College – Vision, Mission, Aims and Objectives
- Rules and Regulations
- Academic Calendar
- Name list of Teaching and non-Teaching Staff.

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

In order to ensure equitable application of the admission criteria to all applicants, the interview and group discussion scores of each candidate is converted into T-scores. This gives objectivity to the scores. The Admission Committee headed by the Principal monitors the admission decisions as given below to ensure that the determined admission criteria are equitably applied to all applicants.

- ***Christian Minority*** : 50%
- ***Socially disadvantaged*** : 25%
- ***General*** : 25%
- ***Differently-abled*** : 3% from within the category to which s/he belongs.
- ***Sports personnel*** : 2 %from within the category to which s/he belongs.

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)*

Dropouts from the Courses are minimal and that too because of availing of a better lucrative job. In order to retain individuals of diverse economic, cultural, religious, gender, linguistic backgrounds the institution helps:

- The SC, ST and OBC students to get scholarships from the welfare department of Bihar, and
- Provides institutional loan scholarships to the deserving students even from the General category.
- Some of the poorest students get institutional scholarships too.

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.*

- The institution conducts remedial language classes which are organized for one month in the beginning of the course.
- We have special Spoken English classes for the weaker students for three months.
- Study habits inventory and learning styles inventories are administered to the students before the commencement of the teaching programme.
- Mentoring is done once a week from the beginning of the session to know the students.

2.2 Catering to Diverse Needs

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

The institution works hard to create a climate conducive to learning. Classes start with assembly which includes prayer, thought for the day, news reading, College or National Anthem and variety of programmes such as cultural programme, birthday celebrations, sports, picnic, seminars, workshops, community service, seminar readings, class test, two internal semester tests, mentoring, tutorials and individual and group guidance. The students are encouraged to interact and reflect in classrooms. The IPP (Integral Pedagogical Paradigm) approach of teaching helps the student-teachers to reflect upon the content and the value system. Diversified needs of the students are taken care of by providing continuous mentoring and guidance at the individual level. The teachers are happy to do this. The socio-

emotional climate is such that the student-teachers feel free to contact the teachers with their difficulties.

- There is ample space for students to move around in the campus.
- The library is spacious and all the B.Ed. students can be accommodated at one time.
- The library has 13050 books with 50 sets of different encyclopedias for students' learning.
- The teachers use computers with LCD Projectors for showing PowerPoint Programmes and OHPs while teaching for better learning and development.
- The different seminars/workshops are all catered to create an environment conducive to better learning and development.
- Teachers use blended teaching method for better understanding.
- The faculty members are punctual, dedicated and well-qualified. This role-modelling help students to apply themselves to learning.
- The institution provides Photostat facility for the students
- Teachers use child-centric teaching styles which make the class interactive and participative.

Thus the institution works towards creating an academic ambience for learning and reflection in students.

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

To cater to the diverse learning needs of the students, the institution does the following:

- Different methodologies are used in teaching to elicit responses from under-achievers.
- Teachers use PowerPoint presentations for effective communication with the students.
- Mentoring helps the teachers to come to know the students better and resolve the problem if any.
- Tutorial classes and Remedial teaching are organized so that the weaker students are helped to cope with the rest of the class.
- Group Discussions and Cooperative Learning is a common phenomenon in the college.
- Administers "Study Habit" and "Learning Styles" inventories to know students' diverse learning styles.
- Caters to the needs of differently-abled students.

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

- The students have to write assignments and present the same in the class without any discrimination.
- Inclusive education is one of the Papers of B.Ed. and M.Ed. curriculum which helps the trainees to understand how to overcome barriers to learning to include participation of all learners who are victims of exclusion and marginalization.
- Equal participation by all in seminars and workshops as well as other co-curricular activities.
- Pre-practice teaching lessons and practice of microteaching lessons without any bias.
- Practice teaching and internship without any prejudice.
- The different cultural activities help understand one's strengths and capabilities
- Spoken English classes at the beginning of the session.
- Co-operative learning and peer-tutoring are common phenomena.

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

Teacher educators are appointed after a thorough screening by a panel of selectors. The candidates are tested on their subject knowledge and other personal qualities. The newly recruited teacher educator is kept on probation for one year and is regularized only after s/he is adjudged as a good performer.

The teacher educators are to deepen their understanding of the vision and mission of the college where this is an inbuilt and conscious value and by imbibing this value in the lived out reality of College practice.

Our teachers are well-qualified and know their subject matter well. Besides, all the teacher educators have been sent for some in-service training programme to update themselves. The facilities in the library and Wi-Fi internet connectivity help the teacher educators to be more knowledgeable and sensitive to the diverse needs of students. They carry on research activities, supervise project work of the undergraduate students and dissertations of the post-graduate 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?*

- Microteaching skills are practiced by all the students in their method classes to develop teaching skills.
- Group Discussions are conducted.
- Usage of ICT in the classroom helps to include all the students in the classroom.
- Cooperative learning helps to include them and help develop knowledge and skills related to diversity and inclusion.
- Average, slow and differently-abled student teachers are encouraged and helped to actively participate in all programmes.
- The differently-abled students are also encouraged and helped to ensure their participation.
- Practice of House System in the College.
- Organization of multi-cultural programmes.
- Organization of community lunch on College Day, National seminars, Taru-Mitra Ashram experience, picnic, educational tour, alumni meet and many other occasions.
- The student teachers do a project on Bio-socio-academic and educational background of the student-teachers of the class and find out the real picture of diversities and inclusion. They mix with each other in curricular and co-curricular activities. The advanced learners help the slow and poor learners at each stage. Initially after the first class test the students are grouped with four student-teachers in one group and they prepare the assignments as a cooperative learning group. The group is heterogeneous in nature both socially and academically.

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.)

Through the prospectus the student-teachers are let known in the beginning that they will have a system of comprehensive continuous evaluation. They turn themselves into active learners by adopting the following approaches:

- They are sensitized into the system through an orientation programme in which each curricular and co-curricular activities are explained.
- This is followed by seminars on:
 - a. Taxonomy of educational objectives in the
 - i. Cognitive domain
 - ii. Affective domain and
 - iii. Psychomotor domain
 - b. This is followed by workshops on formulation of specific objectives in the three domains.
 - c. Following this, seminars and workshops on microteaching are undertaken. In the workshop the student-teachers work on formulation of questions at different levels i.e. lower level, middle level and higher level questions. Lesson planning is done with skills on set-induction, closure, reinforcement, use of blackboard and audio-visual aids and stimulus variation.
 - d. This is followed by demonstration lessons by the method teachers.
 - e. The student-teachers are now ready for mini-lesson plan for practicing different teaching skills (set induction, questioning, reinforcement, stimulus variation, communication, and cognitive and instructional closure). The mini-lesson of each of the student teachers is audio-video taped for review by the peers and the method teachers.
 - f. Now the student-teachers start taking criticism lessons. They get feedback from the peers and the method teachers. They are allowed to repeat the lessons for improvement.
 - g. By this time they have also taken one class test and 3 content tests in the two methodologies and have completed and submitted one project report and one practical report in educational psychology.
 - h. By October, the student teachers are allotted schools for practice teaching, where they complete 40 lessons, 20 each in every method. This is followed by a week-long internship.
 - i. After coming back from practice teaching and internship the student-teachers prepare themselves for the Ist semester examination to be held in December.
 - j. The results are given in January and they proceed with theory classes, computer classes and practical classes in computer, seminar reading, sports practice and

arrangement of educational excursion. This continues till March 31 which is followed by second semester (internal) examination in April.

- k. After the internal exams in April they go for community service, parent-teacher meet in schools. Blood donation camp is organized in the college.
- l. During the year in between they organize functions and cultural programmes on Interface (Freshers' Day), Teachers' Day (Sept 5) College Day (Dec. 3) and Christmas get-together (December 20).
- m. Throughout the academic session they have seminars, workshops, quiz competition, kavi goshthi, poster competition, essay competition etc.
- n. There is provision of mentoring and tutorial based on the need of different types of learners (slow, average and advanced).
- o. There is an opportunity for seminar reading by the student teachers for which 25 groups are formed (4 in each group). Each group is assigned a curricular topic. They are required to present the paper to the whole section, Section A and Section B. For M.Ed. students there are individual seminar reading, role-plays on social issues, presentation of projects and group discussions.
- p. There is also an in-built programme for pairing of student teachers. An advanced learner is paired with a slow learner for peer-enabled study.
- The library is open from 9.00 A.M. till 4.30 P.M. and it is used regularly by the teachers and the students. Continuous home assignments, project work, case study etc. are given and the students are advised to use the library.
- Wi-Fi Internet Connectivity is made available for students for surfing and downloading learning materials.
- Individual and group projects, simulation, peer teaching, role-playing, internships and practicum are part of the curriculum.

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

Through different teaching methods, cooperative learning, project works in groups, the institution makes learning student-centric. The emphasis is on individual action and operation and personal feedback and exposure to public activity in front of a group. Students acquire life skills through group activities, cultural programs,

educational tours, environment education, games and sports, kavi ghoshti (poetry competition), contacts with people through survey and community service.

- 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.***

During microteaching, students acquire the skills of introducing a lesson, of explaining, illustrating, of reinforcement, probing questions, writing of specific objectives, use of audio-visual aids etc. for ensuring instructional skills.

The teachers use PowerPointPresentations, OHP, internet, feedback from students and handouts for group discussions to ensure effective learning experiences. The systematic teaching model as suggested by Popham and Baker and interactive model as suggested by Flanders are used. Audio-video recording of student teachers' lessons are reviewed by peers and method teachers.

Cooperative learning and peer tutoring are significant innovations.

- 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.***

Before the actual practice teaching, the students have to take simulation classes and peer-teaching. Here training in skills of teaching is insisted. Till the proper skills are acquired students will have to repeat their lessons. The two models of systematic teaching as suggested by Popham and Baker and interactive model as suggested by Flanders are practiced and followed during practice teaching. The M. Ed. students are asked to prepare Interaction Analysis Matrices which are explained to the student teachers as feedback. This gives them an insight into improvement in a particular verbal behavior.

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

Yes, the student teachers use micro-teaching technique for developing teaching skills. The skills practiced are writing of specific objectives, set induction, questioning techniques, reinforcement, stimulus variation, use of blackboard, use of TLMs, completeness of communication and closure. The students take two lessons

per skill. The ultimate aim of simulation is to make the student teacher aware of his/her own behaviour patterns displayed in the class, and of the consequence and relevance to teaching-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.)*

During practice teaching in schools the student-teachers follow the school timetable and therefore they are required to stay for the whole working period of the school. The school teachers observe and evaluate the classroom teaching. The student-teachers who are free either to observe the teaching of their peers or of the school teachers. The Principal and the supervising teachers give feedback to the student-teachers for improvement. Each student teacher is required to give two lessons a day. If they are given provisional classes these are not counted (sometimes it happens). During internship they take substitution classes. They also do evaluation of Social Science exhibition, act as judges during elocution contests and Rangoli competitions.

Impressed by the performance of our student teachers, the schools appoint them as teachers. This shows the effectiveness of the teaching by our student teachers. In some schools like St. Michael's, St. Xavier's, Don Bosco Academy, St. Paul's High School and Notre Dame Academy, they do get appointments after the second internal semester examination in April.

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

Internship is another aspect of our teacher training. All the students, after they have completed their practice teaching, are required to continue in the same school for a week as part of their internship. During this time they take normal classes, learn to make time-table, observe the classes of good teachers of the school and help out in the different activities of the school.

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.*

The practice teaching sessions are planned and developed in consultation with the cooperating school staff and mentor teachers. Much before the practice teaching begins the student teachers go to the respective schools and meet the subject

teachers of the school and get the topics to be taught. Unless the first few lessons are corrected and signed by the teacher educator a student teacher is not permitted to take classes. The teachers help the students as to how to go about the lessons. Then, when they take the actual lessons these teachers observe and evaluate the lessons and give feedback to the students. Our mentor teachers make sure that the students get their number of classes and help solve all the problems that they come across in the cooperating schools. Teachers help in preparing Teaching-Learning Materials.

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

For managing the diverse learning needs of students in schools the student teachers are prepared:

- Through Integral Pedagogical Paradigm (Context-Experience-Reflection-Action-Evaluation) the students are initiated to value based education.
- Through PowerPoint Presentations in classroom management
- Throughout the year educative films such as “Dishantar” and “TaareZamin Par”, “3 Idiots”, “I amKalaam”, “Lucy” are screened to familiarize themselves with the diverse learning needs of students in schools with feedback from the student teachers as to what they will do in similar situations.
- We give questionnaire on learning styles of students and they put this into practice during practice teaching.
- They are made conscious about individual differences and are trained in the skills of managing heterogeneous classes.

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 teacher education programmes – PowerPoint Presentations, OHP, slide projections and films supplement teaching. All efforts are made to make it a regular practice. Our trainees are given hands-on experience in using Smart Classes. Every school does not have the facilities or provisions for use of technology in practice teaching. But some schools have smart class rooms and some of our students make use of these smart classrooms in

teaching their lessons. Those who are not prepared to make use of these smart classes observe the use of these technology based classrooms. But surely they do not enter the classrooms without teaching aids which help the students in meaningful conceptualization.

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 practice teaching sessions are planned and developed in partnership and cooperatively involving the school staff and mentor teachers. Much before the practice teaching begins the students go to the respective schools and meet the subject teachers of the school and get the topics to be taught. The teachers help the students as to how to go about the lessons. The teaching aids which are available and can be used by our student teachers are ascertained in the course of discussion. Then when they take the actual lessons these teachers observe and evaluate the lessons and give feedback to the students. Our mentor teachers make sure that the students get their number of classes and help solve the problems that they come across in the cooperating schools.

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

The ratio of student teachers to identified practice teaching schools varies from 5:1 to 15:1 depending on the size of the school, method subjects, medium of instruction, etc.

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

There is a part in the lesson plan sheet for evaluation of the student teacher by the observer/ subject teacher. At the end of the lesson the lesson plan is evaluated along with the performance of the student teacher and given back to the student-teacher for feedback and improvement. The student teacher tries to improve upon the shortcomings in the next lesson. The coordinating faculty member also follows up with these observations and help on the spot for improvement. The areas of observation are:

- a. Rapport with the class, teacher-pupil interaction, personality.
- b. Motivating pupils for class participation
- c. Clarity of purpose of teaching the particular unit.
- d. Presentation of content, matter of the unit
- e. Exposition through narration, explanation, demonstration etc.
- f. Questioning technique
- g. Blackboard work throughout the lesson
- h. Illustration, sketches on blackboard, aids, projects etc.
- i. Drill, revision, application, exercises etc, play-way method.
- j. Bridging the unit with the next in order and
- k. Overall impression.

This is the feedback mechanism followed by the institution.

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

The Principal of the College contacts the heads of schools and briefs them of the need for updating the student teachers on the policy directions and educational needs of the schools.

In the beginning of the practice teaching the student-teachers meet the head of the institution and the head of the schools instruct the student teachers on the policy directions and educational needs of the schools.

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

It is much more important for the faculty to keep pace with the recent developments in the school subjects and teaching methodologies. Our faculty participates in a number of seminars, workshops and conferences, journals, magazines, NCERT books, and NCTE journals to update themselves on the recent developments in the school subjects and teaching methodologies besides self-updating through books and internet browsing. Once they are updated the new developments in the school subjects and teaching methodologies are passed on to the student teachers through college seminars and workshops especially in method classrooms.

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 institution organizes seminars and workshops for the teachers and are encouraged and granted duty leave to attend national/international seminars, workshops and conferences organized by different bodies like universities, NCTE, UGC and Teacher Associations. Seminar on continuous comprehensive evaluation, seminars on Classroom communication and teaching aids were organized in the college for faculty development. The institution has organized two professional career development workshops for our teaching staff in collaboration with St. Xavier's College and St. Xavier's College of Management and Technology, Digha, Patna. Faculty members are involved in Ph.D. studies and additional PG programmes.

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

Any good performance by the staff members is recognized and appreciated in public immediately after a seminar /workshop or cultural programme. During staff meetings the institution gives credit to our staff for the good performance of the students in the university examinations. This encourages and motivates the staff members. They are encouraged to take part in the seminars, workshops and conferences and to take research activities.

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.)*

- Through the process of continuous evaluation the barriers to the students are identified communicated and addressed.
- The ambience of institution is kept conducive and sharing for learning. The student-teachers are often seen taking academic guidance from the teachers in the verandah, in their rooms and even in the sports field.

- In order to minimize the barriers to student learning, the institution insists on quality teaching and use of modern technology like computers, LCD projectors, OHP and Dish TV and Social sites.
- Students have access to all the facilities in the college.
- Through mentoring and tutorial classes, barriers to student learning are addressed.
- The infrastructure of the college is also more than what is required by the NCTE.

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

The evaluation system is both scientific and objective. It is both formative and summative in nature. All department activities, curricular and co-curricular, teachers' performances, special activities, community outreach activities are evaluated by students and teachers respectively. All records of attendance, internal and external examination are documented.

- There is provision of internal assessment of twenty / thirty marks in each of the theory papers which will be forwarded to the university to be added in the university result.
- Continuous evaluation in theory papers and two internal semester tests are conducted.
- The student teachers are required to present seminar papers in all the theory papers.
- External examiners hold practical examination in teaching, work experience and sessional works.
- Peer evaluation by M.Ed. students
- Extra-mural activities, cultural activities, sports activities, 'each one teach one' and report of educational excursion are internally assessed.
- Summative Evaluation – All theoretical papers are assessed through internal examinations conducted in December and May of the academic session. All examinations held in practical papers in final teaching, simulated teaching, pedagogical study, achievement test construction, community outreach activity project, audio-visual aids, viva-voce are conducted and evaluated by University Examiners along with internal examiners after the theory examinations.

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

The evaluated answer sheets are shown to the students and the teachers make the students aware of their learning status. At the end of the semester examinations the students are given their progress report which is to be countersigned by their guardians and returned to the office. Besides, the head of the institution and the faculty members meet the weaker students and make them aware of the need for improvement of their performance. This is followed by special tutorial and remedial measures like re-test or answering all the questions.

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

- ICT is very much used in assessment and evaluation processes. Question papers are made with the help of computers and all the marks are entered in the computer for printout.
- The student teachers are given computerized marks sheet after internal semester tests (two in number).
- The institution analyses the students' performance with the help of computers.

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 significant innovations in teaching/learning/evaluation introduced by the institution are cooperative learning, projects by students, group study and presentation by students, internal semester examinations, class tests, adoption of IPP, systematic and interactive models of teaching, cooperative learning style, peer evaluation and peer tutoring are the significant innovations in teaching, learning and evaluation introduced by the institution.
- The institution makes arrangement for the audio-video recording of a lesson of each student teacher and is reviewed by peers and the method teacher. This is part of the pre-practice teaching preparation.

- The student-teachers are kept engaged in assessment evaluation - feedback-guidance mechanism which changes their attitude toward study and teaching with confidence.
- The institution has resource centres in all the Science, Mathematics, Social Science and Language subjects which help the students in developing TLM.
- The encouragement of the use of computerized teaching aids has enhanced the quality of teaching as young people adapt quickly to new technologies and can use them to enhance the teaching-learning experience.

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

The institution follows the following pattern of delivery of instruction.

- a) Context -Specific Objectives-Instruction-Reflection-Action-Evaluation
- b) Principles of complete communication is followed
- c) Use of ICT in assisting their teaching with PowerPoint Presentations.

In the delivery of instruction, the teachers make use of modern learner-centred methods of teaching. Students too need to present lessons on specific topics.

Additional Information provided by Institution for Re-accreditation

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?*

There were no evaluative observations / suggestions made under Teaching, Learning and Evaluation criterion in the previous assessment report.

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

For quality sustenance and enhancement the institution has undertaken the following measures:

- Regular supervision and feedback by Principal sustains the quality of Teaching-Learning and Evaluation.
- New additions to the library including the International Encyclopedia of Education, foreign educational Journals and Dissertation Abstracts International, help to update the teachers and students.

- New and more computers with internet Wi-Fi connectivity help in enhancement of teaching learning and evaluation.
- Audio-video recording of lessons of student teachers is done and reviewed by peers and method teacher before practice teaching.
- The management has become very active in having dialogue with the teaching faculty, support staff and student teachers on various issues related to quality sustenance and enhancement.
- The Provincial head has also started visiting the institution for a meeting with the Principal, the faculty, the support staff and the student teachers and invites suggestions for improvement. This gesture of the Provincial head reinforces the spirit of one and all.
- The frequency of staff meeting has been increased to five to six times a year.
- College evaluation by the XLRI team on the occasion of its Silver Jubilee to assess quality sustenance and enhancement measures undertaken by the institution.

Environment Education



Community Service



Community Service



Each One Teach One



Quiz Competition



Kavi Goshthi



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 institution motivates its teachers to take-up research in education in the following ways:

1. The College has a Research Cell to promote research activities for the teachers.
2. It has congenial and conducive environment.
3. By permitting the staff members to attend seminars, workshops and guest lectures related to education.
4. Our college organizes seminars / conferences so that teachers can present their research papers.
5. All the news / information from various agencies with regard to research projects and schemes are reached to the faculty.
6. Encourages faculty to pursue Ph.D.
7. Co-operation is provided by the institution to the faculty who are pursuing their Ph.D.
8. Motivates faculty to undertake minor / major research projects.
9. Help is provided to teachers in writing research proposals.
10. Computer lab, ICT resources, free Wi-Fi zone and library facilities are made available to the researchers.
11. A number of National and International research journals are subscribed in the library.
12. All the faculty have access to e-books and e-journals facilities.
13. Keeping in mind the spirit of research, the college publishes a biannual research journal with ISSN Number titled 'Journal of Research in Education'.
14. All the faculty are provided with individual rooms / cubicles for personal work.

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

The thrust areas of research prioritized by the institution are:

- Educational Technology
- Educational Sociology
- Educational Psychology
- Environmental Education
- Teacher Education
- Improvements and innovations in teaching
- Quality in education
- Women and girl education
- Value education
- Peace education
- Science education

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

Yes, the institution encourages Action Research. Action research is conducted by our institute. Theoretical knowledge is imparted to B.Ed. students and they apply this knowledge during their teaching practice. The students select a school problem for action research and conduct the Action Research.

Some of the Action Researches done are:

- After identifying the factors responsible for deficiency in language (Hindi) special programs were provided and improvement observed.

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

Conferences/ Seminars / Workshops attended by the faculty members in the last five years are:

Sl.No.	Seminar	Date	Participants	Resource Person/Institution
1	International Conference on Expanding Jesuit Higher Education Network: Collaborations for Social Justice, Melbourne, Australia	7 -10 July, 2015	Dr. Fr. Thomas Perumalil, S.J.	Australian Catholic University, Melbourne, Australia
2	Seminar Cum Workshop on "Transformational Teaching"	14-16 May, 2015	All teachers except PS & MS	St. Xavier's College & SXCMT, Digha Ghat, Patna

Sl.No.	Seminar	Date	Participants	Resource Person/Institution
3	Seminar on Knowledge Society for Sustainable Development A multi interdisciplinary perspective:	11-12 April, 2015	All teachers of SXCE	St. Xavier's College & SXCMT, Digha Ghat, Patna
4	NAAC Sponsored National Seminar on "Teaching Strategies to Enhance Innovative Learning Process	27-28 March, 2015	All teachers except VS & VKS	IQAC of Loyola College of Education, Jamshedpur at XLRI Jamshedpur
5	National Workshop on "Innovation: Curriculum, Teaching and Instruction for Teachers of Professional and Technical Institution"	4-6 March, 2015	Mr. Sushil Kumar Singh	Centre for Education Beyond Curriculum Christ University, Bangalore
6	Workshop on preparation of syllabus for B.Ed. course as per NCTE Regulation, 2014	28 Feb., 2015	Dr. Vikramjit Singh	AKU, Patna
7	Orientation Workshop on "Teacher Education Regulations 2014, Norms and Standards and New Curriculum Frameworks" for affiliating bodies and principals	21-22 Feb. 2015	Dr. Vikramjit Singh	NCTE ,Bhubaneswar
8	Triennial Conference & general Body Meeting of Member Institutions of AIACHE	29-31 Jan, 2015	Fr. Thomas Perumalil, S.J.	Christ University, Bangalore
	NAAC Assessors Workshop	20-21 October, 2014	Dr. Anthony Raj, S.J.	NAAC Headquarters, Bangalore
9	Seminar of Xavier Board of Higher Education in India on Transference of the Joy of Gospel	24 - 26 October, 2014	Fr. Thomas Perumalil, S.J.	Pallottine Animation Centre, Nagpur
10	107 SOUL 2.0 (Library) training programme	2-6 Sept, 2014	Mr. Rajesh Kumar & Mr. Vijay Khalkho	Gandhi Nagar Gujarat

Sl.No.	Seminar	Date	Participants	Resource Person/Institution
11	Seminar for teachers Reconstruction of Pedagogy Reconceptualization of Education and realignment of classroom	22-24 May, 2014	Attended by all our teachers	Fr. Paul Puthucherry St. Xavier's College & SXCMT, Digha Ghat, Patna
12	National Seminar on Impact of Technology on Society: Issues and Challenges	12&13 April, 2014	All our Faculty	St. Xavier's College & SXCMT, Digha Ghat, Patna
13	Workshop on Development of Communication Skills, Computer Applications and Stress Busting Proficiency (Staff training) programme	12 .01.2014	Mr. Sushil Kr. Singh, Prof. Preeti Sinha, Dr. Madhu Singh, Mr. R.N.R. Majumdar, Deep Kumar	AKU, Patna
14	International Seminar	16-18 Nov., 2013	Mr. Sushil Kr. Singh, Prof. Preeti Sinha, Dr. Madhu Singh	BHU, Banaras
15	International Seminar of the Jesuit Higher Education Association of South Asia	8-9 November, 2013	Fr. Thomas Perumalil, S.J.	Loyola College of Social Science, Thiruvananthapuram, Kerala
16	Faculty Development Programme	10-12 Oct.2013	Mr. Deep Kumar	AIACHE, New Delhi
17	National Conference for Vice Chancellors and Principals of Member Institutions "Inspiring Higher Education Institutions for Nation Building Opportunities and Challenges"	1-3 May, 2013.	Fr. Thomas Perumalil, S.J.	AIACHE at Christ University, Bangalore
18	XXI Triennial Conference of Xavier Board	27th to 30th April, 2013	Fr. Thomas Perumalil, S.J.	THE XAVIER BOARD OF HIGHER EDUCATION IN INDIA hosted by St. Philomena's College Mysore

Sl.No.	Seminar	Date	Participants	Resource Person/Institution
19	Institutional Healthy Practices: Opportunities and Strategies	20 February, 2013	Sushil Kumar Singh	IQAC, Patna Women's College, Patna University
20	National Workshop on Data Analysis for Social Sciences (DASS)	31 -Jan. to 2 Feb. 2013	Fr. Thomas Perumalil, S.J., Principal	Dept. of Management Studies, Kristu Jayanti College, Mysore
21	Orientation Programme for Academic Counsellors	22-23 Nov.2012	Mr. Deep Kumar	IGNOU, Patna
22	International Ecology Project, Conference of the Jesuit Higher Education Association South Asia,	12-14 October, 2012	Fr. Thomas Perumalil, S.J., Principal	Dhyan Ashram, Kolkata,
23	The teacher Ethics & Role in the All Round Development of the Child	3-4 Sept. 2012	Ms. Vijay Shree	Women's Training College, P.U., Patna
24	Understanding Learning Disabilities in School Children	20-21 July, 2012	10 students of Hindi dept.	Women's Training College
25	Workshop for young Lecturers of Christian Colleges in India towards developing fundamental Leadership among Young College Teachers	17-18 July, 2012	Mr. Deep Kumar	AIACHE, New Delhi
26	National Conference on 'Educational Technology in Teaching and Learning: Prospects and Challenges'	3rd March, 2012	Chairperson: Prof. Preeti Sinha	Patna Women's College, Patna University, Patna
27	"Educational Technology in Teaching and Learning: Prospects and Challenges"	3rd March, 2012	Prof. Preeti Sinha & Dr. Madhu Singh, Mr. Majumdar & Mr. Deep Kumar	Dept. of Education, Patna Women's College, Patna

Sl.No.	Seminar	Date	Participants	Resource Person/Institution
28	National Triennial Conference of Principals/ Vice Chancellors of All India Association of Christian Higher Education,	29 January – 1 February, 2012.	Fr. Thomas Perumalil, S.J	Joe Beach Conference Centre, Mahabalipuram Chennai
29	"Different roles of Women in the society"	30-31 January, 2012	Dr. Shashi Rao & Mr. Deep Kumar	J.D. Women's College, Patna
30	"Education in the Background of Social Justice"	26-27 November, 2011.	Prof. Preeti Sinha, Mr. Sushil Kr. Singh, Dr. Madhu Singh	Dept. of Philosophy, J.D. Women's College, Patna
31	National seminar: Innovations in Teaching-Learning, Research & Unique Practices in Higher Education	17-18 Nov., 2011	Fr. Jacob M.A.	KristuJayanti College, Bangalore
32	International Seminar of the Jesuit Higher Education Association of South Asia on National & International Collaboration	13-14 November, 2011	Fr. Thomas Perumalil, S.J	St. Xavier's College Mumbai
33	Research Methodology through ICT using Edusat Network	24-25 August, 2011,	Fr. Ignatius, & Sushil Kumar Singh	SCERT, Patna
34	INFLIBNET: Awareness Workshop for Colleges of Bihar organized by PWC, Patna on	18th February, 2011	Prof. (Fr.) Thomas Perumalil, S.J. & Mr. Vijay Khalkho	Patna Women's College, Patna University, Patna
35	National Conference – 2011 on Challenges of Education in 21st Century	29-30 Jan., 2011	Prof. (Fr.) Thomas Perumalil, S.J.	Bihar Teacher Educators' Association in collaboration with A.N. Sinha Institute of Social Studies, Patna

Sl.No.	Seminar	Date	Participants	Resource Person/Institution
36	UGC Sponsored Two – Day National Seminar Gender Equality: A Historical Perspective	09 – 10 Jan., 2011	Prof. Preeti Sinha Dr. Shashi Rao Dr. Madhu Singh	Dept. of History, Sri Arvind Mahila College, Patna
37	International Conference Follow up on the Mexican Conference: Shaping the Future	5-7 November, 2010	Prof. (Fr.) Thomas Perumalil, S.J.	Xavier Institute of Management Bhubaneswar
38	National Seminar on Hindi Writers	29 August, 2010	Mr. Deep Kumar	Hindi Literature Commission of Catholic Bishops of India

Conferences/ Seminars / Workshops attended by the faculty members

Year	Seminars			Workshop			Conference	
	Local	National	Inter'l	Local	National	Inter'l	National	Inter'l
2015	2	1		1	2		1	1
2014	1	2		1	1			
2013	1		2		2		2	
2012	5				1		2	1
2011	1	2	1	1	1		1	
2010		1						1

Conferences/ Seminars / Workshops organized by the faculty members in the last five years are:

Sl.No.	Seminar/ Workshop	Date	Resource Persons
1	Workshop on Microteaching	6-8 August, 2015	Faculty, SXCE
2	Seminar on Smart Class	24 April, 2015	Educomp, Patna
3	Seminar on Human Rights	17 February, 2015	Fr. Philip Manthara, S.J. & team
4	Domestic Violence	10 March, 2015	Smt. Pramila Kumari, Project Manager, Mahila Help Line, Patna & Team
5	Seminar on Environment Education for Sustainability	27-28 January, 2015	Fr. Robert Athickal & Team, Taru Mitra Ashram, Patna

Sl.No.	Seminar/ Workshop	Date	Resource Persons
6	Seminar on Working with Emotional Intelligence	21-22 Nov. 2014	Dr.Fr. P. Anthony Raj, S.J.
7	National Seminar: Quality Enhancement in Higher Education and RUSA	12-13 September, 2014	SXCE, Patna Chief Guest, Shri H.R. Srinivasa, I.A.S., Special Secretary, Dept. of Education, Govt. of Bihar. Keynote address by Dr. R.K. Behra from (Patkai Christian College, Nagaland).
8	Visual Aids	6 Sept. 2014	Mr. Jay Prakash, Art Teacher, St. Michael's School
9	HIV/AIDS	30Aug, 2014	Dr. Ajay Krishna, Dr. Madhu Singh
10	Integral Pedagogical Paradigm	22-23August 2014	Frs. Tom Perumalil, S.J., Prof. Preeti Sinha, Fr. Victor Osta, S.J.
11	Workshop on Microteaching	14-16 July, 2014	Faculty, SXCE
12	Orientation seminar for students	3-4 July, 2014	Fr. Sushil Sah, S.J., Fr. Nishaant & Faculty, SXCE
13	Orientation Seminar for teachers	1-2 July 2014	Fr. Abraham Puthumana, S.J. Sewa Kendra, Patna
14	Anti-corruption	22 March, 2014	Mr. Sailesh, Hindustan Petroleum, Patna
15	Women Empowerment	8 March, 2014	
16	Seminar on Human Rights	8 February, 2014	Fr. Philip Manthara, S.J. & team
17	National Seminar Quality Enhancement in Higher Education through IQAC	1-2 February, 2014	SXCE, Patna
18	Environment Education for Sustainability	23-24 January, 2014	Fr. Robert Athickal & Team, Taru Mitra Ashram, Patna
19	Visual Aids	6 Sept. 2013	Mr. Jay Prakash, Art Teacher, St. Michael's School
20	HIV/AIDS	31Aug, 2013	Dr. Ajay Krishna, Fr. Andrew SJ, PMCH, Sr. Sarita, SSH
21	Talk Talent Promotion	28 August, 2013	Employment Alternative Group
22	Smart Class	24 August, 2013	Educomp& Team
23	Integral Pedagogical Paradigm	16-17 August 2013	Frs. Tom P, Scaria, Prof. Preeti Sinha, Victor, S.J., Fr. Ignatius

Sl.No.	Seminar/ Workshop	Date	Resource Persons
24	Workshop on Microteaching	11-13 July, 2013	Faculty, SXCE
25	Staff Development programme Revamping teacher student Learning interaction 21st Century (SXCE & SXC staff)	May 20-22, 2013	Dr. (Fr.) Ozzie Mascarenhas, S.J. Chairman: MBA Programmes St. Aloysius (Autonomous) College, AIMIT, Beeri Campus, Mangalore
26	Gender Sensitization	8th March, 2013	Sr. M. Alka, SND
27	Seminar on Women's Wellbeing	6th March, 2013	Young Concepts, Mumbai
28	National Seminar on "Building Socio Academic Environment in Schools/Colleges for Excellence"	8-9 February, 2013	SXCE, Patna (Resource Persons: Prof. P.C. Shukla, Prof. S.P. Anand, Mr. Hasan Waris, Prof. Marion Mathew, Prof. Jessie Modi, Fr. Norbert Maenezes, Mr. Amarjeet Sinha
29	Seminar on Human Rights	1st Feb., 2013	Fr. Philip Manthara, S.J. & team
30	Environment Education for Sustainability	21-22 November, 2012	Fr. Robert Athickal & Team, Taru Mitra Ashram, Patna
31	Smart Class	17 September, 2012	Educomp., Patna
32	Visual Aids	8 Sept. 2012	Mr. Jay Prakash, Art Teacher, St. Michael's School
33	Integral Pedagogical Paradigm	31 August & 1 Sept. 2012	Frs. Tom P, Scaria, Prof. Preeti Sinha, Victor, S.J., Fr. Ignatius
34	HIV/AIDS	25 Aug, 2012	Dr. Ajay Krishna, Fr. Andrew SJ, PMCH, Sr. Francina, HC
35	Seminar on communal Harmony,	6, August, 2012	Prof. Rampuniani & Fr. Philip Manthara
36	Colloquium on the Ministry of Teaching (for Faculty)	2-3 July, 2012	Mr. P.S. Raj & Fr. Ignatius Topno, SJ
37	Workshop on Microteaching	12-14 July, 2012	Faculty, SXCE
38	Women Empowerment	13 March, 2012	Mrs. Pushp Shree, Programme Manager Mahila wing, 'Action AID' Bihar, Patna

Sl.No.	Seminar/ Workshop	Date	Resource Persons
39	National Seminar on "Application of ICT for Quality Enhancement in Teacher Education"	10 & 11th Feb, 2012	St. Xavier's College of Education, Patna
40	Human Rights: Issues & challenges	3 Feb., 2012	State Human Rights & Child Rights Board, Bihar, Patna
41	Environment Education for Sustainability	20-21 Jan, 2012	Fr. Robert Athickal & Team, Taru Mitra Ashram, Patna
42	"Communal Harmony" by	23 November, 2011	Prof. Ram Puniyani
43	Visual Aids	9 Sept. 2011	Mr. Jay Prakash, Art Teacher, St. Michael's School
44	HIV/AIDS	27 Aug, 2011	Dr. Ajay Krishna, Fr. Andrew SJ, PMCH, Sr. Francina, HC
45	Integral Pedagogical Paradigm	19-20 August, 2011	Frs. Tom P, Fr. Scaria, Prof. Preeti Sinha, Fr. Victor, S.J.
46	Workshop on Microteaching	14-16 July, 2011	Faculty, SXCE
47	Positive Discrimination	11-13 July, 2011	Fr. Tomy Nishant, S.J., Director Xavier Institute of Social Research, Patna.
48	National Seminar on 'Teacher Education: A National Challenge'	23 & 24 th March, 2011	St. Xavier's College of Education, Patna
49	Women Empowerment	8 March, 2011	Mrs. Pushpa Chopra, Programme Manager Mahila Wing, 'Action AID' Bihar, Patna
50	Human Rights: Issues and Challenges	4 February, 2011	State Human Rights & Child Rights Board, Bihar, Patna.
51	Environment Education for Sustainability	1-2 Feb, 2011	Fr. Robert Athickal & Team, Taru Mitra Ashram, Patna
52	Religion and Social Development	24 Nov., 2010	Dr. (Fr.) M.D. Thomas National Director of the Commission for Religious Harmony, CBCI, New Delhi.
53	Visual Aids	10 Sept, 2010	Mr. Jay Prakash, Art Teacher, St. Michael's School
54	HIV/AIDS	28 Aug, 2010	Fr. Andrew SJ, Dr. Ajay Krishna, PMCH, Sr. Francina, HC
55	Integral Pedagogical Paradigm	6-7 Aug., 2010	Frs. Tom P, Scaria, Ignatius, Victor, S.J.

Sl.No.	Seminar/ Workshop	Date	Resource Persons
56	Positive Discrimination	27-29 July, 2010	Fr. Tomy Nishant, S.J., Director Xavier Institute of Social Research, Patna.
57	Career Guidance & Counselling	17 July, 2010	Fr. Sushil Sah, S.J. Students' counselor, St. Xavier's, Patna
58	Microteaching	12-14 July, 2010	Faculty, SXCE

Seminars / Workshops organized by the faculty members

Year	Seminars		Workshops	
	College	National	College	National
2015	4	--	1	--
2014	9	2	2	--
2013	8	1	2	--
2012	8	1	3	--
2011	7	1	2	--
2010	5	--	2	--

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.

- Preparation of teaching aids is the regular feature of our college. Each student-teacher prepares items like Charts, Models and other materials during the session. Selected aids are distributed among adopted practicing schools.
- Our students develop their lesson on PowerPoint Presentations and deliver these lessons in skill-in practice teaching.
- Most of our faculty members also prepare PowerPoint Presentations on different topics for instruction.

The following instructional aids / teaching aids were prepared and used in the last 3 years:

- Charts
- Flash Cards: These are pieces of cards large enough for the whole class to see. These are drawings, magazine cutouts, pictures, written words or numbers. They are called flash cards because they are shown to the class for a short time. The cards help the class to see, and use for a great variety of activities.

- Flannel Boards: it is a kind of board which is used to display the materials of instruction for certain period of time. To make this board 36 x 48 or 18 x 24 or of different size of flannel cloth can be placed tightly on the hardboard. The items displayed are pasted with sand paper on its back to make it sticky with the flannel cloth. Optimum use of flannel board ensures effective learning experiences.
- OHP Sheets and Transparencies: Overhead transparencies are also very helpful materials for the teachers. Transparencies can be projected with the help of overhead projectors.
- Working models
- Non-working models
- Role Play (Activity Aids)

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

The following facilities are available with the institution for developing instructional materials:

- The College has a well-equipped computer lab.
- Computers are used for printing and presenting instructional materials.
- Each computer has internet connectivity.
- The teacher educators also use computers, printers and Internet for developing instructional materials in their respective subjects.
- Teacher educators have the facility of free Wi-Fi so that they can have access to internet in their laptops.
- Instructional materials related to Science & Maths are prepared in the Science & Maths resource centres.
- The institute has a very good library with plenty of Reference materials.
- The institute has Xerox machines for photocopying.
- Scanner, Cameras and Video Camera.

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

Yes, the teacher educators have developed ICT / technology related instructional materials on different topics to teach in B.Ed. and M.Ed. classes. The students also

develop lessons in the form of PowerPoint presentations as assignment work in various subjects.

The following technology related instructional materials have been developed by the institution in the past 5 years

1. Wikis and Blogs
2. Microteaching
3. Flanders interaction model
4. Bloom's taxonomy
5. Programmed learning
6. Movie Clips
7. Recorded Lectures

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

a. Organized by the institution

- i. A two-day hands-on workshop on Smart Classes by Educomp group every year
- ii. One-day training in preparing audio-visual aids every year
- iii. University syllabus development

b. Attended by the staff

- i. Workshop on Development of Communication Skills, Computer Applications and Stress Busting Proficiency (Staff training) programme organized by AKU Patna on 12.01.2014 (attended by 6 teachers).
- ii. NCTE workshop on New Curriculum development at Bhubaneswar, attended by Dr. Vikramjit Singh (March 2014).
- iii. Workshop on Open Source Software at DBA, Guwahati, in June, 2014 attended by 4 teachers.
- iv. NAAC Assessors' Interaction Meeting at Bangalore by Dr. (Fr.) Anthony Raj on October 20 – 21, 2014.
- v. National Workshop on Data Analysis for Social Sciences (DASS) organized by Dept. of Management Studies, KristuJayanti College, Bangalore on 31 Jan – 2 Feb, 2013 by Dr.(Fr.) Thomas Perumalil, S.J.
- vi. NAAC Assessors' Interaction Meeting at Bangalore by Dr. (Fr.) Thomas Perumalil in September 2010.

c. Training provided to the staff

- i. INFLIBNET's SOUL.2.0 (Library) training Programme organized by Inflibnet, Gandhinagar, Gujarat on 2-6 September, 2014 attended by Mr. Vijay Khalkho and Mr. Rajesh Kumar.

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

The journals in which the faculty members have published papers in the last five years are:

Dr. Madhu Singh, Assistant Professor

1. *MOOCs: A Doorway for Sustainable Development in Higher Education*, Journal of Research in Education, Vol. 2, No. 2, December 2014, St. Xavier's College of Education, Patna. **ISSN 2347-5676**
2. *An Analysis of Mid-Day Meal Scheme in Bihar: An Attempt for a Better Tomorrow*: Journal of Knowledge, **Peer Reviewed Journal**, Vol. 2 (3), March 2014, Aurangabad B.Ed College, Murshidabad. **ISSN:2321-791X**
3. *Teacher Effectiveness of In-Service and Prospective Teachers in relation to their leadership skills.*, Journal of research in education, Vol 1 (1), February 2013, St. Xavier's College of Education, **ISSN 2347-5676**
4. *A Cross Cultural Study Of Level Of Aspiration, Need For Achievement In Relation To Adjustment*', Anusandhan, **ISSN 0973-0923**, Vol. X11, No. 25, 21-23, Dec 2010.

Prof. Thomas Perumalil, S.J.

1. *E-Learning: Challenges and Opportunities*, New Frontiers in Education, an International Journal of Education, **ISSN 0972-1231**, Vol. 48 (1) January-March 2015, AIACHE, New Delhi.
2. *Creative Thinking of Tribal and non-Tribal Secondary School Students*, New Frontiers in Education, an International Journal of Education, **ISSN 0972-1231**, Vol. 48 (2) April-June 2015, AIACHE, New Delhi.

Prof. Preeti Sinha, Professor

1. *Attitude of Prospective Teachers towards Examination Reforms in Higher Education*, Journal of Research in Education, Vol. 2, No. 2, Dec. 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.

2. *Attitude of Higher Secondary Students Towards Environmental Values*, Journal of Research in Education, Vol. 2, No. 1, August 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
3. *Effects of Stress on Secondary Students and Prospective Teachers in relation to their Non-Cognitive Variables*, Journal of Research in Education, Vol. 1, No. 1, Dec. 2013, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
4. *Impact of Teaching Through Slide Presentation on Retention of Learning among the Teacher Trainees*, Educational Technology in Teaching and Learning: Prospects and Challenges, Patna Women's College Publication, 2013.
5. *An Investigation inot Motivating and Non-Motivting Forces of School Teachers*, The New Research, Vol. 3, April-June, 2012
6. *A Thought for All: The New Research*, Journal of Education, Vol.2, Jan-March, 2012, Patna

Dr. Viramjit Singh, Assistant Professor

1. *Transactional Strategies of Secondary school Science: In Purview of NCF – 2005*, International Journal of Educational Planning and Administration, IJEPA, **ISSN 2249-3093**, Vol 2 (2), 2012.
2. *Transactional Methods of Higher Secondary Mathematics and Chemistry in the Purview of NCF – 2005*, Journal of Teacher Education and Research, **ISSN 0974-8210**, Vol 6(2), December 2011.
3. *Strategies of Classroom Transaction of Science and Mathematics at Upper Primary Level in the Light of NCF – 2005*, Journal of Indian Education, **ISSN 0972-5628**, Vol. XXXVII (1), May 2011
4. *Effectiveness of Collaborative learning on Mathematics Anxiety and Interest of Secondary Learners*, Journal of Educational Chronicle: An International Journal of Education, **ISSN 2229-6220**, Vol. 1(1), December, 2010.
5. *Peace Education: The Past and the Present*, Prangya, Journal of Social Science, **ISSN 2229-4864**, Vol. 1(1), Sept 2010.

Mr. Sushil Kumar Singh

1. *Attitude of Prospective Teachers towards Examination Reforms in Higher Education*, Journal of Research in Education, Vol. 2, No. 2, Dec. 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.

2. *Relationship between Academic Achievement and Moral Value of Undergraduate Students*, Journal of Research in Education, Vol2(1) August. 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
3. *Teacher Effectiveness of In-Service and Prospective Teachers in relation to their leadership skills.*, Journal of research in education, Vol 1 (1), February 2013, St. Xavier's College of Education, **ISSN 2347-5676**

Mr. Deep Kumar, Assistant Professor

1. *Financial Outlay for RUSA: Transforming Higher Education in India*, Journal of Research in Education, Vol 2(2) December 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
2. *Attitude of Prospective Teachers Towards Quality in Teacher Education Institutions*, Journal of Research in Education, Vol 2(1) August 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
3. *An Analysis of Mid-Day Meal Scheme in Bihar – Attempt for a better Tomorrow*, Journal of Knowledge, Multi-disciplinary Peer Reviewed Journal, **ISSN 2321-791X**, Vol. 2 (3), March 2014
4. *Attitude of Student-teachers towards the Use of Interactive Whiteboard*, Edusearch, National Journal, **ISSN 0976-1160**, Vol 4 (2), October 2013.
5. *An Investigation on 3 Years of Right to Education Scope for Improvement*, New Frontiers in Education, an International Journal of Education, **ISSN 0972-1231**, Vol. 46 (3) July - September 2013, AIACHE, New Delhi.
6. *An Investigation into Leadership Styles of Secondary School Principals and their School Climate*, Edusearch, National Journal, **ISSN 0976-1160**, Vol 4 (1), April 2013.
7. *Attitude towards the Use of Interactive Whiteboard in Classroom Teaching*, New Frontiers in Education, an International Journal of Education, **ISSN 0972-1231**, Vol. 46 (1) January – March 2013, AIACHE, New Delhi.

Dr. Nimisha Srivastava, Assistant Professor

1. *RUSA: Will it Fulfill Our Dream?*, Journal of Research in Education, Vol 2(2) December 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
2. *Rashtriya Uchchatar Shiksha Abhiyan and Challenges for its Pre-requisites, Shikshak Antardrishti*, Refereed Journal of Education Research, Sept-Oct. 2014, **ISSN 2321-4996**.

3. *Higher Education System in India: Problems and Prospects*, Shashvat Kala-Sanskrit ShodhPatrika, **ISSN 2348-1951**, July-September 2014.
4. *JansankhyaShiksha de PratiAsnatak Chhaatra Chaatraonki Abhivritika Adhayayan*, SHARE, Journal of Multi-disciplinary Research, Vol2(1), June2011, **ISSN 2229-5003**.

Mr. R.N.RoyMajumdar, Assistant Professor

1. *Awareness of Teachers on the Policy Plan of RUSA- An Online Survey*, Journal of Research in Education, Vol 2(2) December 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
2. *Academic Achievement of XI Grade Students in Relation to their Adjustment Level*, Journal of Research in Education, Vol 1 (1), February 2013, St. Xavier's College of Education, **ISSN 2347-5676**

Ms. Vijay Shree, Assistant Professor

1. *Role of RUSA in Research and Innovation*, Journal of Research in Education, Vol 2(2) December 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
2. *Madhyamik Vidyalayon mein Adhyayanrat Chaatron ke shaikshik Samayojanka Tulnatmak Adhyayan*, Journal of Research in Education, Vol 1 (1), December 2013, St. Xavier's College of Education, **ISSN 2347-5676**

Dr. P. Anthony Raj, S.J.

1. *Where do Indian Universities Stand Globally, Rankwise?*, Journal of Research in Education, Vol 2(2) December 2014, **ISSN 2347-5676**, St. Xavier's College of Education, Patna.
2. *Relationship between Risk taking behaviour and Academic Achievement in Ho Tribe Students Studying in High Schools in Kolhan*, Jharkhand, Research and Reflections on Education, Vol 9 (2), **ISSN 0974-648X**, St. Xavier's College of Education, Palayamkottai, TN.

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

1. Dr. Shashi Rao:Shankar Dayal Singh Smriti Award for Women Education 12 January, 2011
2. Dr. Thomas Perumalil: Best Principal Award by Private schools Welfare Association, Patna, on 1 March, 2014

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

The Minor Research Projects under process are the following:

1. Dr. Thomas Varghese., Creative Thinking and Learning Styles of Tribal and non-Tribal Secondary School Students, Duration: May 2014 –April 2016
2. Dr. Preeti Sinha: An Investigation into Dropouts among Socially Disadvantaged Middle School Students of Bihar.
3. Dr. Madhu Singh: Perception of Elementary School Government Teachers towards Midday Meal Scheme in Bihar.
4. Dr. Ignatius Topno: Impact of Social Skills on Personality Development and Academic Achievement of B.Ed. Students, Duration: May2014 – April 2016.

3.3 Consultancy

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

The institution provided the following consultancy services in the last five years:

Sl. No.	Programme	Date	Resource Person	Participants / Institution
1	Deputy Superintendent for CTET Exams	20 September, 2015	Dr. P. Anthony Raj, S.J.	St. Michael's School, Patna
2	External Examiner for B.Ed. Practical Examination	2-3 September, 2015	Mr. Sushil Kumar Singh	Basundhara TTC and Paramount TTC, Muzaffarpur
3	External Examiner for B.Ed. Practical Examination	1 September, 2015	Mr. Sushil Kumar Singh	Tapindu Institute of Higher Studies, Patna
4	External Examiner for B.Ed. Practical Examination	31 August, 2015	Mr. Sushil Kumar Singh	Meena Singh Institute of Higher Studies, Patna
5	School Evaluation and Assessment	14 August, 2015	Dr. P. Anthony Raj, S.J.	VimalaVidyalaya, Bahkhtiarpur, Patna
6	NAAC Peer Team Visit	3-4 August, 2015	Dr. P. Anthony Raj, S.J.	R.J. Patel College of Education, Bardoli, Gujarat
7	Inspection for affiliation to AKU for BCA,	19 June, 2015	Prof. Thomas Perumalil, S.J.	St. Xavier's College of Management and Technology, Digha

Sl. No.	Programme	Date	Resource Person	Participants / Institution
	BBA, BMC, B.Com (Prof.), BBE			
8	Inspection for NOC for starting B.Ed.	6 June, 2015	Prof. Thomas Perumalil, S.J.	Verma College of Education, Patna City
9	Inspection for NOC for starting B.Ed.	6 June, 2015	Prof. Thomas Perumalil, S.J.	Sadaquat Ashram College of Education, Patna City
10	Resource person for seminar on Faculty Engaging Model	4-5 June, 2015	Dr. Anthony Raj, S.J.	Teachers, St. Xavier's School, Deesa, Gujarat
11	External Examiner for B.Ed. Practical Examination	4 July 2014	Mr. Sushil Kr. Singh	Tapindu Institute of Higher Studies, Patna
12	Resource person for 3 days Workshop for Mathematics Teachers of Secondary Classes	June 8 - 10, 2015	Dr. Vikramjit Singh	DAV Public School, Patna
13	Inspection for NOC for starting B.Ed.	28May, 2015	Prof. Thomas Perumalil, S.J.	Kalidas College of Education, Bihta
14	Inspection for NOC for starting B.Ed.	27 May, 2015	Dr. Vikramjit Singh	S.N.B. College of Education, Sohara, Amhara, Bihta
15	Inspection for NOC for starting B.Ed.	27 May, 2015	Dr. Vikramjit Singh	Chanakya Teachers Training College, Koilwar, Bhojpur, Bihar
16	Inspection for NOC for starting B.Ed.	22 May, 2015	Dr. Vikramjit Singh	IndrakaliRamjee Singh B.Ed. College, Koiladewa, Gopalganj.
17	Resource person for seminar on Being a Mom to my class	16 May, 2015	Dr. P. Anthony Raj, S.J.	Teachers, St. John's Academy, Kankarbagh, Patna
18	Selection of Faculty members	15 May, 2015	Prof. Thomas Perumalil, S.J.	KamlaBhubneshwar B.Ed. College, Begusarai

Sl. No.	Programme	Date	Resource Person	Participants / Institution
19	Resource person for seminar on Psycho-spiritual dynamics of Jesuit Education	13 May, 2015	Dr. P. Anthony Raj, S.J.	Teachers, St. Michael's School, Patna
20	Resource person for seminar on Limbic system of the Brain	09 May, 2015	Dr. P. Anthony Raj, S.J.	Teachers, St. Michael's School, Patna
21	Selection of Faculty members	2 May, 2015	Prof. Thomas Perumalil, S.J.	Chanakya Foundation, Khagaul, Patna
22	Resource person for seminar on Triune Brain: Making synopsis	25 April, 2015	Dr. P. Anthony Raj, S.J.	Teachers, St. Michael's School, Patna
23	Pre-Regency Programme for Jesuit Scholastics	21-24 April, 2015	7 of our Teachers	NavJyotiNiketan, Patna
24	Resource person for seminar on Neuroscience	18 April, 2015	Dr. P. Anthony Raj, S.J.	Teachers, St. Michael's School, Patna
25	NAAC Peer Team Visit	8-9 April, 2015	Dr. Thomas Perumalil, S.J.	D.D. Jain College of Education, Ludhiana
26	Resource Persons for Dealing with Digital Learners	25 Jan. to 5 April, 2015	Dr. Thomas Perumalil, Dr. P. Anthony Raj, Shri, Sushil K. Singh, Dr. Vikramjit Singh	School Teachers of Patna
27	Resource person for academic orientation programme on Appreciative Inquiry	14 March, 2015	Dr. P. Anthony Raj, S.J.	Teachers, St. Anthony School, Cuttack

Sl. No.	Programme	Date	Resource Person	Participants / Institution
28	Resource person for seminar on Appreciative Inquiry with EQ perspective	11-12 March, 2015	Dr. P. Anthony Raj, S.J.	Teachers, St. Xavier's School, Purulia and Balrampur
29	Resource person for academic orientation program	10 March, 2015	Dr. P. Anthony Raj, S.J.	Teachers, Sacred Heart School, Adra
30	NAAC Peer Team Visit	26-28 Feb, 2015	Dr. P. Anthony Raj, S.J.	R.M. College of Education, Jammu
31	Resource person for preparation of Syllabus for B.Ed. course as per NCTE regulations 2014	28 Feb, 2015	Dr. Vikramjit Singh	AKU, Patna
32	Inspection of Chanakya Foundation, Patna	28 March, 2015	Dr. Vikramjit Singh	Chanakya Foundation (B.Ed. Course)
33	Resource person for faculty selection	20 February, 2015	Dr. Thomas Perumalil, S.J.	Chanakya Foundation (B.Ed. Course), Khagaul, Patna
34	NAAC Peer Team Visit	12-14 February, 2015	Dr. Thomas Perumalil, S.J.	Sou.NirmalataiThopate College of Education, Pune
35	External Examiner for +2 students	11 February, 2015	Mr. R.N.RoyMajumdar	Don Bosco Academy, Patna
36	Selection of Faculty members	18 January, 2015	Prof. Thomas Perumalil, S.J.	Bhagwati Singh Memorial B.Ed. Mahavidhyalay, Jigna, Kaimur
37	Inspection for Fresh affiliation from AKU.	17 January, 2015	Dr. Vikramjit Singh	Bhagwati Singh Memorial B.Ed. Mahavidhyalay, Jigna, Goi, Kaimur, Bhabhua.
38	External Member of U.G. Vocational Moderation Board of Patna University	13 Jan., 2015	Ms. Vijay Shree	P.G. Department, Patna University

Sl. No.	Programme	Date	Resource Person	Participants / Institution
39	NAAC Peer Team Visit	16-17 Dec., 2014	Dr. Thomas Perumalil, S.J.	Jasdev Singh Sandhu College of Education, Patiala, Punjab
40	NAAC Peer Team Visit	20-22 November, 2014	Dr. Thomas Perumalil, S.J.	College of Education, Nagaon, Assam
41	NAAC Peer Team Visit	17-18 Oct., 2014	Dr. Thomas Perumalil, S.J.	Dept. of Teacher Education, L.N. College, Firozabad, UP
42	NAAC Peer Team Visit	15-16 Sept. 2014	Dr. Thomas Perumalil, S.J.	Dept. of Teacher Education, Muslima Girls Degree College, Karula, UP
43	External Examiner for B.Ed. Practical Examination	5 July, 2014	Dr. Madhu Singh	Tapindu Institute of Higher Studies, Patna
44	In-service Orientation Programme	24 June, 2014	Mr. Deep Kumar	Teachers, Anand Bhawan School, Barabanki, UP
45	Inspection for Extension of Affiliation	8 June, 2014	Mr. R.N. Roy Majumdar Shri	Nityanand Jha College of Education, Madhubani
46	Inspection for affiliation to AKU for BCA, BBA, BMC, B.Com (Prof.), BBE	27 May, 2014	Prof. Thomas Perumalil, S.J.	St. Xavier's College of Management and Technology, Digha
47	Inspection for affiliation to AKU for B.Ed.	22 May, 2014	Prof. Thomas Perumalil, S.J.	Surender College of Education, Neora
48	Screening of Faculty positions	15 May, 2014	Dr. Thomas Perumalil, S.J.	Central University of Bihar, Patna
49	External Examiner	10 May, 2014	Ms. Vijay Shree	Patna Women's College, Patna
50	Inspection for affiliation to AKU for B.Ed.	7 May, 2014	Prof. Thomas Perumalil, S.J.	Chankya Institute, Dumraon, Buxar
51	External Examiner	7 May, 2014	Mr. R.N.RoyMajumdar	Don BoscoAcadmy, Patna
52	Inspection for affiliation to AKU for B.Ed.	27 April, 2014	Prof. Thomas Perumalil, S.J.	Veerayatan College of Education, Pawapuri
53	Pre-Regency Programme for Jesuit Scholastics	22-25 April. 2014	7 of our Teachers	NavJyotiNiketan, Patna

Sl. No.	Programme	Date	Resource Person	Participants / Institution
54	External Examiner for B.Ed. Practical exam	9-12 April, 2014	Dr. Thomas Perumalil, S.J.	Sam Higginbottom Institute of Agriculture, Technology & Science, Allahabad
55	Inservice Orientation Programme	7 April, 2014	Mr. Deep Kumar	Teachers, Rose Bud School, Patna
56	Staff Orientation Programme	2-3 April, 2014	Dr. (Fr.) Ignatius, Prof. P.Sinha, Dr. Madhu Singh	Krist Raja High School Bettiah
57	Selection of Faculty members	3rd April, 2014	Dr. Thomas Perumalil, S.J.	Bhagawati Singh Memorial B.Ed. Mahavidhyalay Kaimur
58	NAAC Peer Team Visit	27-28 March 2014	Dr. Thomas Perumalil, S.J.	Sammilani Teacher's Training College, Barakhola, Mukundapur, Kolkata, W.B.
59	External Examiner	13 Feb, 2014	Mr. R.N. Roy Majumdar	Don Bosco Academy, DighaGhat, Patna
60	NAAC Peer Team Visit	29-30 Jan. 2014	Dr. Thomas Perumalil, S.J.	SreeSastha College of Education Chembarambakkam, Tamil Nadu
61	NAAC Peer Team Visit	27-28 Jan. 2014	Dr. Thomas Perumalil, S.J.	Our Lady College of Education, Our Lady Nagar, Maduravoyal, Chennai
62	External Examiner for B.Ed. practical Exam. 2013	24.01.2014	Mr. Sushil Kr. Singh	Mahatma Budha T.T. College Sitamarhi, Bihar
63	External Examiner for B.Ed. Part I Practical	06.01.2014	Prof. P.Sinha & Mr. Sushil Kr. Singh	Nalanda Open University, Patna
64	NAAC Peer Team Visit	18-19 November, 2013	Dr. Thomas Perumalil, S.J.	Institute of Education, SHEPA, Varanasi
65	Inspector to Maitreya College of Education & Management, Hajipur, Vaishali	29.10.2013	Dr. Madhu Singh	Maitreya College of Education & Management, Hajipur, Vaishali
66	Inspector to Trident B.Ed. College, Ara	20.10.2013	Dr. Thomas Perumalil, S.J.	Trident B.Ed. College, Ara.

Sl. No.	Programme	Date	Resource Person	Participants / Institution
67	Resource persons for Staff Development Programme	18 & 19 October 2013	Dr. Thomas P, P. Sinha, Fr. Ignatius, Dr. Madhu Singh, Ms. Vijay Shree	40 Teachers of St. Mary's School, Masaurhi,
68	NAAC Peer Team Visit	14-15 Oct. 2013	Dr. Thomas Perumalil, S.J.	ChandaShikshanPrasarakMandal'sJanata College of Education, Chandrapur, Maharashtra
69	Inspection for affiliation to AKU for B.Ed.	27 August, 2013	Prof. Thomas Perumalil, S.J.	Bhubanewar Kumar Institute, Begusarai
70	External Examiner to B.Ed. practical Exam. 2013	16-17 August 2013	Mr. Sushil Kumar Singh	Tapindu College, Patna
71	Inspector to Kingway Technical Institute (B.Ed. College)	10 August 2013	Mr. R.N.RoyMajumdar	Kingway Technical Institute (B.Ed. College)
72	Presentation on Career in Education, Opportunities, Avenues and the road ahead.	7 August, 2013	Mr. Sushil Kumar Singh	A.N. Sinha Institute of Social Sciences, Patna
73	Inspection for affiliation to AKU for B.Ed.	28 July, 2013	Prof. Thomas Perumalil, S.J.	Sandeep Foundation, Madhubani
74	Resource person for screening applications for Faculty positions in Education	12-13 July 2013	Dr. Thomas Perumalil, S.J.	School of Education, Central University of Bihar
75	Inspection for affiliation to AKU for B.Ed.	6 July, 2013	Prof. Thomas Perumalil, S.J.	Mundeswari College for Teacher Education, Danapur
76	Inspection for affiliation to AKU for B.Ed.	6 July, 2013	Prof. Thomas Perumalil, S.J.	Surender College of Education, Neora
77	Inspection for affiliation to AKU for B.Ed.	2 July, 2013	Prof. Thomas Perumalil, S.J.	Ganga Global Institute of Education, Begusarai

Sl. No.	Programme	Date	Resource Person	Participants / Institution
78	External Examiner for the Applied Yoga course	11 May, 2013	Ms. Vijay Shree	Students of Patna Women's College
79	Pre-Regency Programme for Jesuit Scholastics	23-26 April, 2013	7 of our Teachers	Nav Jyoti Niketan, Patna
80	Development of syllabus & make recommendations for Integrated B.A.B.Ed. and BSc. B.Ed.	12-13 April, 2013	Dr. Thomas Perumalil, S.J.	Central University of Bihar, Patna
81	Moderation of I Semester M.Ed. Exam. 2012	9 April, 2013	Dr. Thomas Perumalil, S.J.	Dept. of Education Patna University, Dariyapur, Patna - 4
82	Development of syllabus & recommendations	18-19 February, 2013	Dr. Thomas Perumalil, S.J.	Academic Programme of Central University of Bihar.
83	Selection of Academic Staff	17 Feb, 2013	Dr. Thomas Perumalil, S.J.	Ganga Global Institute of Teacher Education, Begusarai
84	External Examiner (ISC Board Exams.)	7 Feb, 2013	Mr. R.N.Roy Majumdar	Don Bosco Academy, Patna
85	External Examiner (ISC Board Exams.)	19 Jan, 2013	Mr. R.N.Roy Majumdar	St. Paul's High School,
86	Selection of Faculty members	15 Jan, 2013	Mr. R.N.Roy Majumdar	Mundeswari College of Education, Patna
87	External Examiner for B.Ed. Practical Exams	December 5-8, 2012	Dr. Thomas Perumalil, S.J.	Sam Higginbottom Institute of Agriculture, Technology & Science, Allahabad.
88	Statistical Consultation DNB Trainees,	From December, 2012	Dr. Thomas Perumalil, S.J.	DNB Trainees, Kurji Holy Family Hospital, Patna
89	NAAC Peer Team Visit	14-15 December, 2012	Dr. Thomas Perumalil, S.J.	Seventh Day Adventist Reform Movement (SRM), Vellore, TN
90	NAAC Peer Team Visit	19-20 Oct, 2012	Dr. Thomas Perumalil, S.J.	Rasama College of Education, Paathakaliamman Nagar, TN

Sl. No.	Programme	Date	Resource Person	Participants / Institution
91	NAAC Peer Team Visit	8-9 August, 2012	Dr. Thomas Perumalil, S.J.	Arcot Sri Mahalakshmi Women's College of Education, Villapakkam, Vellore, TN
92	External Examiner for B.Ed. Practical Exams	7.8.2012	Dr. Madhu Singh	Bibi Fatima T.T. College, Samastipur, L.N. Mithila University
93	Guest Lecture for Orientation Programme	4 July, 2012	Prof. Preeti Sinha	Patna Women's College students
94	Pre-Regency Programme for Jesuit Scholastics	23-26 April. 2012	7 of our Teachers	Nav Jyoti Niketan, Patna
95	NAAC Peer Team Visit	8-9 June, 2011	Dr. Thomas Perumalil, S.J.	Dept. of Teacher Education, HLM Girls College, Ghaziabad, UP
96	NAAC Peer Team Visit	6-7 June, 2011	Dr. Thomas Perumalil, S.J.	Dept. of Teacher Education, MCAT Education, Meerut, UP
97	UGC NET Evaluation Panel	2-7 May, 2011	Prof. S.N. Sharma	UGC NET Bureau, South Campus, Univ. of Delhi
98	Pre-Regency Programme for Jesuit Scholastics	22-25 April. 2011	7 of our Teachers	NavJyotiNiketan, Patna
99	NAAC Peer Team Visit	28-29 March, 2011	Dr. Thomas Perumalil, S.J.	Jamshedpur Women's College, Jamshedpur,
100	NAAC Peer Team Visit	3-4 February, 2011	Dr. Thomas Perumalil, S.J.	St. Mary's College of Education, Opp to Railway Station, Seydunganallur, Thoothukudi, TN
101	UGC NET Evaluation	13-18 Sept, 2010	Prof. S.N. Sharma	UGC NET unit, Pune

1. 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 publicize the available expertise.

The faculty/staff members of the institute are competent to undertake consultancy.

- Two of the faculty members are in the different committees of Aryabhatta Knowledge University.
- Dr. Thomas Perumalil, the Principal, is associated with Patna University (as member of Examination Board of PG Department), Central University of Bihar (as member of syllabus advisory committee and faculty selection screening

committee), Sam Higginbottom Institute of Technology and Science, Allahabad (as B.Ed. external examiner, Ph.D. Thesis adjudicator and Ph.D. viva voce examiner), Guwahati University and Tamil Nadu Teachers Education University (as Ph.D. Thesis adjudicator) and Kurji Holy Family Hospital and College of Nursing (as consultant statistician and visiting professor).

- Two of the faculty are in the NAAC Peer Team.
- All others are involved in as external examiners of some school or college, UGC NET evaluation, college inspection team and faculty selection team and provide in-service training to school teachers and administrators.
- The areas of competency of staff members are:
 - Research Methodology
 - History of Education
 - Educational Measurement
 - Educational Psychology
 - Educational Technology
 - Educational Sociology
 - Philosophy of Education
 - All the method subjects

The available expertise are publicized through college website and colleagues and friends.

2. *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?*












The revenue generated through consultancy in the last five years amount to Rs. 84,780/-. The revenue is generated through honorarium for the services. The generated revenue is shared among the concerned staff and the institution on a 60:40 ratio between resource persons and the institution respectively.

3. *How does the institution use the revenue generated through consultancy?*

The revenue generated through consultancy is used for student scholarships and for institutional development.

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 institution organizes parent-teacher meet in sub-standard schools for changing their attitude towards education and send their children to school regularly. If the parents come out with problems related teachers' attitude towards their wards, solutions are sorted out and a review meeting is arranged.
-  The institution is also attached to NGOs like Taru Mitra International, National Human Rights Commission, National Foundation for Communal Harmony, State Tuberculosis Association, AIACHE, and Xavier Board.
-  Under 'Each One Teach One' programme, every B.Ed. student teaches one student of Evening School Children of St. Michael's High School, Digha, Patna for an hour for a period of one month. Sports Day is also organized for them and prizes are given to them.
-  B.Ed. students do a two days service at Asha Deep Rehabilitation Center, Fairfield Colony, Patna, for the differently-abled children. They also help the school authority in conducting Sports Day for these differently-abled children.
-  We help the local community by donating blood to the neighbouring hospital. Twenty to 30% of our students and staff come forward to donate blood.
-  The institution has adopted two government schools, Maiden Adarsh Vidyalaya Danapur and Shree Chandra Madhya Vidyalaya, Balupar, Patna and awareness programmes and material assistance are provided to them.
-  Health awareness Programme among girl students of neighbouring school is done by our B.Ed. Students.
-  Our students and staff participate in a week-long community service for the parents of one of the cooperating schools.
-  The institution extends extension activities in the areas such as community development, inclusive education, working with schools and school teachers, education of the street and out-of-school children, adult education and literacy, AIDS awareness and environmental education.
-  We send our students to teach Mathematics in Shree Chandra High School at their request.
-  Plantation of trees at DAV, Danapur.

- + Cleanliness drive at Dhaneshwari School, DAV and Maiden Adarsh Vidyalaya, Danapur.

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

- + The schools selected for teaching practice support the institution by encouraging our student-teachers.
- + The schools ask for required subject teachers and come for placements.
- + Our Alumni, through institution-school networking and institution-community networking, conduct inter-school painting competitions, inter-school Elocution contests and the parents participate in the prize distribution ceremony.

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

- Adopt a village community for literacy campaign to bring about one hundred percent literacy.
- Invite social activists for talks to our students
- Provide HIV/AIDS awareness
- Provide orientation in Disaster Management
- Tree Plantation

Thus the institution would like to take up these activities to provide community orientation to students.

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

No

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

In order to develop social and citizenship values and skills among its students, the institution:

- Conducts social awareness programmes, Health Awareness Programme, Sanitation Programme and 'Each One Teach One' programme in the schools.
- Conducts Sports Day for the differently-abled children and poor children of the evening school.
- exposes students to real social situations in the adopted schools, and

- Provides opportunities for role plays.
- Celebrates International Women's Day.

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 national level organizations, with which the institution has established linkages in the last five years are:

- AIAER
- IATE (Indian Association of Teacher Educators).
- JHEASA (Jesuit Higher Educational Association of South Asia)
- NCTE
- NCERT and SCERT
- Xavier Board of Higher Education in India.
- AIACHE (All India Association of Christian Higher Education).
- IGNOU (Indira Gandhi National Open University).
- Nalanda Open University, Patna.
- Patna Diocesan Educational Council.
- JAAI (Jesuit Alumni Association of India)
- XLRI, Jamshedpur
- RIE, Bhubaneswar

These linkages help the institution to grow in quality. These groups help in interacting with other higher education institutions in the country leading to exchange of ideas and suggestions. These linkages also challenged the institution to improve qualitatively in higher education / teacher education.

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.*

- Society of Jesus and its Higher Education Wing.
- WUJA (World Union of Jesuit Alumni)

These linkages have helped in expanding the Jesuit Higher Education Network and collaborations for social justice. This has also helped in disseminating Jesuit education policy from time to time.

3. *How did the linkages if any contribute to the following?*

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

- Though curriculum is developed by the affiliating university, the institution has helped in making a new syllabus for B.Ed. and M.Ed. courses. This was possible only because of the linkages with the national level organizations.
- The national level organizations conduct national level seminars and workshops and our faculty has participated in one or more seminar / workshop. This has helped in their better teaching and training.
- Interaction with members from other institutions in such forums helped in providing better practice teaching, research by our faculty, and publication of articles.

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

- The institution provides extension services to the staff of other schools for better teaching and personality development.
- The staff and students of the institution meet the parents of two neighbourhood schools and discuss on health and hygiene and change in attitude to send their wards to the schools.
- Our students go to various schools for teaching practice. So a healthy relationship is maintained with the Head and staff of the school which helps us conduct teaching practice smoothly. The school staff cooperate with our students and help in supervising their lessons, providing motivation, observation and feedback. They also provide their views for the improvement in real classroom teaching.

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.*

The faculty is actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching.

- The faculty makes contact with the head of the institution much before the practice teaching begins.
- The faculty also meets with the subject teachers and the Principal with regard to the portions to be covered, process of evaluation with regard to the dimensions to be evaluated on a five-point scale.
- The time-table is designed by the faculty together with the staff of cooperating schools.
- The faculty makes sure that the students complete their lessons successfully and evaluation is sought from the subject teachers of the schools.
- The faculty makes sure that the student-teachers evaluate the students at the end of practice teaching.
- Finally, feedback from the cooperating school Principals are taken.

6.

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

The faculty collaborates with school and other college or university faculty by giving orientation and staff development programmes. The faculty is often invited to various universities to work as resource persons in contact programme, in faculty selection and in organizing seminars/ workshops/ conferences in collaboration with other colleges (Patna Women's College and St. Xavier's College Digha, St. Xavier's College of Management and Technology, Digha, XISR, Digha and Loyola College of Education, Jamshedpur).

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?*

- Four of our teachers have taken up Minor Research Project under UGC scheme.
- All the teachers are engaged in consultancy services.
- Organized five National Seminars and one International Conference.
- The number of research papers published have gone up.
- Adopted two schools for extension activities.
- The institution is engaged in documentation also which is one of the objectives of this institution.

- Our staff gives seminars and workshops regularly to school teachers and administrators.
- Our staff prepares Jesuit Scholastics for school every year with teaching methodologies in different subjects.
- 12 plants were planted in DAV during the teaching practice.
- Swatch Bharat Abhiyan was conducted by our students in DAV and Maiden schools.

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

- Publication of ISSN numbered bi-annual journal, "Journal of Research in Education".
- Organizing of National Seminars and International level Conference.
- Adoption of two middle schools and extension activities there.
- Providing of expertise to other institutions in the form of consultancy.
- Faculty has published 37 papers in National and International journals in the last 5 years.
- Five of our teachers are engaged in Ph.D. Course Work.

Additional Information provided by Institution for Re-accreditation

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

The main evaluative observations / suggestions made in the last assessment report with reference to Research, Consultancy and Extension are the following:

- ❖ The institution needs to promote various research activities.
- ❖ Teachers lack awareness regarding funding agencies such as UGC, ICSSR & DST etc.
- ❖ Institution needs to organize training programmes and workshops for developing the research acumen of the faculty.
- ❖ Teachers be encouraged to take up minor and major research projects.
- ❖ The College needs to develop expertise in consultancy.

The institution has acted upon these suggestions in the following way:

- ❖ Four of our teachers are currently doing minor research project under UGC projects and three minor research proposals under UGC project are waiting for approval.
- ❖ Teachers have published 37 research papers in National and International journals.
- ❖ Teachers are provided with Wi-Fi internet connectivity, clerical support and individual rooms increase research activities.
- ❖ Six of our teachers attended training programmes and workshops for developing research acumen.
- ❖ Student-teachers do Action Research under the guidance of the teachers.
- ❖ The institution through its faculty members provided consultancy services of different types to different institutions.

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

- The institution has adopted two middle schools for its extension activities.
- Institution has a quarterly newsletter both in print and digital mode.
- The Principal gives a two-day workshop on writing of dissertation to the M.Ed. and Ph.D. students. This is also attended by the faculty.

National Seminar



International Conference



Blood Donation Camp



Library & Labs



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 institution has the physical infrastructure as per NCTE norms. As per NCTE norms there should be 2000 sq.mts of built up area if the institution is having B.Ed. and M.Ed. together. The institution has 2970 sq. mts. of built up area.

The infrastructure facilities available with the institution are:

- (a) **For Academic activities:** 9 Classrooms, One central library, Science, Mathematics Social Science, Language and Psychology resource centres, individual faculty rooms, office and furniture.
- b) **For Co-curricular activities:** 1 Multipurpose Hall with Stage, Conference Hall and furniture, musical instruments and costumes for cultural activities.
- c) **For Extra –curricular activities and games and sports:** Play grounds – Football, basketball, Cricket, Volley ball, hockey and Hand ball (shared), garden, sports materials and indoor games materials (Balls, net, racquets, bats, carom boards, ludo and Chinese Checker.
- d) **Utilities:** Separate rest rooms for staff and students (21 units), Motor cycle / bicycle shed, generator for uninterrupted power supply, common rooms, store rooms, craft room, sports and games room and guidance and counseling room.

The amount invested for developing the infrastructure: Rs. 2,50,00,000

The master plan is enclosed. (Appendix - 1)

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

To keep pace with the academic growth the institution had built up another floor to the old building which comes to about 500 plus Sq. Mts. costing Rs. 50 lac. The land area available to the institution and the design of the institution is such that it can be expanded both horizontally and vertically as per the requirements.

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

The institute gives emphasis to all types of co-curricular activities spread throughout the session. The institute shares a huge playground and swimming pool with the in-campus school and has all the necessary resources available for conducting any sports event. It has a large auditorium with all the basic amenities for conducting the co-curricular as well as any research and academic activities. It has also gym materials, table-tennis board for indoor games, make-up and dress for cultural functions music system and yoga mats.

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





The institute has B.Ed. and M.Ed. courses. It is also the University's nodal Centre for the Ph.D. course. Although the physical infrastructure is shared among these courses still the institute has a surplus of the infrastructure to be allocated to the courses like IGNOU B.Ed. and M.Ed., as University Examination Centre, for NET and CTET counseling, add-on course like Dealing with Digital Learners etc.

The physical infrastructure shared with the sister school are:

- a) Playgrounds for Cricket, Football, Basketball, Hockey, Volleyball, Handball and Long Jump court.
- b) Swimming Pool of size 20 mts x 10 mts.
- c) 1 Dispensary
- d) 1 Canteen

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.)*

The facilities available with the institution to ensure the health and hygiene of the staff and students are:

-  Rest rooms for women: 1
-  Wash room facilities for men and women separately: 21
-  Canteen: Canteen of the sister school is used for the staff and students of the college.
-  Purified drinking water facility with water cooler.

✚ Dispensary of the sister school with a staff nurse and first aid facilities in the college office.

✚ Kurji Holy Family Hospital.

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.*

Yes, there are hostel facilities for students.

i. *Capacity of the hostels* Girls : 50, Boys : 10

ii. *Occupancy* Girls : 35, Boys : 6

iii. *Rooms in the hostel* Girls : 16, Boys : 10

iv. *Recreational Facilities:* Newspapers, magazines, TV, DVD players and movies and other entertainments on VCDs and DVDs.

v. *Sports and Games (Indoor and Outdoor) facilities*

Football, basketball, carom, chess, ludo, shuttle cock, rackets, bats, etc.

vi. *Health and Hygiene (Health Care Centre, Ambulance, Nurse, and And Qualified Doctor) (full time/ part time etc.)*

We have a dispensary with the adjacent school. Services are available all the time. The dispensary has a well-qualified nurse. We also utilize Kurji Holy Family Hospital whenever needed.

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.*

- ***Building***
- ***Laboratories***
- ***Furniture***
- ***Equipments***
- ***Computers***
- ***Transport/Vehicle***

Budget Allocation and Utilization in the Last Five Years

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Budget	Utilized	Budget	Utilized	Budget	Utilized	Budget	Utilized	Budget	Utilized
Building	91000	91774	52000	52163	55000	55759	3000	2556	18000	18709
Laboratories	1500	-----	2000	1950	2000	-----	2000	1876	2000	-----
Furniture	50000	49151	32000	31849	20000	20188	34000	34438	30000	29631
Equipments	50000	50000	37000	36539	42000	42915	15000	15530	26000	26784
Computers	72000	72490	30000	32200	67000	67465	120000	123461	65000	64297
Transport	8000	7657	31000	31794	44000	43762	100000	98370	50000	49261

The utilization is done as per budget allocation as far as possible and there isn't any unspent balance.

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

Besides the normal functioning of the institution for B.Ed. and M.Ed. courses by using the infrastructural space

- For IGNOU B.Ed. and M.Ed. counseling and workshops,
- For NGOs on holidays for workshops
- For seminars for school teachers, orientation for MBA candidates,
- For conducting University examinations,
- For conducting competitive examinations
- For coaching for CTET and NET,
- For alumni activities, the institution makes sure that the infrastructure is optimally utilized.

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

The College building was constructed according to the plan approved by an expert architectural engineer with sufficient foundation for three floors and maximum possible windows for open air circulation. The materials used were also of quality material. There is also a green belt around the building. All the rooms have sufficient ventilation for hot air to escape.

The institution has purified drinking water facility with water coolers for summer days. To protect the building from fire, fire extinguishers are installed in strategic places. To take care of the electricity fluctuations the building has MCB fuse switches for automatic cuts and uninterrupted power supply with a heavy silent generator. The college is plastic free zone and attempts are made to keep it so.

3.3 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)?

The institution has a qualified librarian and an assistant librarian and sufficient technical staff to support the library. The library is fully computerized and the librarian has the knowhow of materials collection and computer services and is trained in INFLIBNET's Soul.2 Software.

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.).

A large number of library resources are available to the staff and students. The library is fully computerized with accession, issuing and return facilities.

	Volumes
Total collection (Number)	13,050
Books	6014
Textbooks	5636
Reference books	1303
Magazines	30
Current journals	
Indian journals	20
Foreign journals	4
Peer- reviewed journals	10
Back volumes of journals	330
E-resources	
CDs/ DVDs	146
Databases	2
Online journals	3000 +
Audio- Visual resources	106

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.

To systematically review the various library resources for adequate access, relevance etc. the institution has instituted a Library Committee. The library committee meets twice a year for this purpose and takes stock of and makes decisions regarding acquisition of books.

The composition of the committee is as follows:

- | | | |
|----|----------------------------------|-------------|
| 1. | Dr. (Fr.) Thomas Perumalil, S.J. | Chairperson |
| 2. | Dr. (Fr.) ScariaMammootil, S.J. | Member |
| 3. | Dr. (Mrs.) Madhu Singh | Member |
| 4. | Dr. (Mrs.) Preeti Sinha | Member |
| 5. | Mr. Rajesh Kumar | Librarian |

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

The library is fully computerized and is using the INFLIBNET's SOUL.2.0 software installed for its database management.

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.*

Library has computers with internet Wi-Fi connections, and reprographic facilities.

For staff the online and internet services in the library are always available. For students these services are available from 9.00 - 9.45 A.M., 12.25 - 1.15 P.M. and 3.45 - 4.30 P.M. and a Library period every week. INFLIBNET's NLIST facility is also available to staff and students.

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

The institution makes use of Infflibnet facilities for students and teachers for their help in studies and research.

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

The library is open from Monday to Saturday during the academic year. The library is open from 9.00 a.m., to 4.30 p.m. on all working days including examination days except Sundays. On Saturdays the Library is open from 9.00 a.m. to 01.00 p.m. The library is also open during summer vacation for the students and staff use.


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


New arrivals are kept on display in the library for two weeks before being added in the shelves.

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

The institution's library has a book bank. The deserving student teachers are issued books for the whole session on condition they return them after the University examinations.

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

 The library is placed in the ground floor to help the physically challenged students.

 There are ramps at strategic places for the physically challenged students to access the library.

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.

The institution has a very rich computer lab with fully functional fifty (50) computers. The ICT lab is equipped with all the infrastructural requirements as well as the computers are loaded with the updated versions of educational software like PSP, MS Office, SPSS, Google Maps, Geogebra, Language Lab etc. for the students learning. The computers are also having Wi-Fi Internet connectivity. The accessories like LCD projectors and smart screens are also available in the ICT resource centre. Besides, these, all the lecture halls are having LCD projector and smart screen are installed to be used by the staff and the students. The institute also has the smart class so as to equip the students with modern methods of teaching. There are several module software available for the students of different subjects so as to increase their reasoning, problem solving and language abilities.

The college has also laptops, scanners, printers (laser and inkjet) bar code scanners, OHP, Digital camera, video camera, VCDs and DVDs for the good of the staff and the students.

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

Imparting of computer curriculum is part of one paper in the B.Ed. curriculum.

The students are provided appropriate number of theory and practical exercises so as to make them ICT savvy.

The major skills included are:

Concept and use of computer in education

- Fundamentals and functioning of the computer
- Computer applications (MS Office)
- Multimedia: Concepts and uses in Education
- Internet, e-mail and world wide web (www)

Computer Assisted Instruction (CAI): Contribution, importance and use of Programmed Instruction & Computer Assisted Instruction. Besides, they are also given the idea of different educational and Web.2 tools and how to use them in teaching-learning process.

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

In classroom transactions all the teachers use:

- New technologies and ICT while transacting the curriculum.
- Use multimedia presentation,
- Video-audio presentation
- Jerk Technology
- Blended teaching,
- Smart class modules as well as
- PowerPoint Presentations while delivering the lessons.

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)*

The student teachers are taught and motivated for using ICT in their teaching – learning procedure during practice teaching. The students very well use them as part of their lesson planning, classroom transactions, evaluations and as a resource for preparing teaching aids. The students use technology in completing their project work and prepare data CD for future use in classroom transactions.

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.

The instructional infrastructure is optimally used. Besides, regular use in the B.Ed. and M.Ed. classes, the instructional infrastructure is used for:

- Counseling of IGNOU Distance mode B.Ed. and M.Ed. students on Saturdays Sundays and on vacations.
- Preparing students for competitive examinations like NET and CTET.
- Use by other institutions and to the community on demand for workshops and seminars.
- Campus recruitment services
- By many outsiders make use of our library facilities after getting library cards.

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?

The various audio-visual facilities/materials available with the institution are:

- CDs, DVDs, audio and video cassettes
- Films on education
- Audio-Visual materials

The student teachers are encouraged to optimally use them for learning including teaching practice. Model lessons on different subjects are shown to the students and five-minute micro-teaching lesson is video-graphed and played back to the students for their feedback and improvement.

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?

- The institution is equipped with method laboratories, Psychology lab, Science labs, Social Science lab, Maths lab, educational technology lab and workshop for preparing aids.
- The method-heads propose the need for enhancement of particular laboratories to the head of the institution

- The Purchase Committee headed by the Principal makes sure the enhancement and maintenance of the equipment and other facilities.
- These laboratories are maintained by an In-charge teacher and necessary replacement and up gradation of the apparatus and tools, if any, is done by them.

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

- The multi-purpose hall is of 2400 sq., ft. It has a stage, curtains, sound system, and podium and has a seating capacity of 200. It is technologically well equipped with a good audio-video system.
- For sports, the institution has sports items like table-tennis board, balls, bats, nets, javelin, and discus and shot put and gym apparatus.
- For music it has harmonium, tabla, Sanyo synthesizer, drums, dholak, manjira, chima, tambourine and other music items.
- Office purposes it uses the vehicle of the house and it also utilizes buses from the in-campus school buses.
- The workshop/craft room has the craft related items
- Cycle shed for parking motor-cycles and bicycles.
- Staff room : 1, Common rooms : 2 (Boys & girls),
- Wash rooms: Girls: 22, Boys : 8,
- Also we provide the facilities of Canteen, dispensary, telephone, purified drinking water, bank etc. in the campus.
- Honesty Shop for stationery.

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.

The classrooms are equipped for the use of latest technologies for teaching.

- In four lecture rooms there are ceiling mounted LCD projectors and wall mounted projection screens.
- The LCD projectors are connected to the computers.
- They have also the facility of microphones.
- The method classrooms have computers with LCD projector facilities.

- The Institution has also one smart classroom.

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 faculty members update themselves on the use of ICT and internet browsing. They are encouraged to attend seminars and workshops related to technology/ ICT and all the faculty members have attended these seminars and workshops. They have been using technological facilities and diverse instructional strategies.

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

The innovative practices related to the use of ICT, which contributed to the quality enhancement are:

- Viewing of educational videos especially teaching of method subjects.
- Viewing of films like Dishantar, 3 Idiots, Taare Zamin Par, I am Kalaam and Lucy.
- PowerPoint Presentations of lessons by the teachers and of seminar papers by the student teachers and M.Ed. students.
- Video-recording of lessons of student teachers and reviewing them for skill development and correction of shortcomings.

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

The best practices in 'Infrastructure and Learning Resources' adopted by the institution are:

- Wi-Fi Internet facility is open for staff and students.
- Adding new titles every year in the library
- Subscription to Dissertation Abstracts International
- Display of new arrivals for two weeks.





Additional Information provided by Institution 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?*

In the previous assessment report the following evaluative observations were made:









1. Library needs to be fully automated
2. Some more refereed journals be added to the library
3. Take membership of Inflibnet and provide online access and services to staff and students





The institution has acted upon these in the following way:

-  Library is fully automated with INFLIBNET's Soul.2 software and all the books have been coded with bar codes.
-  International and National refereed journals have been added to the library.
-  Institution has subscribed to INFLIBNET's NLIST and is having online access to e-books and e-journals of UGC.
-  Dissertation Abstracts International has been added to the library through yearly subscription.

2. *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?*

The other quality sustenance and enhancement measure undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources are the following:

-  A well-furnished conference Hall has been developed
-  Infrastructure is optimally utilized
-  Biometric system is used for staff attendance
-  CCTV cameras are installed at strategic places
-  Number of computers have been added to be self-sufficient
-  Language lab software has been added to create the language lab
-  Smart class has been set up
-  Wi-Fi connectivity for internet facility has been set up

-  Air-conditioners are fixed in the main classrooms for better classroom climate
-  Introduced “Honesty Shop” for the convenience of the student-teachers
-  Installed a collection box for donating old clothes and shoes to help the poor of the neighbourhood.
-  Added two more water coolers with purifiers.

International Women's Day



Anticorruption Awareness Programme



Smart Class Training



Talk on St. Ignatius of Loyola



Eye Check-up



Prize to University Toppers 2013-2014



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 (students' pre-requisite knowledge and skill to advance) to completion?*

- The institution assesses the students' preparedness for the programme by conducting an entrance test prepared by the institution, interview and group discussion. During the interview we take into account the candidate's communication skills, skills of divergence, social skills and teaching potential.
- As part of orientation to the programme, a three-day seminar cum workshop is conducted, through which the students are rid of their fears and anxieties and confidence is increased and are motivated to face the challenges ahead.
- In order to assess the pre-requisite we begin with class tests internal semester tests, assignments and seminar readings followed by feedback mechanism with indication of areas to be improved.
- The institution has provision of continuous mentoring, guidance and tutorial system which ensure that those admitted receive appropriate academic and professional advice.
- There is provision for personal counseling to those who have emotional problems. These services are provided according to the needs of the students.
- The library is open for them till the commencement of the university examination.

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

The policies and parameters are made clear to prospective teachers through the prospectus of the College which is given out with the application form. The institution has an efficient internal coordinating and monitoring mechanism. The socio-emotional climate of the institution is kept democratic and cordial. To ensure motivation, satisfaction and development the College from time to time organizes different co-curricular activities and are awarded prizes at the time of College Day and Valedictory Function. The students feel free to discuss their academic and non-academic difficulties including personal problems. They are received warmly by the

faculty and the support staff. Frequent positive reinforcement and continuous guidance promotes motivation, satisfaction, development and performance of the student-teachers.

Thus, the institution ensures that the campus environment promotes motivation, satisfaction, development and performance improvement of the students.

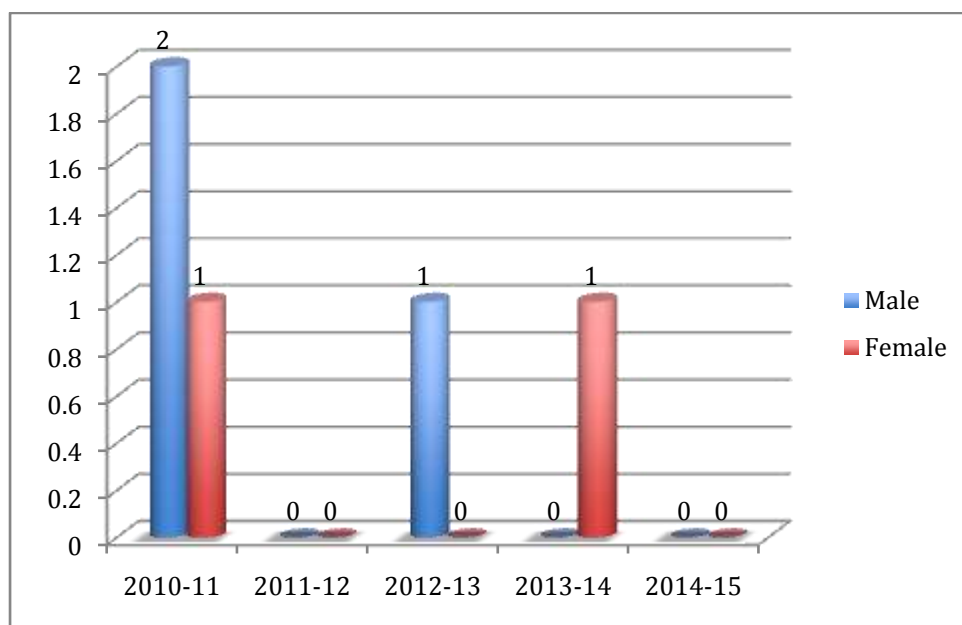
3. *Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?*

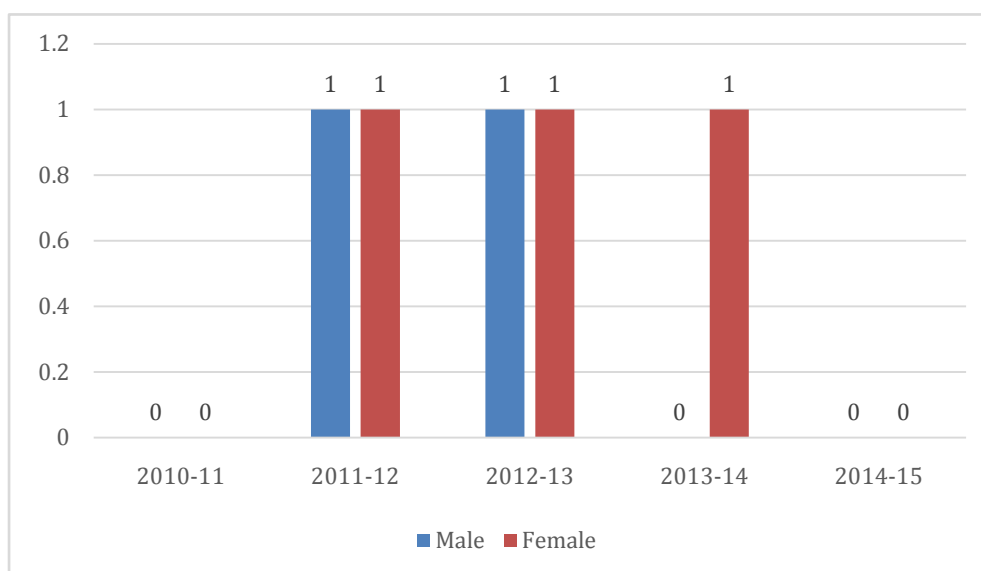
Gender-wise drop-out rate after admission in the last five years:

Year	B.Ed.			M.Ed.		Reason
	Male	Female		Male	Female	
2010-11	2	1	Health Related Problem	0	0	-----
2011-12	0	0	-----	1	1	Employment
2012-13	1	0	Employment	1	1	Higher studies and health problems
2013-14	0	1	Employment	0	1	Health problem
2014-15	0	0	-----	0	0	-----

Dropout rate in the institution is almost nil. And the negligible dropouts are due to unavoidable reasons.

B.Ed. Drop-out Rate during the Last Five Years



M.Ed. dropouts during the last five years.

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?*

The institute has coaching services for CTET and NET. Besides, our expert teachers provide educational and vocational guidance to students for competing in the competitive examinations. The list of students who appeared and qualified is given below.

Year	CTET		NET	
	Applied	Qualified	Applied	Qualified
2013-14	55	25	15	8
2014-15	60	30	10	5

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

After getting B.Ed. degree, approximately 5% of them go for P.G. courses in their subject of Honours, 10-12% go for M.Ed. or M.A. in Education, and 80% seek employment, and almost all get employment within a year or so. After M.Ed. Course, some 10% of the students go for further studies. The rest get employed in some institution or other.

	Year 1 (%) (Apporx.)	Year 2 (%) (Apporx.)	Year 3 (%) (Apporx.)
Higher studies	5%	10%	15%
Employment (Total)	95%	87%	85%
Teaching	90%	84%	81%
Non teaching	5%	3%	4%

- 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.**

The institution provides library, Internet, reprographic and computer facilities to the student teachers who have been graduated from this institution and want to make use of the facilities available here. These student teachers take membership from the library and they enjoy all the facilities available. A number of our graduated students have benefitted from the add-on course provided by the institution on "Dealing with Digital Learners".

- 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.**

The institution has a placement cell. Three schools and two B.Ed. colleges have so far come and taken interview of our students and a number of them has been selected by these schools and colleges. Besides, we receive vacancy notices from over 50 primary and secondary schools and these vacancies are displayed on the notice board of the college to be used by the student teachers. Their applications are forwarded and recommended by the Principal of the college. At times students are recommended to the institutions. About 80% of the graduates have been employed. The rest go for higher education.

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

Though placement cell is there, many schools prefer to send their advertisements to our college for the students directly to contact them. These notices are placed on the notice board for the trainees' information and a number of our trainees are absorbed into these schools. The other difficulties faced by the placement cell are:

✚ Most of the schools want teachers in English, Science and Mathematics and in these subjects we get very few trainees.

✚ Students don't want to go to far away places for jobs most of them being women.

The institution tries to motivate them to take up jobs even if they have to go to far off places.

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

The institution does not have any formal arrangements with practice teaching schools for placement of the student teachers. But the fact is that the school authorities prefer to appoint our student teachers in their schools and the Principals have been inviting the most capable of those who went to their school for practice teaching. This happens each year.

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

The institution has a career and counseling cell, which is associated with the placement cell. For human resources, we get experts on different topics to talk to our students about the career options and possibilities of placement. The institution provides the required financial, human and ICT resources. The cell has computers, printer, copier, Wi-Fi internet connectivity, books etc.

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?*

The academic calendar of the coming session is planned much in advance. The Principal develops the academic calendar sometime in January-February so as to get it published in the prospectus before April. After developing the academic calendar, it is put before the staff for discussion and modification. The feedback from the staff is taken into consideration and changes are made in the calendar to achieve the aims and objectives with effective implementation of the curriculum.

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

We provide inclusive education where curriculum remains the same for all. The physically challenged students are exempted from the activity, which they are incapable to undertake. As far as possible an alternative activity is assigned.

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

The institution has mentoring arrangements. The student-teachers are divided into groups of 10 or 11 and each group is given a mentor from the teaching staff. On Saturdays mentoring is done when the student teachers meet their mentor and discuss different issues. However, teachers are engaged in guiding and mentoring during each period break, recess, zero period and even through cell-phones, if approached by the student teachers. Cell-phone tutoring have now become a usual feature.

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

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

- It is done regularly within the college working hours.
- Classrooms chairs are arranged in circular form.
- Internet connectivity is made available to everyone.
- Teachers feel free to discuss academic issues with each other.

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 has its own website, www.sxcepatna.edu.in. The information posted on the site is:

- Profile of the College
- Mandatory Disclosure Format
- IQAR (Internal Quality Assurance Report)
- Aims and Objectives
- Courses
- Admission Process

- Land Title
- Building
- Library
- Facilities
- Activities
- Human Resources
- Alumni
- Extension Activities
- Photo Gallery

The information posted on the site is updated every month.

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

Yes, the slow learners are helped in preparing their assignments and helped in enhancing their language proficiency and the skill of organizing the content meaningfully. The faculty members remain very careful about it. Special remedial coaching is given to those weak in certain subjects. This is done outside the college hours. They are treated with sympathy and empathy, which encourage them to approach the teachers without any fear and hesitation.

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

The advanced learners are required to work at the higher level of curricular programme. So they are provided with group discussions, debates, brain-storming, and classroom seminars. These will help them to enhance their analytic, synthetic and evaluative powers.

The slow learners are required to work till the level of comprehension and application. For them the teachers define their task into small steps. All the teachers assist the slow learners and motivate them from time to time.

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

- The curricular guidance is given by the faculty members to the slow and the advanced learners by helping them how to write the assignment and how to prepare for the tests. Likewise, the average learners are encouraged and helped

to do still better. The subject teachers take care of the programme. The students are given reinforcements for every minor gain. This brings good results.

- For other co-curricular programmes the faculty members provide their guidance at each stage of the programme, such as programmes, picnic, sports, quiz, essay competition, workshop, seminar etc.
- The career and counseling cell of the college works under the able Guidance of Dr. (Fr.) Sushil Sah, S.J. He avails himself once a week providing necessary information on career and job opportunities available for 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 has a grievance redressal cell incorporating suggestion boxes at strategic places, a women cell and anti-ragging cell. The function is to listen to the grievances and provide solutions as far as possible. The suggestions provided by the students are looked at and acted upon. The major grievances redressed are installing an extra water cooler on the 2nd floor and additional air conditioners in the classrooms. Besides, all are conditioned to maintain self-discipline through well-knit curricular and co-curricular programmes of the College and faculty support.

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

To monitor the progress of the students at different stages of the program, the institution conducts tests and examinations and assignments and seminar paper presentation. Those found weak in studies are advised and helped to make improvements.

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?

To ensure students' competency to begin practice teaching, the student teachers are required to attend seminars on Bloom's Taxonomy of Educational Objectives and Microteaching followed by Practice Sessions in formulation of specific objectives, lesson planning, skill practice, Video Recording, review and feedback. The method teachers present demonstration lessons, which are followed by student feedback and peer feedback. The student teachers are then required to

give criticism lessons in simulated settings, which are observed and criticized by the peers and the method teachers. They also undergo three content tests to update themselves with the content of the school subjects. In case of unsatisfactory presentation they are required to repeat the lesson. Special care is taken by the method teachers to guide the process of lesson planning and preparation of teaching aids. Pedagogic content analysis is done on the basis of Bloom's hierarchical levels of objectives and Gagne's hierarchical model (mainly discrimination, concepts, rules and problem solving).

During practice teaching in schools the student-teachers follow the school timetable and therefore they are required to stay for the whole working period of the school. The school teachers observe and evaluate the classroom teaching. The student-teachers who are free either observe the teaching of their peers or of the school teachers. The Principal and the supervising teachers give feedback to the student-teachers for improvement which they incorporate and follow in the next class. This happens to be a continuous ongoing process.

5.3 Student Activities

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

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

The institution has an active and registered Alumni Association.

i) **List of the current Office bearers**

Present President	:	Dr. Marie D'Cruze	99-2000
Vice President	:	Mr. Ramesh Narayan	92-93
Secretary	:	Mr. Deep Kumar	2003-04
Joint Secretary	:	Mr. Ranjit Benedict Osta	97-98
Treasurer	:	Mr. Mukesh Shah	92-93
Members	:	Mrs., Angela Anjana	01-02
		Mrs. Stella Sah	96-97
		Mr. Eric Rozario	09-10
		Mrs. Smita Paschal	13-14
		Ms. Priyanka Raj	13-14
		Mr. Vijay Osta	13-14

ii) Year of the last Election : 2014

iii) List its activities during the last two years.

1. Sports Day, and Christmas Gathering for poor children.
2. Inter-school drawing/painting competition
3. Inter-school Elocution competition.
4. Awareness Programme for the Marginalized children and
5. Visit to Mother Teresa's Home for the old and children
6. Magic show for the children.

iv) Details of the top ten alumni occupying prominent positions.

1. Chief Executive Officers
 - (i) Sr. Beena C.J., Executive Secretay, Provincial House, St. Joseph's convent, Digha, Patna, Bihar.
 - (ii) Fr. Joseph Raj, Director, Patna Diocesan Education Council, Sewa Kendra, Kurji, Patna, Bihar.
2. Director of School
 - (i) Mr. Eric de Rozario, Don Bosco Academy, Digha- Ashiana Road, Patna
 - (ii) Mrs. Veronica Stanley, Directress, Don Bosco Academy, Primary Section, Patliputra, Patna.
3. Principals of schools.
 - (i) Sr. Mary Shobhana, C.J., Principal, St. Mary's High School, Shahpur, Bhojpur, Bihar.
 - (ii) Sr. Nancy Joseph, C.J., Principal, St. Mary's High School, Jawalakhel, Kathmandu, Nepal
 - (iii) Sr. M. Sylvie, A.C, Principal, St. Joseph's Higher Secondary School, Jamshedpur
 - (iv) Sr. Josephine C.J., St. Joseph's High School, Jethuli, Patna
 - (v) Fr. Sebastian A., Principal, St. Mary's School, Masaurhi, Patna.
 - (vi) Sr. Mary Jessie, Principal, Notre Dame Academy, Patna.
 - (vii) Mrs. Sweta Gilbert, Principal, St. Joseph's School, Lodipur, Patna.
4. Head of the Department
 - (i) Dr. (Mrs.) Marie D'Cruze, HOD English, St. Xavier's College, Patna

v) Details of the contribution of alumni to the growth and development of the institution.

Three of the alumni have joined the faculty and works hard for the growth and development of the institution by providing leadership in curricular and co-curricular activities. Another alumnus has joined the non-teaching staff as assistant librarian and is doing leadership role in the library.

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.*

At the beginning of the academic session itself the student teachers are divided into four houses and are informed about the various co-curricular and extra-curricular activities, which will carry marks for participation. This encourages group work and team spirit and everyone takes part in the different activities of the college including sports and games.

All the activities are intra-mural and so no specific achievements of the student teachers are noted.

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.*

The College has its Annual publication called VISION. Contributions to the College Annual are made both by the Staff and the student teachers. About 20% of the student teachers contribute articles, essays, and poems etc. which are selected by the editorial board for publication. The M.Ed. students too present research papers during National seminars and the selected ones are published as seminar proceedings or in the college Journal.

Each House is responsible for organizing bulletin board. They organize boards with clippings of latest news, famous thoughts and quotations, self-portrait and information regarding the college etc.

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

The institution does not have a student council but has captains and vice captains for each of the houses. They are elected by the student teachers themselves. These captains and vice-captains look into the activities of the college. The college captain is selected by the teaching faculty on consensus.

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

The academic and administrative bodies which have student representation are:

- a) Cultural Events Committee: the students plans and organizes all the cultural activities on their own.
- b) Sports and Games Committee: The House leaders together with all the student teachers plans, organizes and conducts Sports and Games by themselves.
- c) Excursion/Picnic Committee: this committee plans and organizes the annual study tours to different historical places.
- d) Community Service Committee.

The teacher educators remain in the background.

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

The institution does have a mechanism to seek and use data and feedback from its graduates. The school principals (employers) also give us feedback on the performance of our graduates who are employed in their institutions.

At the end of the session, the college takes feedback from its graduates on curricular and co-curricular activities. Student assessment of our teachers and Principal is also taken at the end of the session. These feedbacks are used for improving the preparation of the programme and the growth and development of the institution.

5.4 Best Practices in Student Support and Progression

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

- The institution takes care of each student-teacher and they are helped in curricular and co-curricular activities throughout the session with full sincerity.
- The institution gives interest free revolving loan to deserving students who happen to be from the economically very poor background (to be returned after they join service).
- The institution moves with the students for their support and progress throughout the session and even afterwards.
- The institution helps the students in getting placement in some school or college.
- The institution helps the SC, ST and OBC students in getting scholarships from the Government welfare department.
- Provides Institutional scholarships to the economically poor.

Additional Information provided by Institution for Re-accreditation

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

The evaluative observations made by the peer team under Student Support and Progression in the previous assessment report pointed out that placement and guidance cell needs to be activated.

- The institution's placement cell is active and works in this way: job vacancies of institutions are displayed on notice board and students avail the information and their applications are forwarded with recommendation by the Principal. At the end of the session a few institutions come for a one-day interview of our students who are interested and a number of them get selected in those schools and colleges. The responsibility of organizing this campus selection is that of the placement cell. The schools that request for our student-teachers are Ganga Global College of Education, St. Joseph's School Bettiah, St. Karen's High School, Patna, St. Michael's Senior Secondary School, Patna, Don Bosco Academy, Patna, St. Joseph's School, Jhajha. As far as possible we comply with their requests.
- For guidance, the institution has a counsellor in the person of Dr. (Fr.) Sushil Sah, S.J., who avails himself once a week for our students.

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 other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression are:

- Mentoring and remedial classes have become a common feature.
- Increased the amount of scholarships from the college to poor students.
- Leadership training and confidence building of all the students through involvement and participation in all the college activities.
- Placement services have improved and our students get absorbed into schools easily.
- Alumni Association is registered to the JAAI (Jesuit Alumni Association of India) and is functioning actively. It is also a registered member of the Federation of International Jesuit Alumni Association.
- Assisting students to get financial loan from the banks
- SC, ST and OBC students are assisted to get government scholarships from the Welfare department of Government of Bihar.

Christmas Day



Educational Tour



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?

Purpose:

The College aims at an integral and personalized training of young men and women through integral Pedagogy - Context, Experience, Reflection, Action and Evaluation - to be well motivated teachers who will be intellectually competent, morally upright, socially committed and spiritually inspired.

It is the aim of St. Xavier's College of Education that the students who take their training here become well-formed guides who will accompany the young learner on his or her journey of becoming a fully human person. The college, therefore, offers an all-round training, one that is at once intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.

The college further aims at promoting values such as respect for common Indian cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of environment, removal of social barriers, responsible use of cybernetics and mass media, transparency and probity in private and public life, observance of small family norms, national unity and respect for religious and moral values.

In addition, the college aims at conducting in-service programmes for teachers and administrators already working in schools in order to update them on educational issues and findings and to develop the required skills using modern information technology and innovative practices. Besides, the college undertakes documentation and conducts research in relevant educational areas.

In Particular

- To equip students with the necessary skills to compete in a technologically advanced global scenario.
- To acquire appropriate social and cultural values
- To provide value addition through co-curricular activities
- To enhance personality development for national and global competency.

- To sensitize students to environmental issues
- To empower women and subalterns by putting it in reality in academic and other activities.
- To provide in-service training for teachers and administrators.
- To use IT communication media and innovative practices
- To do documentation and research

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 teachers, 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.

The vision and mission of the institution is communicated to the teachers, students, staff and other stake holders through service of faith and promotion of justice, presentation of permanent display board, college prospectus, seminars, workshops and our living example and educational charism of the Society.

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 society is very much in need of trained teachers with quality. The students who are admitted to this institution are mostly from the poorer sections of the society. The SC, ST, OBC and Minority group aspirants comprise of 75 %. Thus, the mission includes 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.

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 academic and administrative policies of the college are guided by the Governing Body of St. Xavier's College of Education Patna Society.
- All academic issues are discussed and finalized in the staff meeting headed by the Principal.
- The administrative issues are discussed and finalized by the management headed by the Secretary, Principal, treasurer and vice President.
- The resolution of the Management are approved by the Governing Body and then the decisions are executed in the college by the Principal.
- The Governing Body meets two to three times a year.
- The Management encourages a healthy competitive culture in the college to enhance academic excellence.
- The teaching-learning process is monitored through a well-designed feedback mechanism.
- The college maintains flexibility in the use of teaching methodology (chalk-board teaching, use of OHP, LCD Projector, flipped teaching and Co-operative Learning).

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

- A systematic approach is adopted by giving responsibilities based on individual skill and by rotation involving as many faculty members as possible, in the activities of the college.
- The Principal in consultation with the Governing Body appoints different committees.
- The Principal assigns duties for examination work and other co-curricular activities keeping in mind the interest, capacity and abilities of the individual staff members.
- The Principal also allocates duties to the non-teaching staff in consultation with the Governing Body
- The approved administrative and academic decisions are communicated to the staff - teaching and non-teaching and decisions are implemented at their level.

- The feedback in the effects of the implementation of these decisions is discussed in the subsequent Governing Body.

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?*

- Regular feedback is obtained from the staff and communicated to the management by the Principal
- Staff meetings are held in the college every two months and minutes are kept up-to-date.
- Various committees of staff and students are formed and meetings are held once or twice a year and the minutes of the respective bodies are available to the management for valid information.
- Meetings with the non-teaching staff are held at the beginning of every quarter to motivate them for better performance.

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

The institution has a Governing Body as its apex decision making body. This body meets at least twice a year and discusses the barriers in achieving the vision/mission and goals. Before taking the problems to the Governing Body, they are taken up at the staff level meetings.

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

- The Management plays a proactive role.
- The Vice-president of Governing Body lives on the campus and is easily available to the staff of the college and interacts with them on various occasions. Such occasions help in building a direct rapport and ensure direct accessibility which is encouraging to the staff.
- The staff members participating in execution of the institutional activities are motivated and appreciation of good work is done during different occasions.
- The college faculty plays an important role in decision making and functioning of the Management.

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 Principal is the academic and administrative head of the institution.
- He encourages new programmes in the institution. The new programmes are Ph.D. Course work, coaching for NET and CTET and add-on course on Dealing with Digital Learners.
- He makes sure that the new syllabus is allocated to particular teachers as per their abilities.
- Staff members are encouraged for improvement in academic efficiency.
- Encourages discipline, team spirit and dedication in students. He ensures their participation in various activities.
- Inculcates good liaison/relationship between teachers, non-teaching staff and students.
- Easily accessible to students and staff.
- Ensures timely disbursement of scholarships and stipends to the needy students.
- Ensures that salaries of all staff are disbursed by the 3rd day of every month.

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 Principal appoints the various committees to carry out the curricular and co-curricular activities in the college.

Work allocation of different committees for a given academic year is finalized before the commencement of the session.

The committees that were operative during the last year were:

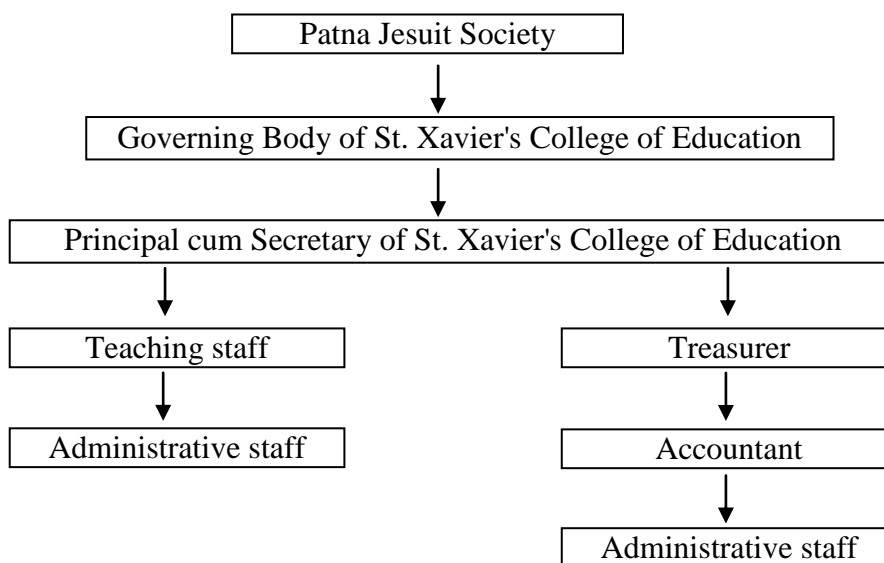
Sl.No.	Department	No.	Committee	Decision
1	Academic Management	1)	Admission Committee	Admission, Schedule and timing, Admission test, dates, selection of students, publication of selected list

Sl.No.	Department	No.	Committee	Decision
		2)	Examination	Question paper setting and printing Scheduling of entry of marks to be sent to the university Scheduling of internal exams.
		3)	Academic Planning Committee	Annual Calendar with activities
		4)	Practice Teaching Committee	Planning and organizing practice teaching program.
		5)	Course Coordination Committee	Makes sure all the subjects get equal weightage.
		6)	Community Services Committee	Plans and organizes extension services
		7)	Sports and Games Committee	Plans and organizes and conducts Sports and Games
2	Finance	8)	College Annual Committee	Collects all the articles and research papers and gets them published annually
		9)	Finance Committee	Allocation of funds from UGC Annual Budget Sending for approval by Governing Body Approval of Audited accounts
3	Research	10)	Purchase Committee	Approval of buying of stationeries, equipment and consumables.
		11)	Research Committee	Policy for promotion of research Publication of research in the college annual

Sl.No.	Department	No.	Committee	Decision
4	Placement	12)	Placement Cell	Planning and arranging of campus recruitment and placement of students
5	Seminars	13)	Seminars/Conference coordinating committee	Organizes seminars/workshops/Conferences in the college.
6	Library	14)	Library Committee	Planning budget for the academic year Buying of new Titles Buying equipment and shelves
7	Welfare	15)	Grievance Redressal Committee	More time for practice of cultural activities provided.
		16)	Women's Cell	Women's grievances are looked into.
		17)	Cultural Events Committee	Plans and organizes all the cultural activities.
		18)	Staff Welfare Committee	Looks into the needs of staff and makes sure they are met.
		19)	Excursion / Picnic Committee	Plans and organizes annual study tours to different historical places.
		20)	Sexual Harassment cell	Looks into any problems if any arising out of sexual harassment.
		21)	Anti Ragging Cell	Looks into ragging incidents.

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

Organizational structure of the Academic and Administrative Bodies



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

The different committees reflect the process of decentralization. The different departments/ sections are given specific responsibilities and they function independently at their level. The process and details of the functioning are communicated to the higher authorities.

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

- There is to and fro flow of planning process, decision making, implementation and reporting back of the outcome.
- To enhance efficiency and effectiveness of sections/departments and school personnel, the Principal coordinates and monitors the different functional bodies.
- Staff meetings held every two months and in the beginning of the term are aimed at planning and implementation of various activities in the college.
- Feedback received by the Principal help in planning and execution of various activities in the subsequent years
- Reports of activities held in the college are published in our Annual Magazine.

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

Yes, the institution uses the various data and information obtained from the feedback in decision-making and performance improvement.

The teaching and administrative staff provides feedback regularly. Suitable modification is done before implementing further programmes.

- On students' suggestion, the number of copies of frequently needed books has been increased in the library.
- e-books and e-journals facility is provided to every staff and student.
- Yearly subscription of Dissertation Abstracts International.
- The number of computers and internet ports has been increased.
- Air conditioners have been installed in the classrooms.
- Purified drinking water facility is provided.
- Wi-Fi Internet connectivity at the service of staff and students has been installed.
- CCTVs were set up at strategic places to help monitor the activities taking place in the college.

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).

- Organizes National and International level seminars/ workshops at the college.
- The institution encourages the faculty for attending seminars and workshops at the national and international level
- They come and share their knowledge among the staff
- Student seminars and workshops are conducted by the faculty
- Two or more teachers are appointed to moderate cultural and other activities of this college. This helps in mutual cooperation
- Sharing of faculty expertise in a common place, especially when dealing with specialized topics, revised syllabi etc.
- All the faculty members work as moderators of Sports activities.
- All the faculty members participate in Educational excursions and picnic.

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?*

Yes, the college has computerized Management Information System (MIS) for student information, faculty information, salary and accounting system. The college has its own website. It has a fully automated library. The MIS is in place to select, collect, align and integrate data and information in academic and administrative aspects of the institution.

The library has INFLIBNET's Soul.2.0 software with additional facilities. The staff attendance records were improved with the introduction of Biometric system. The institution has introduced OMR sheets for faster and better evaluation of the entrance test examination. These systems and personal training have increased the retrieval efficiency of documentation.

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

Human and financial resources are allocated as per the needs of the institution and in accordance with the NCTE norms. Financial resources are allocated from the course fees for accomplishment and sustaining the changes resulting from the action plans.

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

The Principal at the beginning of February makes the academic calendar for the coming year. Here all the human and financial resources needed to support the implementation of the mission and goals are considered. Soon the annual budget is made and funds are set aside to support the implementation of the mission and goals of the institution. The need for human resources are clarified and approved by the Governing Body. Thereafter through due process of advertisement and interview human resources are added to the institution.

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

- The academic developmental plans have been based on current educational trends and societal needs. The Principal takes the initiatives and proposes the

academic developmental plans to the staff and the students. The feedback obtained through interaction with students and staff is taken to the Jesuit community. The views and suggestions of the Jesuit community are then presented to the Province education commission. After the approval of the Province education commission the developmental plans are presented to the Governing Body headed by the President which finally takes the decision.

- The Principal writes to the Principals of Practice Teaching schools for approval of the proposed dates for Practice Teaching,
- After approval or approval with change in the dates, the center supervisor goes to meet the Principal and the subject teachers for the portions to be taught in each of the method subjects. The portions are given to the student-teachers for writing Lesson Plans. Two of the lesson plans are corrected by the method teachers with the teaching aids with which they will start their 1st lesson in each of the two methods.
- The student teachers meet and discuss with the concerned school teachers about the practice teaching lessons much before the start of the practice teaching. The practice teaching school teachers deal with the trainees through compassion and understanding. They observe the lessons and provide suggestions for improvement in the lesson. Along with the faculty members, the administrators too, give suggestions and ideas for quality maintenance in the academic plans.

The college has introduced:

- The Nodal Centre for conducting Ph.D. (Edu.) Course work
- Coaching for CTET and NET for its students
- Career and Guidance cell
- Two-year B.Ed. and M.Ed. courses
- Add-on course on Dealing with Digital Learners.

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

The objectives of the institution are that the students who take their education here become well-formed guides who will accompany the young learners on their journey to becoming a fully human person. The college offers an all-round training, one that is at once intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.

The college further aims at promoting values such as respect for Indian Common Cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of environment, removal of social barriers, responsible use of cybernetics and mass media, transparency and probity in private and public life, observance of small family norms, national unity and respect for religious and moral values.

These objectives of the institution are communicated and deployed to the teachers, students, staff and other stake holders through presentation of permanent display board, college prospectus, seminars, workshops and our living example and educational charism of the Society of Jesus to assure individual employee's contribution for institutional development. The employees (teaching and non-teaching) have defined roles to play at each level. The college believes in decentralization of work and principle of subsidiarity. Hence, accountability is assured. Individual contribution of the employee in the institutional development is expected.

There is timely reporting of progress of the assigned work, problems encountered and suggestions to overcome the problems. This helps in the effective completion of the task.

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

The Governing Body is the highest authority of the institution. The Secretary of the Governing Body calls for the meeting with the agenda proposed. This body meets at least twice a year to discuss the various implementation plans of the vision and mission. The Governing Body keeps a keen watch over the institution and its activities. The evaluation plans are evaluated and the emerging needs are revised during these meetings.

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

In its yearly budget, provision is made for additions in the new technology and this budget is passed in its budget meeting. Once the budget is passed the Principal makes sure that the new technology is deployed in the institution.

6.4 Human Resource Management

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

Being an NCTE recognized institution, all the teacher education and other higher educational institutions are aware of our College. Whenever anyone conducts a National or International seminars / workshops our faculty is also invited to participate in it. Depending on the type of seminar/workshop the Principal identifies the individual faculty members who need to develop in that area. Having recognized the qualification, experience and quality of teaching, two of our teaching staff are promoted to the post of Professor four years ago. Four of our teachers are **pursuing Ph.D. (Edu)**, having completed their Course Work here. Four of our faculty members have added an **additional Post Graduate Degree** to their qualification.

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?*

Performance assessment of the teaching staff is done by self-appraisal and appraisal by the students. The appraisal is done by the Principal also. The appraisal of the administrative staff is done by annual confidential report written by the Principal of the college. The communication between the staff and the management is direct and no intermediaries are utilized for the purpose. The questionnaire is designed by IQAC of the college. The Principal gets the feedback from students and confidentially discusses the performance with the individual staff member and is advised for improving his/her performance. This practice has reflected in outstanding performance of the faculty.

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

Among the welfare measures for the staff and faculty:

- The college follows the norms and regulations according to the UGC, the NCTE and the affiliating university. Therefore the staff and faculty are entitled for all **the welfare measures as per regulations.**
- Salaries of all the staff are disbursed on time each month through their bank account. **Medical allowance is provided in the salary.**

- The college administration recognizes the services and experiences of its staff and faculty and **promotion is given to the deserving ones** (Two of our teachers have been promoted to the post of Professor and two of them to the post of Reader)
- The staff and faculty avail the **Govt. Provident Fund benefits**.
- The **administrative staff avail loans** from the institution if required.

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.*

- The institution has conducted two staff development programmes for skill up-gradation and training of the teaching and non-teaching staff.
- Five of our teachers attended a three-day staff development programme organized by Aryabhatta Knowledge University.
- Two of the faculty members were sent by the institution for staff development programme in Delhi and Bangalore.
- Two of our support staff were sent to Ahmedabad for training in Inflibnet's Soul.2.0 programme.
- Besides, under staff development programme for skill up-gradation and training of teaching the institution organizes the seminars on Bloom, Piaget, Bruner, Gagne, Flanders and Allen and Ryan.
- They also attend the seminars, workshops and conferences in other universities and the program organized by NCERT.
- All our staff attends seminars and workshops conducted for the trainees and thus their skill up-gradation and training take place.

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 college strives to fill all the posts with qualified teachers. The faculty members are recruited through proper procedure. The required post is advertised in newspapers.

A selection committee, appointed by the Governing Body, after proper interview, selects the teachers and other staff. There is total transparency in the process of staff recruitment. The required qualification remains as per norms of the NCTE.

- Once a staff member is appointed, he/she is entitled to all the facilities available in the college.
- Teachers are sent for seminars, workshops and conferences for their growth and development.
- Teachers are encouraged to acquire academic enhancement for professional growth and necessary facilities and support are given to them.

Though it is a self-financed institution, it follows the UGC salary scale/structure. The institution has its own service conditions which every staff is aware of and follows.

These are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge, skills, research publications, dedication and commitment. These strategies and implementation plans are aligned with the requirements of the statutory and regulatory bodies.

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

The college has adequate number of permanent teachers and staff. When need arises part time faculty is appointed. The criterion followed is quality and expertise.

- The appointment is made on clock hour basis.
- For full-time faculty, salary is given as per the UGC scale, while for part-timers payment is on clock hour basis as existing in the state i.e. Rs. 500/- per lecture.

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 policies that support and ensure professional development of the faculty are discussed and approved by the Governing Body.

- The college bears all the expenses of the faculty who are sent for different national/international seminars/workshops.
- Staff members are given special leave for the same.
- Teachers are encouraged to undertake major/minor research projects funded by the UGC.
- All the available infrastructural facilities like library facilities, computer and internet access are freely available to the faculty
- Three of the faculty are life members of IATE (Indian Association of Teacher Educators)
- The college and one faculty member are life members of IAER, two are members in AIACHE, National Science Congress and in the Indian Association of Physics Teachers.

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

All the faculty members have their own furnished space with facilities like staff room, individual cabins for teachers, laptops, cupboards and lockers in the cabins.

- The library facility, Wi-Fi Internet connectivity, computer lab are available for the staff all the time.
- The office is well-maintained and functional. The office assistants are also available to assist the faculty with typing, printing, copying and setting up of PowerPoint presentations etc.

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

Over the last 5 years the college has computerized Management Information System (MIS) for student information, faculty information, salary and accounting system. The college has its own website. It has a fully automated library too. The MIS is in place to select, collect, align and integrate data and information in academic and administrative aspects of the institution.

These system and personal training have increased the retrieval efficiency of documentation. The library has INFLIBNET's SOUL.2.0 software with additional facilities.

The Grievance Redressal Cell, headed by the Principal, deals with the grievances of the teaching and non-teaching staff and the students' grievances. Most of the issues of teaching staff, college infrastructure and discipline in the campus are directed for decision at Governing Body meeting. Some of the problems resolved are:

1. 8.7.2012 Disturbance due to use of cell. Everyone should switch off or keep in silent mode his/her mobiles phones in classroom
2. 15.9.2013 Library timing increased by one hour on students' demand.
3. 2.4.2014 Increase in salary and D.A. increased to 65%
4. 1.7.2014 Improved Classroom climate by installing air conditioners
5. 1.8.2015 Installed an extra water cooler and water purifier

For students' issues the college has constituted a Grievance Redressal Cell. The members of this cell under the chairmanship of the Principal are:

Sl No.	Name	Designation
1	Fr. Thomas Perumalil, S.J.	Chairman
2	Fr. Joe Maripuram, S.J.	Vice President
3	Prof. (Mrs.) Preeti Sinha	Member
4	Dr. (Mrs.) Madhu Singh	Member
5	Dr.(Fr.)Anthony Raj	Member

Grievances from the students are directly addressed to the Principal. If these need to be discussed at length, a meeting of the committee is convened. Till date grievances have been restricted to oral request and suggestions which have been fulfilled at the office level.

Some of these grievances are:

1. Change in time table to provide more time for practice of cultural activities.
2. Students suggested to install more air conditioners in the class room
3. Students requested to have an extra water cooler and purifier on the second floor.
4. Students suggested to provide extra time in the library by extending the timing up to 5.30 p.m.

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 workload policies and practices that encourage the faculty to be engaged in a wide range of professional and administrative activities are discussed and approved by the Governing Body.

- The college bears all the expenses of the faculty who are sent for different national/international seminars/workshops.
- Staff members are given special leave for the same.
- Teachers are encouraged to undertake major/minor research projects funded by UGC.
- All the available infrastructural facilities like library facilities, computer and internet access are freely available to the faculty.
- Three of the faculty members are life members of IATE (Indian Association of Teacher Educators) and most others are members IAER, AIACHE, National Science Congress and in the Indian Association of Physics Teachers.
- All the faculty members have their own furnished space with facilities like staff room, individual cabins for teachers, laptops, cupboards, lockers in the cabins.
- The library facility, Wi-Fi Internet connectivity, computer lab are available for the staff all the time.
- The office is well-maintained and functional. The office assistants are also available to assist the faculty with typing, printing, copying and setting up of PowerPoint presentations etc. for better teaching.
- Every faculty member takes care of 10-11 students for mentoring.
- The faculty is encouraged to work with schools and conduct community development programmes like health awareness discussions, cleanliness, population etc.

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

A systematic approach is adopted by giving responsibilities based on individual skill and by rotation involving as many faculty members as possible, in the activities of the college.

- The management plays a proactive role.

- The teaching faculty gets promotion based on experience and qualification. Two of the teachers have been promoted to the post of Professor and two to the post of Reader.
- Public recognition of awards received motivates the staff members to perform better.
- The staff members are appreciated for the good work done during different institutional activities.
- The institution involves the faculty members in decision making and functioning of the management. This recognition of the faculty member is a motivating factor.

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*

The college is a self-financed institution. It does not receive any financial support from the government. The sources of revenue and income are course fee and interest from the fixed deposits.

Sources of revenue for the last three years

Income	2014 – 15	2013 – 14	2012 – 13
Course fee	11,405,000	9,958,000	8,745,000
Interest from funds	656,729	698,243	580,594
Other sources	671,481	316,053	574,857
Total	12,733,110	10,972,296	9,900,451

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

No resources are mobilized through donations by the institution.

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

Yes, yearly budgetary allocations are made for day-to-day expenses for college office as well as other activities.

- Generally in the month of January the annual budget is made by the treasurer in consultation with the Principal. This is then taken to the management for

discussion and approval and finally it is discussed and approved by the Governing Body.

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)*

Budget allocations are made according to the needs of the college and the salary hike. The budgetary resources to fulfill the institutions' mission are course fee and interest from investment.

Income -Expenditure Statement

Income

	2014-15	2013-14
Course Fees	11,405,000	9,958,000
Interest from funds	656,729	698,243
Other Sources	671,481	316,053
Total Income	12,733,110	10,972,296

Expenditure

	2014-15	2013-14
Total Expenditure	12,304,393	11,446,622

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

- The daily accounts are checked by the Accountant and the Treasurer of the college.
- Yearly statutory audit is done by external auditors (Rajeev Ranjan & Associates)
- The Auditor General of Government of Bihar conducts the audit on yearly basis.

So far there have not been any pending audit paras, objections raised or dropped in the last two audits.

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

Yes, the institution has computerized its finance management system since 1990. It uses EX software of Tata Consultancy.

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 Vice President of Governing Body is easily accessible to staff of the college and interacts with them on various occasions as he lives on the campus.
- Decentralization of administrative duties through different Committees has resulted in efficient operations of administrative and academic plans.
- The different committees mediate various activities such as admissions, time-tables, examinations, sports, seminars, workshops, cultural activities etc.
- The management has involved the faculty in administrative activities to the extent that some of the faculty is part of the management itself.
- Universal Account Number (UAN) for all the staff members.

Impact of governance after the last accreditation

1. Conducted a National level seminars every year and an International Conference.
2. Started a bi-annual ISSN numbered research journal.
3. Started a quarterly newsletter both in print and digital format.
4. Published three seminar proceedings with ISBN number.
5. Took up four minor research projects under UGC.
6. Published more research papers in national / international journals.
7. English Language lab was set up.
8. OMR sheets introduced for answering and evaluation of entrance test examination.
9. CCTV installed at strategic places.
10. Air conditioners installed in the classrooms.
11. Two more water coolers with water purification facility.
12. Increase in the number of computers, LCD projector, and internet Wi-Fi connectivity.
13. Library facilities increased (Dissertation Abstracts International subscribed, Library software changed to INFLIBNET's SOUL.2.0).
14. 1206 new books have been added.
15. Three more journals have been added.
16. Two schools have been adopted by the B.Ed. students.
17. Five faculty members got an extra PG degree.
18. Installed a separate Social Science resource centre.

19. Gym and games materials were added.
20. Honesty shop was set up.
21. Old clothes and shoes collection box was installed to help the poor and needy.
22. Ph.D. course work started at the college as University's nodal centre.
23. Three of the faculty are guides of Ph.D. scholars.
24. Coaching for NET and CTET has started.
25. IGNOU M.Ed. study centre was added.
26. Add-on course on Dealing with Digital Learners conducted.
27. Two of the faculty got qualified in NET.
28. Other infrastructural facilities added to the institution are setting up of a conference room, language lab, smart class room, new silent generator, bio-metric system and a new gate and approach road for the college.

Additional Information provided by Institution for Re-accreditation

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

The evaluative observation made under Governance and Leadership in the previous assessment report was:

- Set up a sexual harassment cell.

 A sexual harassment cell is set up with the Principal as the Chairperson.

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 Governing Body and Faculty have been sensitive towards quality sustenance and enhancement measures and show readiness and concern. They have frequent consultations among themselves and their participation in seminars, workshops and conferences have increased. The infrastructural and instructional facilities were increased as mentioned in # 6.6.1 above.

Independence Day



Republic Day



Annual Sport Day



Teachers' Day



Silver Jubilee



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 institution has established Internal Quality Assurance Cell (IQAC). It was set up in November, 2004.

Composition

Dr. (Fr.) Thomas Perumalil, S.J.	Principal	Chairperson
Dr. (Fr.) Scaria Mammootil, S.J.	Sr. Lecturer	Coordinator
Fr. Joseph Maripuram, S.J.	vice President, GB	Management
Fr. Thomas Karthanam, S.J.	Member, GB	Management
Prof (Mrs.) Preeti Sinha	Professor	Teacher
Dr. Madhu Singh	Lecturer	Teacher
Dr. Vikramjeet Singh	Lecturer	Teacher
Fr. Victor Osta, S.J.	Lecturer	Teacher
Dr. (Fr.) Anthony Raj, S.J.	Reader	Teacher
Mr. Sushil Kumar Singh	Lecturer	Teacher
Ms. Vijayshree	Lecturer	Teacher
Ms. Nimisha Srivastava	Lecturer	Teacher
Mr. Deep Kumar	Lecturer	Teacher
Ms. Sapana Suman	Lecturer	Teacher
Prof. (Dr.) K.V. Srinivasan	Patna University	Nominee
Mr. Alfred de Rozario	Director, Don Bosco	Nominee
Br. Hilary Goveas, S.J.	Treasurer	Sr. Admin. Officer
Mrs. Claramma James	Office Secretary	Sr. Admin. Officer

Major Activities undertaken

- Steering committee for Re-accreditation was constituted
- Data collection was carried out through performance appraisal forms
- INFLIBNET's SOUL.2.0 was installed in the Library. The staff of the library has been given special training in the use of the software.
- Wi-Fi Internet connection is available to staff and students.

- Constituted different committees to oversee the students' academic and co-curricular activities.
- The college office records have been computerized and retrieving and processing data is much easier now.
- The IQAC monitors the activities performed through various programs in line with the mission and objectives of the college.
- The teachers in consultation with the Principal organize curricular and co-curricular activities at their level for the students
- To improve the records system, the IQAC has created formats to collect and maintain such records. Student appraisal of teacher, teachers' self-appraisal reports, peer appraisal and Principal appraisal are designed and used by the institution.

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

The mechanism used by the institution to evaluate the achievements of goals and objectives are:

- Annual General Body Meeting of the institution evaluates the achievements of goals and objectives.
- General Body also discusses the achievements.
- The students' evaluation at the end of the academic session on a five-point scale of Excellent to Unsatisfactory.
- Faculty meetings every two months to evaluate the achievements of goals and objectives.

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

The institution ensures the quality of its academic programmes through:

- ICT in academic programmes. All the faculty members use computers with LCD projectors to enhance their teaching.
- Getting at least one research paper written and published every year. The institution insists that every teacher should bring out a paper every year.
- The institution goes much beyond the university syllabus requirement.
- The institution gives importance to value based instruction and lived examples.
- Teachers are encouraged to make use of the facilities of Wi-Fi Internet connectivity to update themselves on the subject.

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

The institution ensures the quality of its administration and financial management processes through:

- Computerization of the office.
- Planning of academic calendar much in advance.
- Qualified and efficient office staff.
- Proper budgeting. The budget has to go through multi-stage discussion and approval.
- Use of standard accounting package for financial management
- Annual auditing of accounts

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

The institution identifies and shares good practices with various constituents of the institution through:

- Evaluation of the outcome of the programme whether it enhances the core values of contributing to national development, fostering of global competencies, inculcating of value system, promoting of the use of technology and quest for excellence.
- Every department of the institution is informed of the programme and its impact on the society through meetings and informal talks.
- Obtaining feedback from the Principals and teachers of cooperating schools.

7.2 Inclusive Practices

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

The institution sensitizes teachers to issues of inclusion and gives focus to these in the national policies and the school curriculum through different activities conducted in the institution.

- Gender sensitizing activities are organized every year on International Women's Day. Human rights and child rights seminar, communal harmony week, religious diversity and inclusion by Dr. (Fr. M.D. Thomas), seminar on positive

discrimination are other regular activities to sensitize teachers to issues of inclusion.

- Essay competition on topics related to girls/women.
- These programs deal with creating awareness among teachers about the girl students as to their social rights and issues related to behaviour and problems which girls/women could face in their lives.
- These programs have been conducted in the form of lectures followed by interactive sessions with the speakers. All the topics have been oriented towards the Indian woman and the changing scenario of gender bias.
- Teachers are asked to know the students of disadvantaged sections and differently-abled ones and to deal with them sympathetically.

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

In the academic plan different activities, seminars and workshops are added for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning. There is also a seminar of educational provision for the physically challenged people.

The students are required to present seminar paper related to education of disadvantaged and physically and emotionally challenged students. This exerts tremendous impact on student teachers towards these issues.

It is observed the physically challenged students are not weak in their studies and are quick in their adjustment with the environment. Others too are very friendly to them. They receive sympathy and affection from one and all including support staff.

Some of these programmes are:

- Seminar on HIV/AIDS, September, 2010 – 2015.
- KaviGhoshti on women/girl child, January, 2011 – 2015.
- Seminar on Human Rights, January 2011 – 2015.
- Seminar on Empowerment of women, 8 March, 2011 – 2015.
- Community service, April, 2011 – 2015.
- Essay competition on girl child, September 2011-15.

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

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation are:

- Each one Teach one and Plant one.
- Social/health awareness programme to neighbourhood schools.
- Blood donation.
- Bio-socio-academic survey.
- Education for environmental sustainability.
- Cultural programmes on Interface Function, Teachers Day, College Day, Christmas get-together, and Valedictory Function.

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

- To develop proficiency in working with children from diverse backgrounds and exceptionalities the institution admits candidates from diverse backgrounds and exceptionalities for teacher training.
- Our student teachers are sent to different schools with children from diverse backgrounds and exceptionalities for their practice teaching.
- Through pre-practice teaching briefing student teachers are made aware of the individual differences among students.
- In the curriculum educational psychology is taught as a full paper with special emphasis on child development.
- Through the various activities including mentoring, tutorials and group work the institution ensures that the student-teachers will effectively work with children with diverse background and exceptionalities. They really act without any discrimination and we are pleased to see this.

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

To the special needs of the physically challenged and differently-abled students enrolled in the institution special arrangement is made to take differently-abled children to classroom and periodic check of deficiencies.

- Ramps at strategic places to get inside the building.
- Library is placed in the ground floor.
- Special chairs are provided to the south-pawed children.
- At times the parents are invited for discussion and help.

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

The activities of the Women Cell are to deal with gender sensitive issues. They conduct seminars on International Women's Day, Essay Competition, and Role plays to highlight and sensitize women's issues. Besides, all gender sensitive complaints are to be addressed to the Principal and he, in turn, will refer the same to the women cell. The women cell is expected to study these issues and recommend proper action to be taken by the Principal. Thus the institution is conscious about gender sensitive issues. So far our institution has not come up with any gender sensitive complaints.

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 ensures the access to the information on organizational performance to the teachers, students, staff and other stake holders through its website, presentation of permanent display board, college prospectus, seminars, workshops and our living example and educational charism of the Society of Jesus.

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 information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders is passed on to the staff through notices and meetings and is discussed with them. The suggestions are considered

and proper steps are taken for bringing about qualitative improvement. Some of these actions are

- ✓ Sri Chandra High School requested to take Mathematics class to High School students and we obliged.
- ✓ Mr. R.N.R. Majumdar helps out the corrections of DBA and St. Paul's School Science Practicals
- ✓ Mr. Sushil Kumar Singh helps out in practical works of DAV School, Danapur,
- ✓ Mr. Sushil Kumar Singh helps out in Sports arrangements, Publication of school magazine of Dhaneswari School.

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?*

The feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality are evaluation and interview.

a) *Students?*

After each workshop, seminar and social service etc. we have an evaluation with the students. During the second semester, we take a student evaluation of the teachers, which also provides information on programme quality.

b) *Alumni?*

The alumni through interview report to us that they are very happy with the type of training they have received from this institution. They also inform us that they are accepted by one and all as quality teachers in their institution.

c) *Employers?*

School principals look forward to get our trainees and recruit them into their schools. Thus we get the feedback on our programme quality.

d) *Academic peers?*

Through regular staff meetings we get feedback on programme quality.

e) *Community?*

Feedback on programme quality from the community is reflected on the rush for admission to our college and the parents' response that our programme is non-comparable which is confirmed by their eagerness to get admission of their wards in this College. For the one hundred seats, on an average we get about 500 applications every year.

Based on the information received, the institution adds new programmes like talks by experts in different fields for quality improvement.

Additional Information provided by Institution for Re-accreditation

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

The core values of NAAC are reflected in the various functions of the institution as follows:

- a) For national development we follow the state reservation policy in admitting SC,ST, OBC and Christian Minority students to the college. Seventy-five percent of the students come from these categories. We also follow the saying “Each One Teach One” and every student has to make one illiterate person literate.
- b) For fostering global competition among students, we provide spoken English classes in the beginning of the year. We provide ICT training to all the students. ICT is also part of the university syllabus. Special emphasis is given to modern Methods of teaching and teaching skills. These help the students to compete globally.
- c) For inculcating a value system among students, we work and stand for value in our life. We insist on truth and righteousness among students in all their dealing. We insist on fair means in exams. We provide cooperative learning skills for imbibing cooperation and mutual understanding, and Integral Pedagogy Paradigm where value education through core subjects is emphasized. We have networking with, Taru Mitra International, National Human Rights Commission, National Foundation for Communal Harmony, TB seal campaigns, Blood donation, Hospitals, Doctors and other neighbourhood schools, honesty shop, daily assembly and National integration values through celebration of Independence Day and Republic Day.
- d) Promoting use of technology is very much evident from a computerized office, library, internet connectivity and use of LCD projectors and OHPs for teaching lessons. ICT is part of paper IV in the syllabus in B.Ed. and Educational Technology in M.Ed. We manage all the activities of the institution in a technology enabled way. Demonstration and data management are there. The institution has its own website to provide ready and relevant information to

stake holders. The institution and the students make use of social net-working, blogs and wikie-spaces.

- e) Quest for Excellence is the goal and mission of the institution. We insist on excellence in all that they do, study, activities –curricular, co-curricular and extracurricular. The students have to repeat pre-practice teaching lessons till the method teachers are satisfied with their performance. They have also to repeat their assignments, exercises and practices to the satisfaction of the teachers.

Mapping of Academic Activities of the Institution

		July				August				September				October				November				December				January				February				March				April				
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	34	35	36	37	38	39	40	41	
Admission and Orientation																																										
Theory																																										
Tutorials/ Seminars																																										
Sessional Work – Tests & Assignment																																										
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																																										

Declaration by the Head of the Institution

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

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

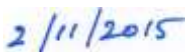
I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.



Signature of the Head of the institution

**with seal: Principal,
St. Xavier's College of Education,
DIGHA GHAT, PATNA.**

Place: 

Date: 

SWOT ANALYSIS

STRENGTHS

- ✚ Institution has good infrastructure.
- ✚ Has got strong ICT base.
- ✚ Priority for women empowerment.
- ✚ Has sufficient qualified faculty.
- ✚ Has a well-furnished library.
- ✚ Creative ideas are put into practice (honesty shop, collection box).
- ✚ Has an active IQAC.
- ✚ Believes in decentralized administration.
- ✚ Four members of the faculty are in different committees of the University.

WEAKNESSES

- ✚ Institution does not have own vehicle for transportation.
- ✚ Does not have a Students' Council.
- ✚ Does not have funding agencies like ISSR, DST etc.
- ✚ Does not have a mechanism to track Alumni positions.

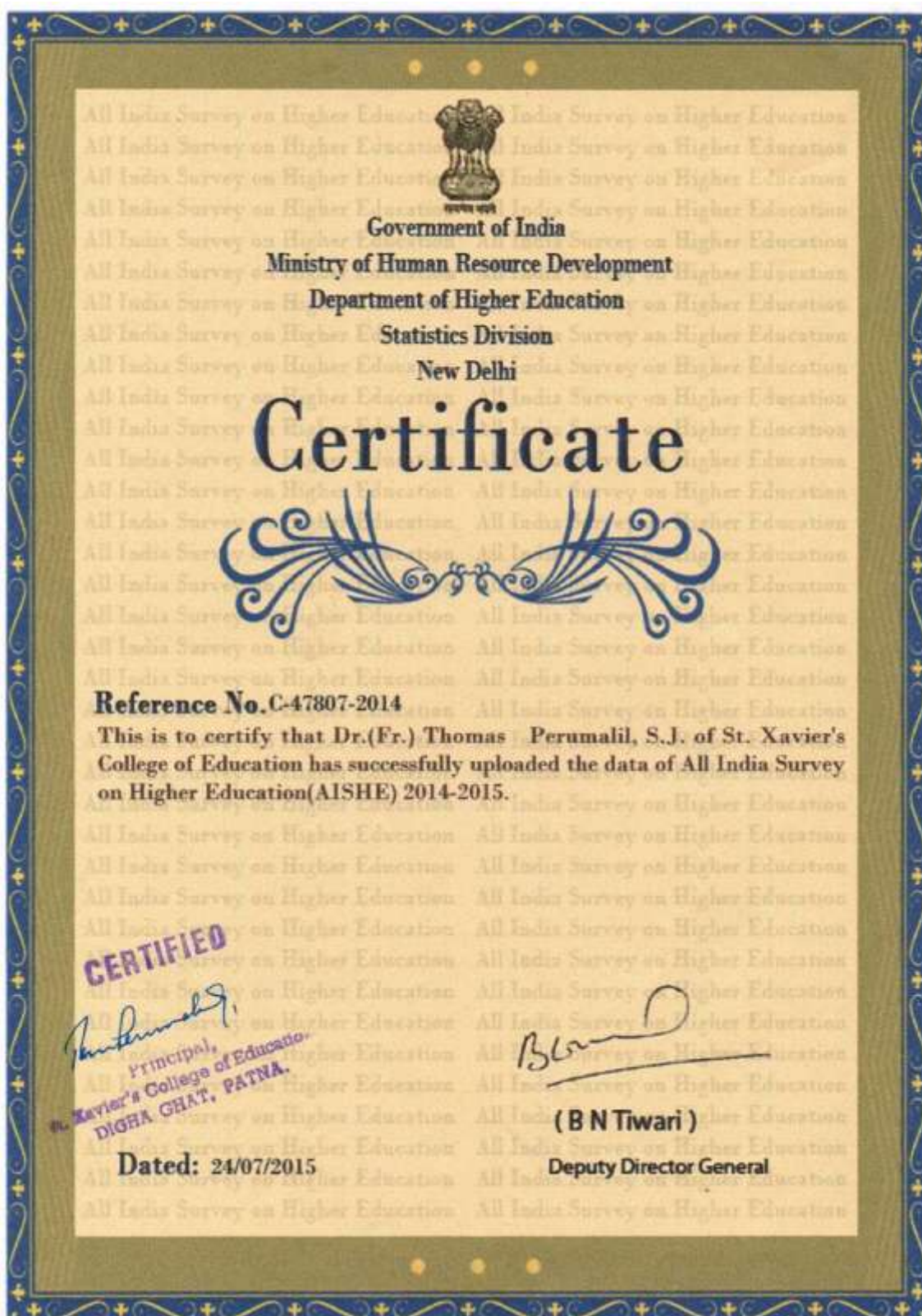
OPPORTUNITIES

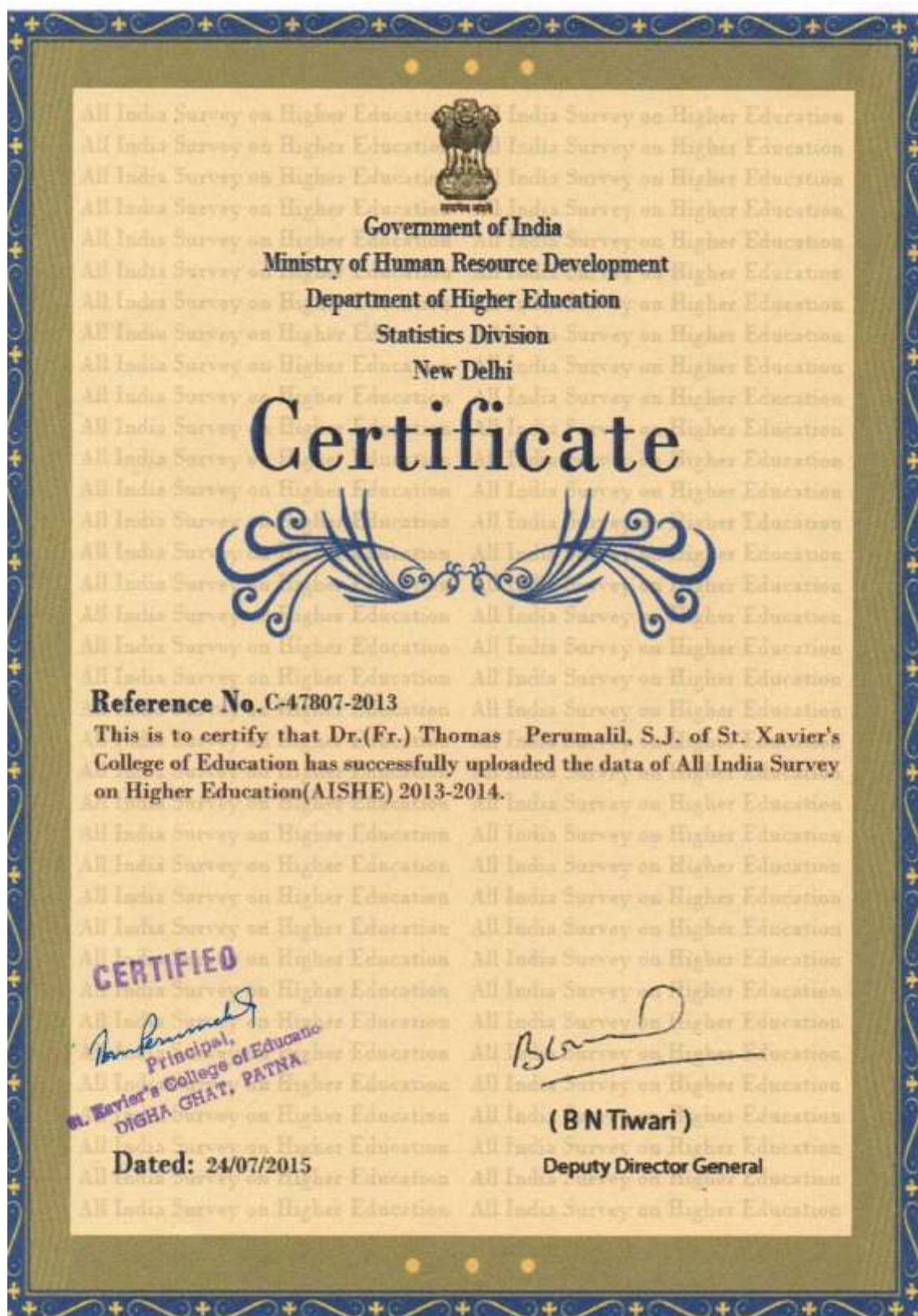
- ✚ To go for autonomy.
- ✚ To expand the infrastructure.
- ✚ To apply for Major Research Projects.
- ✚ To twin/collaborate with foreign Universities.
- ✚ To enhance the library security with RFID system.
- ✚ To be a Centre for Advanced Studies in Education.
- ✚ To be a Centre of Excellence in Education.

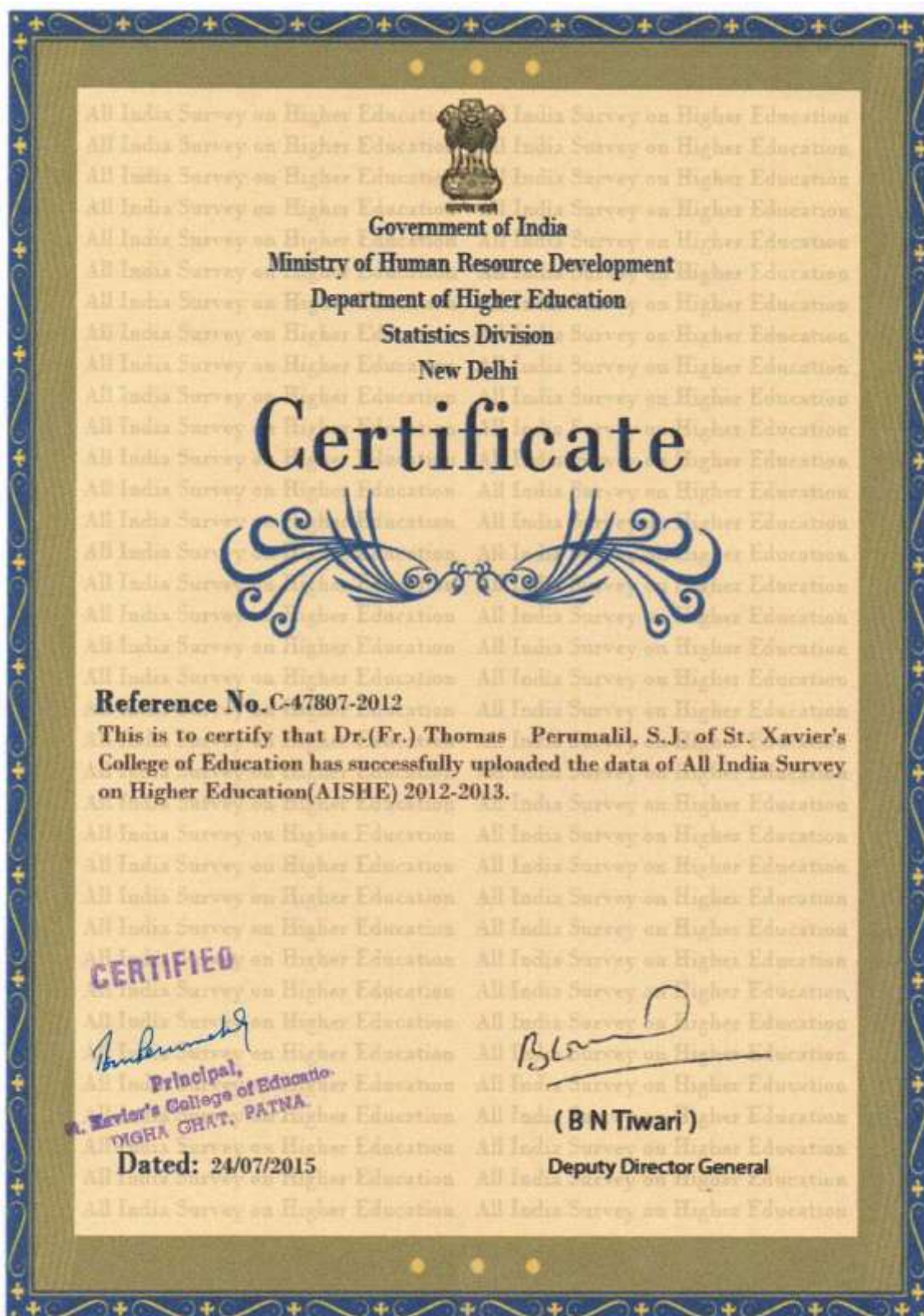
THREATS

- ✚ Salary paid is too high in proportion to the income.
- ✚ To get the University examination results on time.
- ✚ To get government scholarships for all deserving students.
- ✚ To get work done from the government sector.
- ✚ To get resource persons for National/International seminars.
- ✚ Financial constraint for development.
- ✚ To get financial aid from UGC.

Annexures







University Grants Commission
Bahadur Shah Zafar Marg
New Delhi-110002.

No.F.8-22/99 (CFP-I)

July, 1999.

The Registrar,
Magadh University,
Bodh-Gaya-824 234 (Bihar).

3 AUG 1999

Sub:- List of Colleges prepared under Section-2(f) of the UGC Act, 1956-
Inclusion of New Colleges.

Sir,

I am directed to refer to letter dated 7-7-1999 received from the Principal, St. Xavier's College of Education, Digha Ghat P.O., Patna on the above subject and to say that the name of the following College has been included in the above list under Non-Government Colleges teaching upto Bachelor's Degree:-

<u>Name of the College</u>	<u>Year of Estt.</u>	<u>Remarks</u>
St. Xavier's College of Education, Digha Ghat P.O., Patna-800 011, Bihar. (Fr. Thomas Karthanam, S.J)	1988	The College is eligible to receive central assistance in terms of the rules framed under Section 12-B of the UGC Act, 1956.

Yours faithfully,

(D.D. Mehta)
Under Secretary

Copy forwarded to :-

1. The Principal, St. Xavier's College of Education, Digha Ghat P.O., Patna-800 011 (Bihar).
2. The Secretary, Govt. of India, Ministry of Human Resource Development, Deptt. of Education, T-14 Section, New Delhi.
3. Joint Secretary, UGC Eastern Regional Office, LB-8, Sector-III, Salt Lake, Calcutta-700 091.
4. All Sections, UGC.
5. S.O. (FD-III Section) UGC, New Delhi.
6. D.T.P. Cell, UGC, New Delhi-2.
7. Guard file.

(D.D. Mehta)
Under Secretary

CERTIFIED

3 AUG 1999

Principal,
Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.

TEACHER EDUCATION SCENARIO IN BIHAR

Education is an important instrument of economic and social development and teachers and teacher educators are expected to provide vital inputs towards the realization of educational goals. The aspects related to preparation, recruitment, retention, career advancement, welfare and status of teachers constitute major parameters that impinge upon the performance of teachers in realizing educational goals.

Conscious and consistent efforts and initiatives were made in the past to help teachers perform their assigned role meaningfully and satisfactorily. Teachers would have to adopt and adapt new strategies and equip themselves to face new challenges posed by information and communication technologies, globalization, growing rate of knowledge obsolescence, lack of social cohesion and tolerance and decline in moral values.

Bihar is one of the most populated states in India with high population growth rate. As per the Census 2011, the literacy rate of the male population in Bihar was recorded at 73.4% while that of the female was recorded at 53.3%. Unfortunately, Bihar has the lowest literacy rate in India. Therefore, the need for trained teachers is in very high demand. Every year thousands of teachers are recruited by the state government. Teaching job seems to be very lucrative profession. As a result, we see mushrooming of teacher education colleges all over Bihar. As of today there are 221 NCTE recognized B.Ed. colleges, 5 colleges/universities with M.Ed. departments, 79 D.El.Ed. Colleges, 3 B.P.Ed. Colleges, 1 D.P.Ed. College and 1 B.A. B.Ed. / B.Sc. B.Ed. department connected with Central University of Bihar. These train about 25,000 students every year.

But most of the teacher education colleges in Bihar do not maintain good academic standards and the quality is pathetic. The pre-service teacher education programme (Primary and Secondary) has been left to private bodies since 1992. The two constituent training colleges in Patna University have been allowed to function as usual. Since 1992, the state government has been concerned with only in-service training of primary and secondary teachers through DIETS and SCERT. Regular

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Handwritten signature

**Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.**

organization of in-service training programmes is one of the main indicators of effective functioning of a DIET. But, as per information available, most of the non-functional DIETs are in the state of Bihar.

The state government has been left with no role to play except to issue “No Objection Certificate” to establish a Secondary Teacher Education College by a private body, whether it is minority or otherwise. But if the government fails to reply in a defined time limit the NCTE proceeds with further action of granting recognition. We can say that the government is completely passive with regard to pre-service teacher education in the state.

Further, four universities, namely, Magadh University, L.N. Mithila University, Nalanda Open University and BRA Bihar University Muzaffarpur have been granted permission by the AIDCE and NCTE to provide teacher education course to working teachers with 500 intake capacity to each.

It is also alarming to see the state of accreditation of these colleges. The colleges after three years of their existence are expected to get assessed and accredited by NAAC. But of the 221 regular B.Ed. colleges, only 6 of them have NAAC accreditation with validity as of 3 September, 2015. Of these only two are accredited with grade A.

1. St. Xavier’s College of Education, Digha Ghat, Patna with grade A
2. Department of Education, Patna Women’s College, Patna with grade A.

No other Colleges of Education in Bihar has been assessed and accredited by NAAC so far, including the constituent colleges of Education under Patna University.



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

PRINCIPAL

Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.

**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-UI-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

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Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.

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

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Principals

**Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.**

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
- 25 W : 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.)

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Principal,
St Xavier's College of Education
DIGHA GHAT, PATNA.

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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Principals
Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.

ARYABHATTA KNOWLEDGE UNIVERSITY
PATNA

COURSES OF STUDY

FOR

BACHELOR OF EDUCATION (B.Ed.)

EFFECTIVE FROM JULY 2013

CERTIFIED
Indranil Singh
Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.

ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA

THE B.ED. PROGRAMME

(For the candidates to be admitted from the academic year 2013-2014 on wards)

Ordinances & Regulations

O. B.Ed. I Eligibility:

A candidate seeking admission to B.Ed. Programme must satisfy the following conditions.

1. He/She must be a graduate of a recognized university. He/She must have passed the bachelor degree as a regular student or as a student of distance education at least in the 10 + 2 + 3 pattern.

2. He/She must have obtained at-least 50% marks at graduation or at post graduation in relevant subject. Candidate belonging to scheduled cast/ Scheduled tribe must have obtained at least 45% marks at graduation or at the post graduate level.

3. If a candidate is a graduate, he/she should have graduated with one of the secondary school subjects as a major subject and if he/she has a master's degree, he/she should have offered any one of the higher secondary school subjects. The subjects offered by the students at the graduation and post graduation levels will form the basis for the selection of one/both method/methods at B.Ed. level.

4. A candidate for the degree of Bachelor of Education (B. Ed.) must have:

(i) kept all the lectures of the theory and practice of education in a College affiliated to Aryabhatta Knowledge University for the purpose of the B. Ed. Degree, and (ii) completed a course of practical work extending over one year to the satisfaction of the Head of the College in which the candidate is studying, consisting of-

- Teaching practice of not less than 40 lessons (5 micro + 5 simulation + 30 block lessons) during the year in the two subjects selected by him/her, distributed over Standards VI to XII of the recognized Primary/ secondary/ higher secondary schools.
- Observed 20 directed lessons given by other candidates and demonstration lessons.
- Attended the demonstration and discussion lessons.
- Attended lectures and guidance for the discussion of theory courses, and
- Completed practical work related to theory portion.

❖ The examination for the degree of B. Ed. shall consist of division of marks, for each component of syllabus as shown in table-1.

TABLE -1

Part I: Written Examination (Theory)

5.0 (A) The following Four courses are compulsory

No.	Subject	Instructional hours/week			Exam Hours	Total		
		L	T	P		Internal	External	Total
1.	Education in an Emerging Indian Society	4	0	0	3	30	70	100
2.	Educational Psychology and Measurement	4	0	0	3	30	70	100
3.	School Organization and Management	4	0	0	3	30	70	100
4.	ICT in Education	4	0	0	3	30	70	100

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5.01 (B) Elective Courses: (Paper V)

Each candidate will select any ONE of the following courses as an elective course

TABLE-2

Paper V	Subject	Instructional hours/week			Exam Hours	Total		
		L	T	P		Internal	External	Total
1.	Teacher Education	4	0	0	3	30	70	100
2.	Environmental Education	4	0	0	3	30	70	100
3.	Population Education	4	0	0	3	30	70	100
4.	History and Development of Education in India	4	0	0	3	30	70	100
5.	Value Education	4	0	0	3	30	70	100
6.	Women Education	4	0	0	3	30	70	100
7.	Inclusive Education	4	0	0	3	30	70	100

5.02 (C) Optional Courses as Special Method (Papers VI)

Each Student will also offer any TWO of the following methods from the Optional Courses

Table-3

No.	Subject	Instructional hours/week			Exam Hours	Total		
		L	T	P		Internal	External	Total
	Paper VI (Optional I & II)							
1.	Hindi	4	0	0	3	15	35	50
2.	English	4	0	0	3	15	35	50
3.	Sanskrit	4	0	0	3	15	35	50
4.	Urdu	4	0	0	3	15	35	50
5.	Arabic	4	0	0	3	15	35	50
6.	Persian	4	0	0	3	15	35	50
7.	Bangla	4	0	0	3	15	35	50
8.	Biological Science	4	0	0	3	15	35	50
9.	Mathematics	4	0	0	3	15	35	50
10.	Economics	4	0	0	3	15	35	50
11.	History	4	0	0	3	15	35	50
12.	Civics	4	0	0	3	15	35	50
13.	Geography	4	0	0	3	15	35	50
14.	Physical Science	4	0	0	3	15	35	50
15.	Home Science	4	0	0	3	15	35	50
16.	Computer Science	4	0	0	3	15	35	50
17.	Commerce	4	0	0	3	15	35	50

Any two school subjects are to be studied as content and method papers. These will be based on the two main subjects or the main and one of the auxiliary subjects in case of graduates; and the subjects offered at post graduation level should be the same as at graduation level except in case of those who have offered the fundamental subjects like Philosophy, Sociology, Psychology or M.A. Education.

5.03 (D) Practical Work: Field based study including Practice Teaching, final model lesson, observation and community work

TABLE-4

No.	Subject/Curriculum Components	Instructional hours			Exam Hours	Total		
		L	T	P		Internal	External	Total
1.	Micro Teaching, Block Teaching	0	0	12	-	50	-	50
2.	Assignment and content test (2)	0	0	10	-	50	-	50
3.	Gardening/Craft/Computer basics	5	0	10	-	25	25	50
4.	Psychology Practicals (3)	0	0	10	-	30	-	30
5.	Blue Print (2)	0	0	6	-	25	-	25
6.	Observation Copy	0	0	10	-	20	-	20
7.	Action Research, Community work	0	0	10	-	50	-	50
8.	Viva (External Test)				-		25	25
9.	Annual Lessons (University Exam)				-	-	50x2	100
	Total	5	0	68		250	150	400

O. B.Ed. 2: Duration of Programme:

A candidate admitted to the B.Ed. Programme shall undergo a regular course of study for one academic year, that is, from June/July to April/May. There shall be not less than 180 working days which shall comprise 900 teaching/working hours, (Exclusive of the days for the conduct of University or external end-semester examinations).

O. B.Ed. 3: Programmes offered at B.Ed. Programme:

(1) B.Ed. General

O. B.Ed. 4: Courses in Programme :

The B.Ed. Programme consists of a number of courses. The term 'Course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.Ed. Programme.

- Core Course (A 1 to A 4)
- Elective Course (B 1 to B 9)
- Optional Papers (Content cum Method), (C 1 to C 9)
- Practical Work (D 1 to D 9)

Core courses are the basic courses compulsorily required for the programme of study.

O. B.Ed. 5 : Course:

Each course is to be designed variously under lectures / lessons/practical work or field work/ seminar /workshop/ practice teaching / assignment / term paper / Blue print / Internship / Literacy Programme/ Psychological Test/Action Research/ Viva etc., to meet effective teaching and learning needs of a would be teacher of B.Ed. Programme.

O. B.Ed. 6 : Examinations:

There shall be examinations at the end of the course in the month of May. A candidate who does not pass the examination shall be permitted to appear in the subsequent examinations to be held in May.

O. B.Ed. 7: Condonation:

Student must have 75% of attendance in each course for appearing in the end Semester examination. A shortage of attendance upto 15% can be condoned by the Vice Chancellor as per AKU rules.

O. B.Ed. 8: Questions Paper Pattern:

There will be 4 units in each paper. There shall be two questions from each unit. The 9th question shall have 10 objective type questions from all the four units of the theory course. The examinees should answer one question from each unit and also 7 sub-questions from question No. 9, totalling to 5 questions in all.

O. B.Ed.9: Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher/Method Master as well as by an end semester examination and will be consolidated at the end of the course.

Attendance shall be taken as a component for continuous assessment, although the students should put in minimum of 75% attendance in each course. In addition to continuous evaluation component, the year-end examination, which will be a written-type examinations of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to year-end examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an year-end practical examination.

O. B.Ed. 10 : Passing Minimum :

The passing minimum for CIA (Continuous Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). A student is required to score at least 45% as aggregate marks for the award of B.Ed. Degree.

O. B.Ed. 11: Examinations :

The University shall conduct the External or year-end Examination. The Internal Examination shall be conducted by the concerned colleges themselves.

O. B.Ed. 12 : Self-Financing Stream :

The above Ordinances shall be applicable also for the candidates undergoing the programmes in self-financing stream.


O. B.Ed. 13 : Grievance Redressal Committee :

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher / Principal and the HOD of the faculty as the members. This Committee shall solve all grievance relating to the Internal Assessment marks of the students.

O. B.Ed. 21 : Revision of Ordinance, Regulations and Curriculum :

The University may from time to time revise, amend and change the Ordinances, the Regulations and the Curriculum, if found necessary.

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R. B.Ed. 1: Division of Marks – Part I - Theory

No.	Subject	Instructional hours/ wk			Exam Hours	Total		
		L	T	P		Internal	External	Total
1.	Education in an Emerging Indian Society	4	0	0	3	30	70	100
2.	Educational Psychology	4	0	0	3	30	70	100
3.	School Organization and Administration	4	0	0	3	30	70	100
4.	Essentials of ICT in Education	4	0	0	3	30	70	100
5.	Elective Paper (B1-7)	4	0	0	3	30	70	100
6.	Method- I & II (C 1 – 17)	4	0	0	3	15x2	35x2	100
Total						180	420	600

Part – II – Practical

No.	Subject/Curriculum Components	Instructional hours			Exam Hours	Total		
		L	T	P		Internal	External	Total
1.	Micro Teaching, Block Teaching	0	0	12	-	50	-	50
2.	Assignment and content test (2)	0	0	10	-	50	-	50
3.	Gardening/Craft/Computer basics	5	0	10	-	25	25	50
4.	Psychology Practicals (3)	0	0	10	-	30	-	30
5.	Blue Print (2)	0	0	6	-	25	-	25
6.	Observation Copy	0	0	10	-	20	-	20
7.	Action Research, Community work	0	0	10	-	50	-	50
8.	Viva (External Test)				-		25	25
9.	Annual Lessons (University Exam)				-	-	50x2	100
Total						250	150	400

R. B.Ed. 2:

For part-II examination, the candidates will be tested for their practical skill, class management and teaching in two subjects of their choice.

The candidates will be required to keep the following for the inspection:

1. A journal / file containing the criticism on the demonstration lessons and at least 20 lessons of other candidates observed by them during the year.
2. A Lesson Plan file of at least 30 lessons given during the year and the criticism of the guides therein.
3. The head of the college will be required to keep a record of and evaluation of all lessons given by the students, of the practical work done by them in relation to the theory papers and of the co-curricular activities.

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R. B.Ed. 3:

The practical work to be carried out by the candidates during the year is explained in R.B.Ed.-I

1. Micro Teaching, Block Teaching	50 Marks
2. Assignment and content test (2)	50 Marks
3. Gardening/Craft/Computer basics	50 Marks
4. Psychology Practicals (3)	30 Marks
5. Blue Print (2)	25 Marks
6. Observation Copy	20 Marks
7. Action Research, Community work	50 Marks
8. Annual lesson (Exam) (One lesson in each school subject selected by the teacher trainee and 50 marks in each lesson) (50+50)	100 Marks
9. Viva voce	25Marks

R. B.Ed. 4:

The total number of External exam marks for Part-I shall be 420. For the practical work done by the candidate and the internal examination marks up to a maximum of 180 shall be given by the head of the college.

For part-II examination there shall be 150 external marks for Practical teaching and viva voce and Gardening/Craft/Computer Basics. For internal examination, 250 marks shall be given by the Head of the College in which candidate is studying and will be communicated to the University before the University practical Examination commences and/or as per the instructions of Controller of Examinations of the University.

Internals Marks may be revised in case of a candidate who fails to pass the internal evaluation and applied for such revision, provided:

- (i) He puts in regular attendance for a period of at least one month in the college in which he has studied, and
- (ii) During this period, a candidate gives additional lessons under the supervision of head of the college in teaching practice and does other practical work to the satisfaction of the Head of the college.

R. B.Ed. 5: Passing of Examinations and Promotion Rules

- 5.1 To pass the examination in Part – I, a candidate must obtain not less than 40 % of the total number of marks in each course and 50% marks in aggregate of the seven papers.
- 5.2 To pass the examination in Part – II, a candidate must obtain minimum of 50% of the total internal marks and in each of the two lessons of the University held by Examination.
- 5.3 There shall be no supplementary examination or the provision of re-evaluation.

R. B.Ed. 6:

A candidate who fails in the Examination shall have to reappear in all such course/s. A candidate after failing in B.Ed. examinations shall be allowed to reappear for 3 consecutive examinations only.

R. B.Ed. 7:

Each Course is to be designed variously under lectures / tutorials / laboratory or field work / seminar / practical training / assignments / term paper or report writing etc., to meet effective teaching and learning needs.

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R. B.Ed. 8: Assessment and Instructions for implementation of practical work related to Educational Transaction Practice Teaching

8.1 Practice Teaching Lessons

Work	Particulars	Total Lessons
Micro teaching	Orientation and demonstrations of skills be given by lecturers. Lesson planning and teach-re-teach cycles of four microteaching skills per subject should be conducted. Recommended Skills : Questioning, Set induction, Illustration with examples, Explanation, Stimulus Variation, Making use of Chalk Board	05
	One integration (bridge) lesson – (15 min.) in any one method	
Simulation	Orientation and demonstration of lessons in simulation. They should be on the basis of methodology and on different techniques of teaching in respective school subject. The components observed in teaching respective subject should be monitored while observing lessons. The core skills should be prioritized in selecting simulation. Students should practice novel methods and models of teaching in these lessons, e.g. learning through group discussion, problem solving, practical, exhibitions; computer aided learning, visit lesson, dramatization, self- learning with the help of specially prepared work sheets, using concept attainment model, inductive thinking, synaptic, advance organizer, inquiry training, role play, jurisprudential model, Lessons catering to multiple intelligences. Five lessons in each method should be given.	10
Block teaching (Unit Planning)	Block teaching, one unit test lesson per subject. The student is supposed to prepare blue print of test and result sheet after assessment of answer sheets.	15
Internship Lesson	Lesson without lesson plan under the supervision of school authority.	10
	TOTAL PRACTICE TEACHING LESSONS	40

8.2 Lesson Observations: The trainee should observe lessons as under:

(i)	Demonstration Lesson (Macro)	02
(ii)	Block Teaching + Internship	20
	Total observations	22

The trainee must provide the written feedback on each observation and a copy must be handed over to a trainee whose lesson is observed having signed by the Professor in-charge.

8.3 Internship & Literacy Programme: (A real school life experience)

- Internship 25 marks (5 marks for Literacy programme)
- Following activities are included in internship of 10 days in a school.
- The trainee is supposed to have experience of performing other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of home work/journals, conducting prayer, proxy periods and Teaching work observations of school record etc.

- Student has to deliver 10 lessons during the internship programme under the supervision of school principal/supervisor/senior teacher without lesson plan. The student has to maintain the index of this lesson during the programme and approved by the authority.
- Study of a school system is expected. The student will collect information about location of school, establishment of a school, management, rules, school records, time-table, results, organizations associated with the school, co-curricular and extracurricular activities for student and staff of the school etc.
- The trainee must literate at least one illiterate during the internship programme. The evidences of literacy programme must be attached with the report of internship.

8.4 Action Research:

The trainee must undertake either a case study or an action research as a part of B.Ed. Part II assessment.

8.5 Seminar/Workshop Presentation

Every trainee has to participate in at least one seminar. There must be a presentation, one in large group or in small group. The group of students should prepare for a topic related to any subject from current concerns/ new trends. Students should collect information from various sources and present the topic. Other students should ask questions to the presenter.

8.6 Psychological Test/Practical:

Every trainee is to administer any one psychological test on a small group. The trainee is to submit the report on general details of the test, the group on which it is administered, the procedure of administering test, scoring and general interpretations.

8.7 Assignment/ Content Tests:

There must be submission of one assignment on each of the five General papers (Paper I, II, III, IV and VII) and two methods (Paper V & VI). The institute has an option of taking content examination in lieu of assignments in methods.

8.8 Teaching Aids:

The trainee is to develop one teaching aid in a method of admission (i.e. Uni. Method) and submit it in the college.

8.9 Blue-print:

The trainee is to prepare a blue-print of the question paper of 50 marks in each method specifically in two days work-shop organized under direct supervision of the method master concerned.

8.10 Viva / Co-curricular activities

The participation in co-curricular activities in college programme shall be assessed. The viva-voce will be at the end of the year.

8.11 Annual Lessons: University Exam


There are two annual lessons in each Method at the end of the year. There must be one-method related teacher/professor as an examiner in annual examination for the evaluation of each lesson. The records of 15 lessons of each method and observation book of lessons must be counter signed by the examiner of annual examination of lessons.

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R. B.Ed. 9: Format of Theory Question Paper for B.Ed. Examination:

Q.1 and 2 From Unit-I	Answer any one from the following two questions.	14 Marks
Q. 3 and 4 From Unit-II	Answer any one from the following two questions.	14 Marks
Q. 5 and 6 From Unit-III	Answer any one from the following two questions.	14 Marks
Q. 7 and 8 From Unit-IV	Answer any one from the following two questions.	14 Marks
Q. 9 From Unit-I-IV	Q.5 Answer any 7 of the following 10 questions in short. Each question carries 02 Mark.	14 Marks

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COURSES OF STUDY
Paper - I
EDUCATION IN AN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES:

To enable the prospective teachers to know and understand

1. About the relationship between Philosophy and Education and implications of philosophy on Education
2. The contribution of sociology to education.
3. The role of socialization and social change in the creation of new social order in the country and to be aware of various social welfare opportunities in which their participation may be helpful.
4. The importance and role of education for the progress of society.
5. The contribution of great educators and thinkers to education.
6. The need of promoting National Integration, helping in women empowerment efforts and awareness about human rights including children rights.

CONTENTS:

Unit I:a) Education nature and meaning

- i. Functions and scope of education.
- ii. Aims and objectives of education in relation to time and place.

b) Philosophy and education:

- i. Significance of studying philosophy in understanding educational problems and practices.
- (ii) Major philosophical systems - their salient features and their impact on education
(a) Idealism (b) Naturalism (c) Pragmatism (d) Constructivism
- (iii) Educational Thinkers
(a) Mahatma Gandhi (b) Rabindra Nath Tagore (c) Rousseau
(d) John Dewey (e) Montessori

Unit II

- a) Knowledge about the Indian Constitution and the various provisions in the Constitution with respect to education.
- b) National Integration and Emotional Integration.
 - i. Role of teacher and educational institution in fostering national integration through democratic interaction.
 - ii. Explanation of cultural heritage and contributions of different religions for the same cause.

Unit III:

Sociological Bases of education: Relationship between individual and society, society and utilitarian function of education, education as a tool of economic development, education as an instrument of social change, education and human resource development.

Unit IV

Meaning of a new social order, eradication of illiteracy, Rashtriya Madhyamic Shiksha Abhiyan (RMSA), Sarva Shiksha Abhiyan (2002), Provisions of educating the socially, culturally and economically deprived. Means and measures taken for equality of educational opportunities (Disabled, Gender deprived) Achieving a learning society through Distance education. Role of the State in promoting eradication of poverty and sustainable development.

SUGGESTED BOOKS:

1. Anand C.L. et al, Teacher and Education in the Emerging Society, NCERT, New Delhi.

2. Dewey J. Democracy in Education, New York, MacMillan
3. Govt. of India, Report of the Secondary Education in Commission (1952-53). New Delhi, Department of Education.
4. Govt. of India, Report of the Education Commission (1964-66), New Delhi, Department of Education.
5. Govt. of India (MHRD), (1986-92), National Policy on Education, New Delhi.
6. Mathur S.S., A Sociological Approach to Indian Education, Agra, Vinod Prakashan.
7. Mukherjee S.N. History of Education in India, Acharya Book Depot, Baroda.
8. Naik J.P. Equality, Quality and Quantity: The Elusive Triangle of Indian Education, Bombay, Allied Publications.
9. Panday, R.S., Education in an Emerging Indian Society, Agrawal Publication, Agra, 2010-11
10. Saxena, R.N., Education in an Emerging Indian Society, R. Lall Book Depot, Meerut, 2009
11. Walia, J.S., Shiksha ke Siddhant Tatha Vdhiyan, Pual Pubs, Jalandhar, 1999
12. Walia, J.S., Education in an Emerging Indian Society, Pual Pubs., Jalandhar, 2005
13. Yadav, Pratibha, Udiyaman Bharatiy Samaj Kein Shikshak, Sahitya Prakashan, Apka Bazar, Hospital Road, Agra, 2009
14. Nanda, V.K., Education in an Emerging Indian Society, Anmol Publications, New Delhi, 2005

Paper II

EDUCATIONAL PSYCHOLOGY AND MEASUREMENT

COURSE OBJECTIVES:

To enable the Prospective teachers to:-

1. acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners.
2. develop understanding of process of children learning in the context of various theories of learning.
3. understand intelligence, motivation and various types of exceptional children
4. develop skills for effective teaching-learning process and use of psychological tests.

COURSE CONTENTS:

UNIT I: Nature of Educational Psychology and learners

- (a) Meaning, nature, methods and functions of educational psychology
- (b) Importance of Educational Psychology for teachers
- (c) Stages of human development; Early childhood, later childhood and Adolescence; specific characteristics and developmental tasks at each stage.
- (d) Jean Piaget's theory of cognitive development
- (e) Problems of adolescence in the Indian context, their needs and aspirations
- (f) Guidance and counselling to adolescents

UNIT II Learning and Motivation,

- a) Learning – Meaning and Nature
- b) Learning theories: Thorndike's Connectionism, Pavlov's Classical Conditioning, Skinner's Operant Conditioning and Gestalt Theory.
- c) **Factors affecting learning**
- d) **Motivation** - Concept of motivation and its techniques.
- e) Transfer of Learning: Meaning, Theories and educational implications.

UNIT III - Intelligence and Personality

- a) Nature of Intelligence
- b) Theories of Intelligence - Two Factor, Multi Factor and Guilford's SI Model
- c) Measurement of Intelligence - Verbal, Non-verbal, performance test.

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- d) Meaning and Nature of Personality
- e) Type and trait theories of personality
- f) Measurement of personality: subjective method, objective method and projective method.

UNIT IV -a) Individual Differences, Exceptional children and Learners' Assessment

- i. Individual differences - nature, accommodating individual differences in the classroom
- ii. Concept of exceptional children - types and characteristics of each type including children with learning disabilities.
- iii. Programmes and Interventions for meeting the needs of exceptional children.
- iv. Assessment of Learners: Standardized test, Difference between Criterion Referenced and Norm Referenced Test, Grading and Reporting, Computers and Assessment.

b) Measurement in Education

- i. Concept of Measurement: Nature and applications of Statistics, Frequency distributions, Graphical representations of Data - Polygon & Histogram.
- ii. Measures of Central Tendency: Mean, Median & Mode. Standard deviation & Quartile deviation.
- iii. Correlation: Rank Correlation and Product Moment Correlation.

PRACTICUM:

- (a) Administering achievement motivation test and interpretation of the results.
- (b) Administering and interpreting the results of two tests - one verbal and one non-verbal intelligence tests in a classroom.
- (c) A case study of an exceptional child and suggestions to provide measures to improve his/her academic performance.

SUGGESTED BOOKS:

1. Bernard S. W. Psychology of Learning and Teaching. New York, Harper and Row.
2. Bigge M.L. and Hunt M.O; Psychological Foundations in Education, New York, Harper and Row.
3. Bloom B.S. Human Characteristics and School Learning. New York McGraw Hill.
4. Dececco J.P.; Psychology of Learning and Instructions Educational Psychology, Prentice Hall of India.
5. Flemming, C.M. Teaching,. A Psychological Analysis.
6. Gagne E., The cognitive Psychology of School Learning, Little, Brown and Company, Boston.
7. Kalasimier H.J. Learning and Human Abilities Educational Psychology Harper and Row.
8. Lindgren H.C. Educational Psychology in Classroom, New York, John Wiley & Sons.
9. Skinner B.F. Psychology of Teaching, New York
10. Mathur S.S. Shiksha Manovigyan
11. Choubey S.P, Shiksha Manovigyan.
12. Santrock, J.W. Educational Psychology, McGraw Hill, International Edition
13. Pear J.J., The Science of Learning, Psychological Press, Philadelphia
14. Mathur, S.S., Educational Psychology and Measurement, Vinod Pustak, Agra.
15. Aggarwal, J.C., Essentials of Educational Psychology, Vikas Pubs House, Noida, 2009
16. Sinha, H.S., Shiksha Manovigyan, Atlantic Pubs and Distributors, New Delhi, 1996
17. Singh, Arun Kumar, Shiksha Manovigyan, Bharati bhawan, Patna, 2001
18. Sharma, Ramnath, Uchchar Shiksha Manovigyan, Atlantic Pubs, and Distributors, N.D., 2004
19. Skinner, Charles, Educational Psychology and Measurement, Prentice-Hall Ltd, N.D, 1970

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Paper III
SCHOOL ORGANIZATION AND MANAGEMENT

OBJECTIVES

1. To enable the student-teachers to understand the concept and concern of Educational Management
2. To develop the understanding of the role of the headmaster in school management
3. To enable the student-teachers to understand the Administrative set up of Education in Bihar.
4. To enable the student-teachers to understand the school as an Institution and the various registers
5. Understand the contribution of various major commissions on education
6. Understand the modern education policy of the Government of India with special reference to Bihar.

UNIT - I School Administration:

Meaning, Principles, Scope, Process and function of Educational Administration.
Types of Educational Administration.

UNIT - II School Organization:

1. The School: Its functions and relationship with Society, its site, design of the building, sanitary requirements and the environment, laboratory apparatus, library, museum and the hostel, school plant, playground, beautification of school.
2. The School Staff: Headmaster - his leadership qualities, his qualifications and his duties, his relations with teachers, the guardians and the public. The teachers, their qualities and duties. The office staff, records and functions of each record. The service conditions of the staff, Professional code of ethics for teachers.
3. School Finance: Sources of Income and items expenditure.

UNIT - III Institutional Planning:

Concept, Steps & Areas of Institutional Planning, Role and function of Headmaster in Institutional Planning, School Mapping - Need, Factors and Scope. Community Participation in Institutional Planning. Role Played by different Agencies in Education - Central Govt. NCERT, NUEPA, SCERT, BEP, DIET, BRC, CRC, Local Bodies, Private Agencies & NGO.

UNIT - IV a) Time-Table and Human Management:

Nature, Types, Principles to be followed for framing an Ideal Time-Table, Factors affecting Time-Table, Calculation of Teachers workload, Staffing pattern, Seminars, Workshops, Orientation Programme, Refresher Course, In-service Programme. Organisation of Co-curricular Activities and Students self Govt. and the role played by them. Classroom Management, Co-curricular activities, co-operative learning, Group Discussion treatment, Organizing Health Education programme in school.

b) Supervision and Inspection:

Concept, Scope, Objectives and Planning
Distinction between supervision and Inspection.

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Mudaliar a. L.,	Education in India
Mukerjee r. K.,	Ancient education in India
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Kochhar S. K.	Secondary School Administration
R. N. Safaya	School Administration & Org.
Mathur S. S.	Vidyalaya Sangathan evom Swasthya Shiksha
Sukhiya S. P.	Vidyalaya Prashasan evom Sangathan
Agarwal J. C.	School Organization and Management

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Rajani Joshi	Vidyalaya Prashasan evom Sangathan
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Mathur K. P.	Vidyalaya Prabandhan evom Niyojan
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	Gopal Nagar, Jalandhar, 2011
Sharma, Pratishtha	Shaikshik Prabandh aom Vidyalay Sangathan, Sahitya Prakashan, Agra,
	2008
Verma, Rajesh,	Shaikshik Prabandh Aom Vidyalay Sangathan, Indian Publishing House,
	Jaipur, 2007
Singh, Yashodha	Educational Administration and School Organization, Sheth Pubs,
	Bombay, 1981

Paper IV

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION (ICT) AND INSTRUCTIONAL SYSTEM

OBJECTIVES:

1. To develop an understanding of the concept of ICT in Education.
2. To develop an understanding of the importance and need of communication through ICT
3. To develop an understanding of the psychological bases of using various support media required for ICT.
4. To enhance the skill of communication in teaching.
5. To familiarize student - teachers with contemporary teaching - learning techniques.
6. To develop an understanding of the process of technology mediated communication.

UNIT - I: Educational Technology and Information and Communication Technology (ICT)

1. Educational Technology: Meaning and nature
2. Concept, Meaning and Importance of Information and Communication Technology
3. Origin and Development of ICT
4. Traditional and Modern ICT
5. Advantages & limitations of ICT
6. Difference between Educational Technology and ICT
7. Challenges in integrating ICT in School Education

UNIT - II: Communication Technology

1. Communication: Meaning, characteristics, principles
2. Process of Communication: Elements and Cycle
3. Types (Verbal and Non- verbal) and Modes of Communication
4. Barriers of Communication and teachers' role in overcoming them.
5. Development of Effective Classroom Communication skills
6. Multi-Media and Mass-Media: Concept and their Role in Education

UNIT - III: Instructional System and Strategies

A. Instructional System

1. Meaning and Characteristics of System Approach
2. Distinction between Education, Instruction and Training

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3. Components of Instructional System
4. Analysis of Instructional System
5. Advantages and Application of System in Education

B. Instructional Strategies

1. Large Group - a. Team-Teaching b. Seminar
2. Small Group - c. Brain Storming d. Co-operative Learning
3. Individualized: Programmed Learning - meaning, nature, principles
Types - Linear and Branching
4. Multi-Sensory Instruction

UNIT - IV: Technology Mediated Communication

1. Computer and Operating System

A. Definition, Characteristics and Limitations of Computer

B. Types of Computer: Generation, Size, Technology and Purpose

2. **Computer Assisted Instruction:** Concept, instructional uses of computers, advantages and limitation of Computer Assisted Instruction.

3. Components of Computer System (Hardware / Software / Humanware)

- A. Hardware: a. Input devices b. Output devices c. Storage device
- B. Software: 1. System - a. Operating System b. Language Processor
2. Application - a. Packages b. Utilities c. Customised Software
- C. Humanware

4. **Network:** Concept, Meaning, Components and Types of Network
Internet: Concept and Meaning of Internet; Internet Services

5. Facilities available for Communication:

- a. E-Learning (Concept, Meaning, Characteristics)
- b. Off-line Learning (Meaning, Importance)
- c. On-line Learning- (Synchronous and Asynchronous)
- d. Use and Importance of Resources: E-mail, Chat, WWW, E-Library
Teleconferencing [audio, video and computer (Audio-video)], Blog,
and Discussion Forum

6. **Role of teacher in information technology.**

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2. Information Society: Wireless ICTs' Transformative Potential, in Futures by A. Grantham, O. Tsekouras.
3. The Impact of ICT on Literacy Education. Edited by Richard Andrews London And New York
4. Developing Thinking and Learning with ICT: Raising Achievement in Primary Classrooms By Rupert Wegerif Lyn Dawes & Routledge Falmer, 2004
5. Information and Communication Technologies: Visions and Realities by William H. Dutton, Malcolm Peltu; Oxford University Press, 1996.
6. New Communication Technologies in Developing Countries by Jarice Hanson, Uma Narula; Lawrence Erlbaum Associates, 1990

7. Using Communication Technology: Creating Knowledge Organizations by Bettina S. T. Buchel;Palgrave, 2001
8. Handbook of Information Management by Alison Scammell.
9. Information Technology by Vincent B and Vincent T; Kaban , 1985
10. Classroom Teaching Methods & Practices Author Nayak AK / Rao VK Publisher: APH Publishing Corporation.
11. Advanced Teaching Methods for the Technology Classroom Author: Petrina, Stephen Publisher Idea Group Pub
12. Models of teaching Author: Joyce B and Well 14 Prentice Hall of India,1985
13. Sharma,R.A Shikshan Adhigaman Melii Naveen Pravartan Meerut R.Lall 2000.
14. Mathur, S.S. Shikshan Kala Agra Vinod Pustak Mandir 1994. Bhatiya, K.K.Aroda, J.N. Shikshan kala (Methodology of Teaching) 3rd ed. Ludhiana Prakash Brothers 1977.
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21. Mohanty, L, ICT Strategies for Schools, Sage Publications, ND, 2006
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24. Walia, J.S., Soochna Sampreshan Aom Shiksha Takniki, Ahim Paul, Pubs, Jalandhar, 2011

PAPER V: ELECTIVE COURSES

Choose any ONE of the following as an Elective Paper.

- | | |
|---|------------------------|
| 1. Teacher Education | 5. Women Education |
| 2. Environmental Education | 6. Inclusive Education |
| 3. Population Education | 7. Value Education |
| 4. History and Development of Education in India. | |

1. TEACHER EDUCATION

Fundaments of Teacher Education Objectives:

1. To develop in the students understanding of the concept, history, need and objectives of teacher education.
2. To enable the students to understand teacher and curriculum transaction.
3. To enable the students to understand teacher education as a profession.

Unit-1 Concept, Need, History and Objectives of Teacher Education

- 1.1 Concept of teaching and teacher education.
- 1.2 Historical Development of teacher education in India.
- 1.3 Need and Importance
- 1.4 Aims & objectives
- 1.5 Basic Assumptions

Unit-2 Teaching as a Profession

- 2.1 Concept of a profession
- 2.2 Scope characteristics of teaching as a profession
- 2.3 Teachers status: social status, economics status and professional status.
- 2.4 Teachers competencies: kind of competencies
- 2.5 Teachers commitment areas: kind of commitment

Unit-3 In-service and pre-service programme

- 3.1 Meaning
- 3.2 Objectives
- 3.3 Basic requirement
- 3.4 Programmes for quality improvement
- 3.5 Innovative practices:
 - Classroom teaching and methods
 - Use of latest technology
- 3.6 Construction of TLM.

Unit-4 Role and function of Teacher Education Agencies:

- 4.1 SCERT, DIET, CTE
- 4.2 NCERT
- 4.3 Role of NCTE and NAAC for quality improvement.

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- Goodigs R. (1982). **Changing Priorities in Teacher Education**, New York; Nichols Publication Co.
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- NCERT, Teacher Education, NCERT, ND, 1998
- Sharma, Shashi, Teacher Education, Kanishka Pubs, ND, 2003
- Singh, YK, Teacher Education, AHP Publications, ND, 2005
- Bhattacharya, JC, Adhyapak Shiksh, Agrawal Publications, Agra, 2008

2. ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES:

To enable the student-teacher to -

- 1. Understand the concept of environmental education
- 2. Develop in them a sense of awareness about the environmental pollution.

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3. Act with a sense of responsibility in respect of conservation of environment, bio-diversity and sustainable development.
4. Understand and realise the role of school and education fostering among students the habit of living with nature in harmony.
5. Know the various effective measures to conserve the environment for Sustainable development.

COURSE CONTENTS:

Unit I:

- (a) Environment: meaning scope and nature of environment education
- (b) Types of environmental pollution.

Unit II:

- (a) Course and effects of environmental pollution, global and local environmental pollution and remedies, Biological Magnification.
- (b) Green House effect, cause of effect.
- (c) Ozone layer depletion - environmental threat, acid rain, rise of sea level and their implications.

Unit III:

- (a) Role of Education in creating environmental awareness.
- (b) Programmes of environmental education for attitude change.

Unit IV:

- a) Biodiversity: conservation of genetic diversity - learning to live in harmony with nature.
- b) Role of school in environment conservation and sustainable development.

PRACTICUM:

Prepare a Project Report after surveying a typical degraded area and suggest remedial measures on any one of the following topics:-

- (a) Noise Pollution (b) Water Pollution (c) Air Pollution (d) Deforestation
- (e) Activities of the Pollution Control Board (f) Role of Voluntary Agencies
- (g) Sanitary conditions

SUGGESTED BOOKS:

1. Carson, Sean B., Environmental Education: Principles and Practices, Edward Arnold Publishers, London
2. Das, M.C. Fundamentals of Ecology, Tata Mcgraw Hill
3. Saxena, A.B. Environmental Education, National Psychological Corporation, Agra
4. Sharma, A.C. Interdisciplinary Approaches in Environmental Education
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7. UNESCO: Interdisciplinary Approaches in Environmental Education, Paris
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3. POPULATION EDUCATION

COURSE OBJECTIVES:

To enable the student-teacher to know and understand -

1. The concept need and importance of population education
2. The various terminology used in population studies and factors responsible for population growth.
3. Implication of population growth as social functioning.
4. Effect of unplanned growth of population as a factor for the depletion of nature.
5. Role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS:

Unit I:

- a) Nature and scope of population education, meaning, concept, need, scope, importance of objectives.
- b)
 - i. Population dynamics: distribution and density, population composition, age, sex, rural,
 - ii. Urban, literacy - India level.
 - iii. Factors affecting population growth: fertility, mortality and migration (population mobility)

Unit II:

- (a) Population and quality of life: population in relation to : socio- economic development, health, nutrition, health service and education.
- (b) Effect of unchecked growth of population on natural resources and environment.
- (c) Population and literacy efforts in India.

Unit III

- a)
 - i. Population education in schools.
 - ii. Integration of population education with the general school curriculum.
- b)
 - i. Methods and approaches Inquiry approach, observation, self-study, discussion,
 - ii. Assignment.
 - iii. Use of mass media: Newspapers, Radio, TV., A.V. aids

Unit IV:

Role of teachers: in creating awareness of the consequences of population growth, inculcating new values and attitudes leading to modification and realising the disastrous effect of population problems.

PRACTICUM:

1. Content analysis of existing secondary level textbook and identify population education contents in them.
2. Survey of population situation in the locality
 - (a) Any locality
 - (b) Inhabited by disadvantaged people
3. Survey of the students families and comment on population situation.
4. Survey the social situation prevailing in the locality
5. Survey of the family planning efforts in a locality
6. Preparing charts on population.

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SUGGESTED BOOKS:

1. Agrawal, S.N. India's Population, McGraw Hill, Bombay
2. Govt. of India, Census Report, 1991, 2001
3. NCERT, Population Education in School Curricula
4. NCERT, National Resource Book on Population Education
5. Sheshadri, C & Pandey, Population Education: A National Resource Book, NCERT
6. UNESCO, Population Education: Innovative Strategies and Approaches
7. Rao, Raghunath, Population Education, Gnosis, Delhi, 2008
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9. Yadav, Sukesh, Jansankhya Shiksha, Sahitya Prakashan, Agra, 2009
10. Rajoriya, Arun Kumar, Jansankhya Shiksha Shikshan, Jain Prakashan Mandir, Jaipur, 2006

4. HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA**COURSE OBJECTIVES:**

To enable the student-teacher to know and understand -

1. Growth and development of Education in India.
2. The impact of different periods in History on development of Education.
3. The measures taken by different governments in the development of Education in India.

COURSE CONTENTS:**Unit I**

Education in Ancient India – Vedic Education, Education during Later Vedic period, Education during Buddhist period.

Unit II

Education in Medieval India –The system of education during Sultanate period. The Hindu System of Education during the medieval age.

Unit III

Education during the British Period - Hunter Commission, University Commission, Sargent Commission.

Unit IV

Education in Post-Independence Period - Reports of Radha Krishnan Commission, Mudaliar Commission, Kothari Commission, K.T. Shah Committee, Jawar Hussain Committee on higher Education, NEP 86, BEP, Yashpal Committee Report, EPDP, Sarva Shiksha Abhiyan, RUSA.

Reference Books:

1. Urmila Sharma, Hand Book of Vedic Education
2. J.C. Aggarwal, Development of Education in India

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3. R.N. Sharma, History of Indian Education
4. Suresh C. Ghosh, History of Education in India
5. F.E., Key Indian Education in Ancient and Later times
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8. A.N. Basu, Education in Modern India
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14. Sharma Dr., History and Problems of Education in India, Lakshmi Narain Agarwal, Agra, 2006
15. Aggarwal J.C., Bharat Mein Shiksha Vyavastha ka Vikas, Shipra Publications, Delhi, 2010

5. WOMEN EDUCATION

Course Objectives:

To enable the student-teacher to:

1. Understand the need for women education today.
2. Understand the problems of women related to education, gender equality, home, Work- place etc.
3. Develop a sense of awareness about the status of women in Indian society
4. Understand the status of girl child and education at different stages in school and higher education
5. Understand the concept of women empowerment and the role of the teacher in building strategies to develop and promote it
6. Develop programmes to help women realize the importance of women empowerment

Unit I: Need of Women Education

1. Need of women Education
2. Inequality of opportunities
3. Imbalance of educational developments
4. Gender inequality and its consequences on economic and social scenario
5. Role of Women in socio-economic development

Unit II: Status and problems of women in Indian society

1. Social taboos and problems of Indian girls and women in the diversified Indian society (age of marriage, role as a woman, harassment at home and in the family, education and educational institutions and also at the working place)
2. The status of women at present in the present Indian society
3. Rights of women according to the Indian constitution
4. Constitutional and legal measures to prevent women exploitation

Unit III:

a) Issues of Gender equality

1. Scope of attaining equality for women and the issues associated with it.
2. Educational provisions for women equality in the state
3. NPE/POA (1992) and its concerns for women education

b) Status of Girl Education

1. Status of girl education at primary, secondary and higher education stages
2. Literacy programme for girls belonging to 15-35 years age group
3. Attitude towards women education, co-education and its educational implication
4. Access of women to vocational education and professional education

Unit IV: Women Empowerment

1. Concept of women empowerment and strategies of building it
2. Removal of sex bias in school curriculum
3. The role of the teacher in building simple strategies at school level
4. Research and women studies
5. Management structures at centre and state levels
6. National commission on women
7. Monitoring and evaluation of women education

PRACTICUM:

1. Submission of report
2. Conduct interview of women labour and prepare a report on the problems of women labour with suggested solutions
3. Conduct interview of women on a post in a company and prepare a report on the problems she faces with suggested solutions
4. Submit a report comparing and differentiating the problem in practical 1) and 2) above
5. Organize a panel for discussion on women rights and summarize the points that emerge and submit a report
6. Organize a debate on women empowerment issues and summarize the salient features of discussion for and against the motion


Suggested Readings

1. Ester Boserup, women's role in economic development
2. Sardamoni K. (Ed.), women, work and society
3. Neera Desai and M. Krishnaraj, women and society in India
4. Leelamma Devasia, women in India and quality, Social Justice and Development
5. Maitreyi Krishnaraj, Women and Development- The Indian Experience
6. Chatana Kalbagh (Ed.) Women and Development
7. Alwa Myrdal and Viola Klein, Women's Two Roles-Home and the Family
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13. Hanphi MA, Stree Shiksha, Shree Vinod Pustak Mandir, Agra, 2011.

6. INCLUSIVE EDUCATION**OBJECTIVES:**

- 1) To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- 2) To identify and address diverse needs of all learners
- 3) To familiarize with the trends and issues in inclusive Education
- 4) To develop an attitude to foster inclusive education
- 5) To develop an understanding of the role of facilitators in inclusive education

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UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION

- a) Concept Need and Meaning
- b) Philosophy: Transition from segregation to inclusion
- c) Principles
- d) Models

UNIT II: SPECIAL EDUCATIONAL NEEDS (SEN) OF LEARNERS IN INCLUSIVE SCHOOL

- a) Identification of diverse needs of SEN learners and Referrals
- b) Disabilities in children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities
- c) Types and Use of Assistive Devices for learners with SEN
- d) Adaptations & Accommodations: Physical & Curricular

UNIT III: PLANNING AND MANAGING INCLUSIVE CURRICULUM IN SCHOOLS

- a) Individualized Educational Plan (IEP): Development & Implementation
- b) Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching
- c) Activity Based Learning, Peer Tutoring and Cooperative/Collaborative Learning
- d) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational

UNIT IV: LEGISLATION, EMERGING ISSUES AND CURRICULAR CONCERNS

- a) Legislations for Inclusive Education: National Policy of Disabilities (2006).
- b) Sarva Shiksha Abhiyan (SSA) (2002.)
- c) Continual Education Programmes.

UNIT V: FACILITATORS FOR INCLUSIVE EDUCATION


- a) Need for Multidisciplinary Approach
- b) Role Responsibilities: General, Special and Resource
- c) Teachers, Family, Community
- d) Parent - Professional Partnership: Need and Relevance

SUGGESTED ACTIVITIES:

- a) Plan two activities for cooperative learning in inclusive classrooms
- b) Planning of two lessons and teaching in inclusive schools

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2. Bartlett, L. D., Weisentein, G.R.(2003) Successful inclusion for educational leaders, Prentice Hall, New jersey.
3. Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn & Bacon
4. Daniels, Harry (1999) .Inclusive Education, London — Kogan.
5. Deiner, P. L.(2000) . Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
6. Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
7. Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
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28. Sharma, Kaushal, Emerging Trends in Inclusive Education, Ivy Publications, Delhi, 2007

29. Jha, Madan Mohan, Samaveshi Shiksha, Prakashan Sansthan, ND, 2005

7. VALUE EDUCATION

COURSE OBJECTIVES:

The student-teacher will be able to:

1. Understand the meaning, scope and significance of value education in schools.
2. Select value based axioms, principles, laws, events and stories etc., suitable to school students and use them for inculcating values in the school children.
3. Use suitable methods and media for inculcation of values in the children.
4. Use suitable evaluation tools and techniques for the assessment of value development.
5. Integrate desirable values in their day-to-day work.
6. Appreciate basic values underlying major religions of the world.

COURSE CONTENT:

Unit I: Introduction to Value Education

1. Meaning and definition of value education
2. Nature and sources of value education
3. Biological, Philosophical, Sociological, Economic, Scientific and Ecological determinants of values and their bearing on education

Unit II: Classification of Values

1. Classification of values into various types, material, social, moral, spiritual and aesthetic.
2. Status of values and how can these be realized through education.

Unit III: Underlying Values in Major Religions

1. Values in Hinduism
2. Values in Jainism

3. Values in Buddhism
4. Values in Islam
5. Values in Christianity
6. Consequences of Deterioration and absence of values
7. Overcoming deterioration of values through education

Unit IV:

a) Integration and Internalization of Values

1. Integration of values and Internalization of values
2. Resolving value conflicts
3. Development of values as a personal and life long process
4. Teaching values as a part of education
5. Means and method of communication of values
6. Role of media in propagation of values

b) Evaluation of Values

Evaluation of values - evaluation by observation, evaluation by behaviour, evaluation by inventory.


References

- | | | | | |
|---|-------------------|----------------------------|------------------------------------|------|
| 1 | Pawar, n.g. | Mooly shiksha | Book Enclave, shanti nagar, jaipur | 2003 |
| 2 | Mohit, Chakrabati | Value Education | Kanishka Pubs. N.D. | 1997 |
| 3 | Rajput, J.S. | Human Values and Education | Pragun Pubs., N.D. | 2006 |
| 4 | Charles, E.A. | Value Education | St. Xaxier's Institute ,Mumbai | 1998 |

Paper VI (Optional I & II) **TEACHING OF METHODS**

Choose any TWO from the subjects below.

- | | |
|------------------|-----------------------|
| 1. English | 2. Hindi |
| 3. Sanskrit | 4. Urdu |
| 5. Arabic | 6. Persian |
| 7. Bangla | 8. Biological Science |
| 9. Mathematics | 10. History |
| 11. Economics | 12. Civics |
| 13. Geography | 14. Physical Science |
| 15. Home Science | 16. Computer Science |
| 17. Commerce | |

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1. TEACHING OF ENGLISH

COURSE OBJECTIVES:

To enable the student teacher know and understand about -

1. Nature and Characteristics of English
2. Requirement and skill needed for mastering English
3. The various approaches for teaching English
4. Approaches for teaching various aspects of English
5. Aids which could be useful for teaching English
6. Techniques for getting feedback, self-evaluation and evaluation.

COURSE CONTENTS:

UNIT I: NATURE OF ENGLISH LANGUAGE

1. Understanding the Nature of Language
2. Role of language in life -intellectual, emotional, social, cultural development
3. Brief history of English education from pre-Independence days to today.
4. Three language formula.
5. Role of English in Modern India: International language, window on the modern world, library language, link language
6. Characteristics of English Language and Problem of Teaching it in India.

UNIT II: A. TEACHING OF ENGLISH

1. General Principles of Teaching English as a Foreign Language.
2. Aims and Objectives of Teaching English at Junior and Senior Levels
3. Objectives of teaching of prose & poetry and Lesson Plan
4. Teaching of grammar - a. Types: Functional and Formal (Traditional)
b. Methods: Inductive and Deductive

B. AUDIO-VISUAL AIDS IN THE TEACHING OF ENGLISH

1. Need and importance
2. Types of Audio-Visual Aids and its appropriate uses
3. Language laboratory

C. Essential qualification and qualities of an English teacher

UNIT III: METHODS AND APPROACHES OF TEACHING ENGLISH

A. *Methods of teaching English*

1. Grammar Translation Method
2. Direct Method
3. Bi-lingual Method

B. *Approaches of teaching English*

1. Structural approach
- General principles of selection and gradation.
2. Communicative approach

UNIT IV: A. DEVELOPING BASIC SKILLS IN THE LEARNING OF A LANGUAGE

1. **Listening:** Casual and Focused listening, Identification of sound, information and emotional tone, understanding Syntactic patterns, Stress and Intonation
2. **Speaking:**
 - a. Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Conversation, stress and intonation,
 - b. Drill: Repetition, Chain, Substitution and Completion
 - c. Presentation Skills: Recitation, Dramatization, Declamation, Paper-Reading, Extempore, Short speeches, etc.
3. **Reading:**
 - a. Skills in Reading Process: Eye movement, Perception and eye span
 - b. Types of Reading - Loud, Silent, Intensive, Extensive and Supplementary
 - c. Speed-Reading: Phrasing, Skimming and Scanning

- d. Methods of teaching Reading: Alphabet, Phonic, Phonetic, Word, Phrase, Sentence, Story
4. **Writing:**
- Teaching Writing to beginners: Guided, Free and Creative; letter, word and sentence writing.
 - Choice of Script: Print and Cursive
 - Characteristics of good handwriting.
5. Importance of Interdependence of Language Skills
- B. EVALUATION AND TESTING IN ENGLISH**
- Concept of Evaluation
 - Essentials of a good test
 - Tools of Evaluation - Oral, Written, Types of questions
 - Importance of tests and examination,

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- Grillett, M (1983): Developing Reading Comprehension, London, CUP.
- Byrne, D (1975): Teaching Writing, London, Longman.
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- Mukalel, J C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.
- Palmer, H E: The Principles of Language Study.
- Sharma, K L.: Methods of Teaching English in India.
- Thomson & Wyatt HG: Teaching of English in India, University of London.
- Varghese, Paul: Teaching of English as Second Language.
- Kohli, A. L: Techniques of Teaching English
- Jain, R.K.: Essentials English Teaching.
- Bhatia K. K: New Techniques of Teaching English as a Foreign Language
- Das, Neena & M.: Teaching English As An Additional Language
- Rai, Geeta: Teaching of English
- Abha Rani Bist: Teaching English in India.
- N. Krishnaswamy & Lalita Krishnaswamy: Methods of Teaching English
- Arora, Sanjay, Teaching English, University Book House, Jaipur, 2007
- Bhatia, KK, Teaching and Learning English, Kalyani Publications, Ludhiana, 2007
- Bisht, Abha Rani, Teaching English in India, Agrawal Publications, Agra, 2008

2. हिन्दी भाषा अध्यापन पद्धति

OBJECTIVES

To enable the student-teacher understand about:

- The nature, characteristics and significance of Hindi language.
- The aims and objectives of teaching Hindi as a mother language.
- The various approaches for planning for successful Hindi teaching
- Approaches for teaching different aspects of Hindi language
- Aids and other similar available materials that could be used for teaching Hindi language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

घटक -1A भाषा एवं भाषा शिक्षक

1.1 हिन्दी भाषा के सामान्य व विशिष्ट उद्देश्य

1.2 भाषा शिक्षक

(क) हिन्दी भाषा शिक्षक के विशेष गुण एवं व्यवसायिक वृद्धि

(ख) बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवं चुनौतियाँ

1.3 इकाई-योजना एवं पाठ-योजना

1B भाषा अध्यापन के सूत्र और सिद्धांत

2.1 (क) भाषा अध्यापन के सूत्र : ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर

2.2 (ख) भाषा अध्यापन के सिद्धांत : अनुकरण का सिद्धांत, रुचि का सिद्धांत, अभ्यास का सिद्धांत, बोलचाल का सिद्धांत, अनुपात व क्रम का सिद्धांत, व्यक्तिगत विभिन्नता का सिद्धांत

घटक -2A भाषा अध्यापन की विधाएँ

3.1 गद्य (क) उद्देश्य (ख) विधियाँ – चर्चा, कथाकथन, अभिरूप (नाट्यीकरण, भूमिका अभिनय)

3.2 पद्य (क) उद्देश्य (ख) विधियाँ – चर्चा, रसास्वादन

3.3 व्याकरण(क) उद्देश्य (ख) विधियाँ – चर्चा, रसास्वादन

3.4 रचना (क) उद्देश्य (ख) प्रकार – नियमबद्ध एवं मुक्त रचना(ग) विधियाँ

3.5 हिन्दी भाषा को प्रचलित व प्रभावित बनाने में जनसंचार माध्यमों(समाचार पत्र, दूरदर्शन, आकाशवाणी एवं विज्ञापन) एवं दृश्यश्रव्य साधनों का महत्त्व एवं उपयोग

2B भाषा कौशल

4.1 श्रवण : महत्त्व एवं दोष

4.2 भाषण : महत्त्व एवं दोष (अशुद्ध उच्चारण के कारण एवं अभिव्यक्ति का महत्त्व के विशेष संदर्भ में)

4.3 पठन / वाचन : महत्त्व, दोष वाचन के प्रकार (मौन वाचन एवं सस्वर वाचन)

4.4 लेखन : महत्त्व एवं दोष (अशुद्ध वर्तनी के कारण के विशेष संदर्भ में)

4.5 (क) उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका

(ख) निदानात्मक परीक्षण व उपरात्मक परीक्षण (उपरोक्त कौशलों को ध्यान में रखकर)

घटक –IIIA बालक के सर्वांगीण विकास में भाषा का महत्त्व

5.1 हिन्दी भाषा का उद्गम (संक्षिप्त अध्ययन)

5.2 (क) मानसिक विकास

(ख) सामाजिक विकास

(ग) संवेगात्मक विकास

IIIB हिन्दी भाषा का स्थान व महत्त्व

6.1 विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व

(क) त्रिभाषा सूत्र कोटारी आयोग 64-66 के सुझाव एवं संवैधानिक प्रावधान

(ख) वर्तमान समय में भाषा का बदलता स्वरूप

घटक –IVA भाषा अध्यापन के आयाम (पहल)

7.1 सहसंबंधमहत्त्व एवं प्रकार

(क) आंतरिक गद्य पद्य एवं रचना

(ख) बाह्य विद्यालयीन विषयों के साथ (इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण शिक्षण एवं कला हस्त संगीत व नृत्य)

7.2 भाषा अध्यापन में बहुआयामी बुद्धिमत्ता का उपयोग शाब्दिक, संगीतात्मक, शारीरिक, त्रिवैयक्तिक, प्राकृतिक

IVB भाषा अध्यापन के शैक्षणिक साधन

8.1 विद्यालयीन स्तर पर आयोजित किए जानेवाले उपक्रम भाषा परिषद् एवं भाषा प्रतियोगिताएँ (उद्देश्य, महत्त्व एवं आयोजन)

8.2 (क) पाठ्यपुस्तक आवश्यकता एवं महत्त्व

(ख) पुस्तकालय आवश्यकता, महत्त्व एवं उपयोग

8.3 हिन्दी शिक्षण में मूल्यांकन

REFERENCES

- Ojha, PK, Hindi Shikshan, Anmol Publication, New Delhi
- Yojendrajeet, Bhai, Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
- Nandini, Durgesh, Hindi Shikshan, Sumit Enterprises, New Delhi
- Pandey, Ramshakal, Hindi Shikshan, Vinod Pustak Mandir, Agra.
- Yogendrajeet, Bhai, Hindi Bhashs Shikshan, Vinod Pustak Mandir, Agra
- Sinha Sharda, Hindi Adhyayan, Sharda Gyanoday, Patna, 1986
- Sharma, SR., Bhasha Shikshan, Arjun Publications House, ND, 2006

3. TEACHING OF URDU

Objective

1. Obtain Mastery over the concept of books in Urdu Language.
2. Become familiar with the objectives and importance of Urdu teaching
3. Become familiar with the techniques, methods and activities of Urdu teaching
4. Can construct, select and use suitable test items for evaluation
5. Become familiar with the basic skills of Urdu language teaching
6. Can develop professional competency and be aware of one's professional growth

Unit-1 Content Std.-10

- 1.1 **Prose** :Bachhe, Ganv Ki Zindagi
- 1.2 **Poetry** :Masnavi, Ishrate Raftatah

Unit-2 Teaching of Verbal Communication, Reading and Writing

2.1 Teaching of Verbal Communication :Importance, Verbal Communication, Factors affecting the same, home environment, disability in terms of verbal communication, impact of regional dialects, psychological disability, measures of improvement.

2.2 Teaching of Reading :Concept, Method of Reading: Oral reading and loud reading, Types of reading: Alphabetic, phonetic, word, sentence, story.

2.3 Teaching Writing :Objectives: Teaching of writing-mechanics or writing-transcription method, dictation, paragraph writing, creative writing and composition writing.

Unit-3 Teaching Prose, Poetry, Grammar & Creativity

3.1 Unit Lesson Planning :Importance, Steps of Planning and merit demerits.

3.2 Teaching of Prose :Objectives-methods of Prose-Teaching an application in classroom activity

3.3 Teaching of Poetry :Objectives-methods of Poetry-Teaching an application in classroom activity

3.4 Teaching of Grammar :Importance of teaching of grammar in language teaching, methods of grammar Teaching an application in classroom activity

3.5 Teaching of Creativity :Objectives and methods of developing creativity

Unit-4 Evaluation techniques, teacher, textbook and teaching aids

4.1 Types of Evaluation :Essay type question, short question, objective type question

4.2 Evaluation techniques :Designing a question paper based on blue print.

4.3 Skill of Teacher of Urdu language

4.4 Text Book :Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.

4.5 Use of Audio-Video aids in language teaching :Importance and types of A.V. aids.

References

Akhtar Hussain Akhtar, **Urdu Ki Tadrīs**

Alabaksh Shaikh, **Urdu Ki Tadrīs**

Alka Ahuja, **Teacher Education**, New Delhi; A Mittal Publication

Arun Athreya, **A Text Book of Teacher Education**, New Dehil; Dominant Publishers and Dest Exhibitags

Ram, S., **Current Issues in Teacher Education**, New Dehil; Sarup & Sons

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4. TEACHING OF SANSKRIT

COURSE OBJECTIVES:

To enable the student-teacher understand about:

1. The nature, characteristics and significance of Sanskrit language.
2. The aims and objectives of teaching Sanskrit as an ancient Indian language.
3. The various approaches of planning for successful Sanskrit teaching.
4. Approaches for teaching different aspect of Sanskrit language.
5. Aids and other similar available materials that could be used for teaching Sanskrit language.
6. The techniques for obtaining feedback for self evaluation and evaluation of student's success in learning and using Sanskrit language.

COURSE CONTENT:

Unit I - Nature, Scope and Aims

1. Language its meaning and functions
2. General principles of language learning with special reference to Sanskrit.
3. Development of Sanskrit language in India
4. Special features of Sanskrit language and its universal significance - cultural, practical, literary and linguistic.
5. The place of Sanskrit in school curriculum with special reference to B.S.E.B., C.B.S.E. & I.C.S.E. Courses.

Unit II - Lesson Planning and Methods of Teaching:

1. Meaning and importance of lesson-planning, steps of the lesson plan - B.S. Bloom model.
2. Skills of teaching :- Core skills and planning micro lessons for their development.
3. Translation method for teaching Sanskrit, its advantages and limitations.
4. Direct method for teaching Sanskrit, its main principles and techniques.
5. Comparison between translation method and direct method.

Unit III: Specific Instructional Strategies:

1. Teaching of Prose, Drama, Story and Novel; Major steps in the planning of a prose lesson.
2. Teaching of poetry - Objectives of poetry lessons; Importance of recitation; Major steps in a poetry.
3. Teaching of Grammar: Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.
4. Teaching or Reading : Attributes of good reading; Types of reading - Scanning, Skimming, Intensive reading. Extensive reading, Silent reading, reading loud; Various methods of reading, reading loud; The phonic method, Alphabetical method, word method and sentence method.
5. Teaching of vocabulary - its ways and means, oral work, drilling vocabulary building, making sentence.
6. Teaching of writing and composition; Letter writing, Essay writing and precis writing.

Unit IV - a) Aids to teaching :

1. Meaning and importance of Teaching Aids
2. Simple Teaching Aids : Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
3. Technological Aids: (Audio - visual Aids) Radio, Tape recorder, Television, Video

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- Overhead projector, Gramophone and Lingua phone.
4. Computer Assisted Language learning
 5. Language laboratory and its importance in the teaching of Sanskrit language
 6. Salient features of a good text-book in Sanskrit, Sanskrit library and the class-room.
- b) Evaluation Techniques
1. Concept and types of evaluation
 2. Characteristics of a good test
 3. Construction of achievement test in Sanskrit with Essay type, short answer type and objective type items.
 4. Ways of testing reading, writing, speaking, grammar and vocabulary
 5. Qualities of a Sanskrit Teacher- an evaluative approach.

PRACTICUM:

1. Sessional test
2. Assignment
3. Construction of Achievement test
4. Preparation of Unit Plan

Suggested Readings:

1. Gautam, Shailja & Rajni, Sanskrit Shikshan, Vinod Pustak Mandir, Agra
2. Sharma, Bele Rani, Modern Methods of Teaching Sanskrit, Sarup & Sons, ND, 2002
3. Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra

5. TEACHING OF ARABIC

OBJECTIVES

- To enable the student-teachers understand about:
- The nature, characteristics and significance of Arabic language.
- The aims and objectives of teaching Arabic as a foreign language.
- The various approaches for planning for successful Arabic teaching
- Approaches for teaching different aspects of Arabic language
- Aids and other similar available materials that could be used for teaching Arabic language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Arabic language.

UNIT I –a) Nature, Scope and Aims

- Language- its meaning and functions
- General principles of language learning with special reference to Arabic
- Development of Arabic language in India
- Special features of Arabic language and its universal significance – the cultural, practical, literary and linguistic
- The place of Arabic in school curriculum with special reference to BSEB
- Aims and objectives of teaching Arabic as a foreign language.

b) Lesson Planning

- Meaning and importance of lesson-planning- Steps of the lesson plan – BSEB model
- Skills of teaching : Core skills and planning micro-lessons for their development

UNIT II - a) Methods of Teaching

- Translation method for teaching Arabic, its advantages and limitations
- Direct method for teaching Arabic, its main principles and techniques
- Comparison between translation method and direct method.

b) Specific Instructional Strategies

- Teaching of Prose; Maqamah, Story and Novel, Major steps in the planning of a prose lesson.
- Teaching of Poetry-Tashbeeb, Ghazal, Madah, heja, Rasa and Fakhra; Objectives of Poetry lesson. Importance of recitation, Major steps in a poetry plan.

UNIT III - a) Teaching of Grammar

- Place of grammar in the teaching of Arabic, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading. Types of reading –scanning, skimming, intensive reading. Extensive reading, silent reading, reading aloud. Various methods of reading – The phonic method, alphabetical method, word method and sentence method.
- Teaching of vocabulary – its ways and means.
- Teaching of writing and composition: letter writing, Essay writing and précis writing.

b) Aids to teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape recorder, Television, Video, Overhead Projector, Gramophone and lingua phone.

UNIT IV – a) Computer Assisted Learning

- Computer Assisted language learning
- Language laboratory and its importance in the teaching of Arabic Language.
- Salient features of a good text-book in Arabic.

b) Evaluation Techniques

- Concept and types of Evaluation
- Characteristics of a good test.
- Construction of achievement test in Arabic with Essay type, short Answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary
- Qualities of an Arabic Teacher – an evaluative approach.

PRACTICUM

Submission of report after completing any one of the following:

- Sessional test
- Assignment
- Construction of Achievement test.

REFERENCES

1. Al-Naqa: Asasiyat Talim-al-Lugha-al Arabic Li
Mahmum K Ghairal-arabic, ALESCO, International Institute of Arabic Language,
Khartoum (Sudan), 1978 (in Arabic)

2. Lado, R.: Language Teaching: A scientific Approach, McGraw Hill, New Delhi, 1983
3. Nadvi, A.H.: Arabi Adab ki Tareekh, NCPUL, New Delhi, 1989 (in Urdu)
4. Rivers, W.M.: Teaching Foreign Language skills, Chicago University Press, 1968
5. Samak, S.M.: Fan-al-Tadris bil Lugha-al Arabic, Al-Anglo-Misriya, Cairo, 1975.

6. TEACHING OF PERSIAN

Course Objectives :

To enable the student-teachers understand about:

- The nature, characteristics and significance of Persian language.
- The aims and objectives of teaching Persian as a foreign language.
- The various approaches of planning for successful Persian teaching.
- Approaches for teaching different aspects of Persian language.
- Aids and other similar available materials that could be used for teaching Persian language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Persian language.

Course Content:

Unit- I- a) Nature, Scope and Aims

- Language- its meaning and functions.
- Special features of Persian language and its universal significance- the cultural, practical, literary and linguistic.
- Aims and objectives of Teaching Persian as a foreign language.
- The principles of the development of curriculum with special reference to Persian.
- The place of Persian in school curriculum with special reference to B.S.E.B.
- Development of Persian language in India.
- Problems concerning the development of Persian in Bihar

b) Lesson Planning

- General principles of language learning with special reference to Persian
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.

Unit – II - a) Methods of Teaching

- Basis skills of language learning.
- Translation method for teaching Persian, it's advantages and limitations.
- Direct method for teaching Persian, it's main principles and techniques.
- Comparison between translation method and direct method.

b) Specific Instructional Strategies

- Teaching of Prose; Dastan-e-Kotah (Short Story), Hikayat (Story), Ruman (Novel), Tamseel (Drama), Tanqeed (Criticism), Sawanih (Biography) and KhudNavist (Autobiography). Major steps in the planning of a prose lesson.

- Teaching of Poetry-Hamd, Na't, Ghazal, Rubaee, Masnawi and Qaseedah; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.

Unit III - a) Teaching of Grammar

- Place of grammar in the teaching of Persian, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading, Types of reading; Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading aloud. Various methods of reading; The phonic method, alphabetical method, word method and sentence method.
- Teaching of vocabulary- Its ways and means.
- Teaching of writing and composition: Letter writing, Essay writing and Précis writing.
- Other literary activities in Persian: Elegant writing, Baitbazi, Mushaira etc.

b) Aids to Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.

Unit – IV –a) Computer Assisted Learning

- Computer Assisted language learning.
- Language laboratory and its importance in the teaching of Persian Language.
- Salient features of a good text-book in Persian. Comparative Analysis of prescribed text-books of different Boards.

b) Evaluation Techniques

- Concept and types of Evaluation.
- Concept and Components of Continuous Comprehensive Evaluation (CCE).
- Characteristics of a good test.
- Construction of achievement test in Persian with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Persian Teacher- an evaluative approach.

Practicum:

- Submission of report after completing any one of the following:
 - Sessional test
 - Assignment
 - Construction of Achievement test.

Books Recommended

- Al-Shourabi, Ebrahim Amin (1948). *Basic Grammar for Teaching Persian*: Cairo: Matba'at al-sa'adat.
- Ash'ari, Mohammad (1994). *Teaching Persian by Persian*. Tehran: Monir: Cultural Centre Publication.
- Avchinika, A. & A. MohammedZadeh (1996). *Teaching Persian Language*, Moscow: University of Moscow.
- Bachman, L. and A. Palmer (1996). *Language Testing in Practice*, New York: Oxford University Press.
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- Rassi, Mohsen (2000). *An Introduction to Persian*. Tehran: Council for Promotion of Persian Language and Literature.
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- Richards, J. C. and T. S. Rodgers. (2001). *Approaches and Methods in Language Teaching*, 2nd ed. New York: Cambridge University Press.
- Rivers, W.M. (1968). *Teaching Foreign Language skills*, Chicago University Press.
- Samareh, Yadollah. (1993). *Persian Language Teaching (AZFA: English Version) Elementary Course*, Book 1-5. Tehran: Al-hoda Publisher and Distributors.
- Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*, New York: Cambridge University Press.
- Zarghamian, Mehdi. (1997). *The Persian Language Training Course: Preliminary to Advanced*, Volume-I & II, 1999 Vol. III, Tehran: Council for Promotion of Persian Language and Literature.
- Zarghamian, Mehdi. 1999. *Basic Vocabulary and Basic Grammar: Teaching Persian for Non-Native Speakers*, Tehran: Council for Promotion of Persian Language and Literature.

7. TEACHING OF BANGLA

OBJECTIVES

To enable the student-teacher understand about:

- The nature, characteristics and significance of Hindi language.
- The aims and objectives of teaching Hindi as a mother language.
- The various approaches for planning for successful Hindi teaching
- Approaches for teaching different aspects of Hindi language
- Aids and other similar available materials that could be used for teaching Hindi language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

UNIT I: a) MEANING AND NATURE OF TEACHING BANGLA

1. Meaning and Nature of Teaching Bangla
2. Importance of the Mother-Tongue.
3. Aims of Teaching Bangla

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b) TEACHING OF READING AND WRITING

1. Teaching of Reading in Bangla
 - i. Concept,
 - ii. Method of Reading: Oral reading and loud reading,
 - iii. Types of reading: Alphabetic, phonetic, word, sentence, story
2. Teaching Writing in Bangla
 - i. Objectives
 - ii. Teaching of writing-mechanics or writing-transcription method, dictation, paragraph writing, creative writing and composition writing.

UNIT II: a) UNIT PLANNING

1. Importance of Unit Planning
2. Steps of Planning and
3. Merit and demerits.

b) LESSON PLANNING

1. Importance of Lesson Planning,
2. Steps of Lesson Planning and
3. Merit and demerits.

UNIT III: a) TEACHING OF PROSE IN BANGLA

1. **Teaching of Prose in Bangla:**
 - a. Objectives
 - b. Methods of Prose-Teaching
 - c. An application of prose teaching in classroom activity
2. **Teaching of poetry in Bangla**
 1. Objectives
 2. Methods of Poetry-Teaching
 3. An application of poetry teaching in classroom activity

b) TEACHING OF GRAMMAR AND CREATIVITY

1. **Teaching of Grammar**
 - a. Importance of teaching of grammar in language teaching,
 - b. Methods of grammar Teaching
 - a. An application of grammar teaching in classroom activity
2. **Teaching of Creativity**
 - a. Objectives
 - b. methods of developing creativity

UNIT-IV: a) EVALUATION TECHNIQUES,

2. **Types of Evaluation**
 - a. Essay type question,
 - b. short question,
 - c. objective type question
3. **Evaluation techniques:** Designing a question paper based on blue print.

b) TEACHER, TEXTBOOK AND TEACHING AIDS

1. **Teacher** : qualities and skill required for teaching of Bengali language
2. **Text Book** : Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
3. **Use of Audio-Video aids in language teaching** : Importance and types of A.V. aids.

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8. TEACHING OF BIOLOGICAL SCIENCE

OBJECTIVES

For student-teachers to:

1. Develop an understanding of the nature and place of Biological Science
2. Formulate instructional objectives in terms of behavioural outcomes
3. Understand the teaching methods, approaches and techniques for teaching material
4. Use appropriate educational technology and develop low cost teaching materials
5. Analyse and evaluate biological science syllabus and science text books
6. Develop skills in organizing curriculum activities such as science clubs, science fair, science exhibition and field trips.

UNIT I-Biological Science in School Curriculum

1. Nature and Scope of Biological Science
2. Place of Biological Science in School Curriculum
3. Aims and Objectives of teaching Biological Science
4. Curriculum in Biological Science, Principles for construction of curriculum, approaches of curriculum planning, BSCS.
5. Curriculum accessories and support materials – text books, handbooks, workbooks.

UNIT II- Planning, Designing and Translation of Instruction

1. Development of Unit Plan, Lesson Plan (Using Herbart, Bloom and Gagne approaches)
2. Methods of Teaching Science – Lecture cum demonstration method, Project Method, Heuristic Method, Problem solving Method and Laboratory Method.
3. Using Micro-teaching for skill development.
4. Laboratory Management and Organization.

UNIT III- Instructional Media and Non-formal Approaches in teaching Biological Science.

1. Instructional media – need and importance, classification, selection and integration of media in teaching learning process.
2. Improvising low-cost apparatus
3. Non-formal approaches in teaching Biological Science- activity approach, field trip, Biology museums, aquarium and vivarium
4. Organising Science fairs and Science clubs.

UNIT IV: EVALUATION IN BIOLOGICAL SCIENCE AND BIOLOGY TEACHER

1. Meaning and Purpose of evaluation
2. Types of evaluation
3. Tools and Techniques of evaluation and qualities of a good evaluation tool.
4. Steps of Test construction and Preparation of blue print.
5. Qualities of a good biology teacher.

PRACTICUM

1. Test construction
2. Preparation of Teaching Aids
3. Content based test for secondary classes
4. Project/ assignment.

REFERENCES

1. William D. Romey, Inquiry Techniques for teaching Science, Prentice Hall, INC, New York.
2. Nair, Teaching Science in our school, S. Chand
3. Nathan, S. Washton, Science Teaching in SCC School, Harper and Borthers, New York.
4. Rawat, Lal and Johari, Vigyan Shikshan, Agra

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5. Sharma & Sharma, Teaching of Science, Dhanpat Rai and Sons, Jullundhar, Delhi.
6. Aggarwal, J.C. (1990). Curriculum Reforms in India, Daoba House Delhi
7. Das, R.C., (1985), Science Teaching in School, Sterling Publishers Pvt Ltd, New Delhi
8. Mangal, S.K. (1995), Teaching of Physical and Life Sciences, AVG Book Depot, Karol Bagh
9. Sood, J.K. (1987), Teaching of Life Science, Kohli Publishers Chandigarh.
10. Bhooshan, Shailendra, Jeev Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1989
11. Kulshresth, SP, Teaching of Biology, R.Lall Book Depot, Meerut, 2006
12. Yadav, K, Teaching of Life Science, Anmol Publications, ND, 1993

9. TEACHING OF MATHEMATICS

OBJECTIVES:

To enable the student-teacher to:

1. Understand and appreciate the importance and use of Mathematics in daily life.
2. Know the various approaches to teaching Mathematics and practice them successfully.
3. Know the methods in planning instruction for class room.
4. Prepare curricular activities and organize book as needed.
5. Appreciate and organize activities to develop ability in Mathematics.
6. Obtain feedback both about teaching as well as students' learning.

UNIT I: a) NATURE AND SCOPE OF MATHEMATICS

- a) Meaning and Nature and scope of Mathematics.
- b) Mathematics and human civilization.
- c) need for teaching Mathematics
- d) Modern Mathematics and its characteristics
- e) History of Mathematics

b) AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

1. Aims and objectives of teaching Mathematics
2. Types of objectives and stating them in behavioural terms.
3. Qualities of a good Mathematics teacher

UNIT II: a) APPROACHES TO TEACHING MATHEMATICS

1. Teaching strategies
2. Approaches to teaching Mathematics
 - a) Inducto-deductive
 - b) Analytic-synthetic
 - c) Heuristic
 - d) Laboratory and
 - e) Project
2. Maths Lab

b) LESSON PLANNING

1. Preparation of lesson plans and unit plans
2. Characteristics of a good lesson plan
3. Teaching aids in Mathematics

UNIT III: a) HISTORY OF MATHEMATICS

Use of Mathematics in modern world. Contribution of Indian Mathematicians (Bhaskaracharya, Aryabhatta, Leclawati, Ramanujam)
Contributions of Euclid, Pythagoras, Rene-Descartes

b) CURRICULUM

Curriculum and principles of curriculum development.

Place of Mathematics in school curriculum.
Correlation of Mathematics: Internal and External. [External Subjects- Language, Science, History, Geography, Economics, Commerce, Drawing Music]

UNIT IV: EVALUATION IN MATHEMATICS

1. Evaluation: Purpose and procedure of evaluation
2. Characteristics of a good test
3. Developing test materials for diagnosing and assessing achievement.
4. Diagnosis and remedial teaching
5. Enriched programme for gifted and retarded children

PRACTICUM

1. Content test (based on secondary classes)
2. Preparation of teaching aids.
3. Test construction
4. Assignment / Project

REFERENCES:

1. Aggarwal S M: The teaching of Mathematics
2. Mangal S K: Teaching of Mathematics
3. Sidhu Kulbir Singh: The Teaching of Mathematics
4. Kulshrestha, A.k.: Teaching of Mathematics
5. Yadav, Siyaram: Teaching of Mathematics
6. Kumar Sudhir, Ratnalikar D.N.: Teaching of Mathematics
7. Rawat, MS, Ganit Shikshan, Vinod Pustak Mandir, Agra, 2009
8. Saxena, KK, Ganit Shikshan, University Book House, Jaipur, 2008
9. Kulshrestha, AK, Ganit Shikshan, R. Lall Book Depot, Meerut, 2012

13. TEACHING OF HISTORY

Course Objectives :

To enable the student – teacher to :
appreciate the need and importance to Teaching History;
realize the aims and objectives of Teaching History;
develop understanding about the basic principles governing the History Curriculum;
acquire the ability to develop instructional support materials;
acquire competence to plan instruction;
acquire ability to use audiovisual aids in the teaching of History;
develop the ability to organize resource centres and co-curricular activities and
understand the role of evaluation in the teaching of History.

Course Content:

Unit I - Nature, Aims and Objectives

1. Definition, concepts and constituents of History, Historiography
2. Importance of teaching History as a school subject
3. Place of History in present secondary school curriculum
4. General aims of teaching History; Objectives of teaching History.
5. Bloom's Taxonomy of Educational objectives
6. Values of teaching History
7. Correlation of History with other subjects.

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Unit II - Instructional Planning

- (a) Unit Planning
- (b) Lesson Planning
- (c) Planning of micro-teaching lesson for developing the skills.
- (d) Methods of Teaching, Techniques of Teaching History
- (e) Teaching Controversial Issues

Unit III - Aids and Activities

1. Audio-visual aids in teaching History
2. Co-curricular activities in History - History clubs, Field trips, Debate and Quiz
3. Evaluation – types, tools, qualities of a good tool.

Unit IV History Curriculum

1. Principles of Curriculum Construction
2. A Good History Teacher
3. A good History text book
4. Organising resource centres – history lab, museum, and classroom.

Practicum :

Submission of report after completing any one of the following:

Sessional test

Assignment

Construction of Achievement test

Preparation of Unit Plan / Project

Suggested Books.

- | | |
|---------------------------------------|--|
| 1. Aggarwal J.C. | : Teaching of History |
| 2. Bhatnagar, C.R., Bhusan and Khanna | : Preparation and Evaluation of Text Books in Social Studies |
| 3. Bining and Bining | : Social Studies in Secondary School |
| 4. Blank | : Foundation of History Teaching |
| 5. Johnson | : Teaching of History |
| 6. Khalilur Rob | : Tadrees - E - Tareekh - NCPUL |
| 7. Kochhar, S | : Teaching of History |
| 8. Yajnik, K | : The Teaching of Social studies in India |
| 9. Ian Philips | : Teaching of History |
| 10. Tyagi, Gurusharandas | : Itihas Shiksha, Vinod Pustak Mandir, Agra |
| 11. Yogendrajit, Bhai | : Itihas Shikshan ki Ruprekha, Vinod Pustak Mandir, Agra |
| 12. Yadav, Nirmal | : Teaching of Historyk, Anmol Pubs, ND, |
| 1994 | |

11. TEACHING OF CIVICS

Course Objectives:

Enable the student - teacher:

To acquire Competence in the content prescribed for secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching Civics at secondary level.

To acquire competence in relating of appropriate strategy to the content to be taught.

To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.

To promote reflection on issue pertaining to teaching of Civics.

To develop competence in designing effective instructional strategies to teach Civics

To develop ability to design, develop and use various tools and techniques of evaluation.

Course Content:

Unit I –Civics as a School Subject

1. Meaning and definitions of Civics, Nature and Scope of Civics.
2. Importance of Civics as a School Subject
3. General aims of teaching Civics, Difference between aims and objectives of teaching Civics
4. Objectives of teaching Civics at Secondary level
5. Bloom's Taxonomy in teaching Civics

Unit II –Teaching Aids and Lesson Planning

1. Importance of teaching Aids, Different types of teaching Aids and their effective use in teaching Civics
2. Role of Co-curricular activities in Civics teaching
3. Lesson Planning, writing a lesson plan, importance of lesson planning in Civics, Unit planning
4. Principles of lesson planning.

Unit III - Method of Teaching Civics and Civics Teacher

1. Various Methods of teaching: (Lecture, discussion, story-telling, experimental, Inquiry, problem solving, simulation, surveys, source, case study, project, text book, library, laboratory, planning methods)
2. Civics Room
3. Qualities of a good Civics Teacher
4. Importance of Civics teacher,
5. Techniques of teaching Civics

Unit IV - Curriculum and Evaluation of Civics

1. Meaning of Curriculum, difference between curriculum and syllabus, basic Principles of curriculum construction.
2. Meaning of Correlation, Importance of correlation, and correlation of Civics with other subjects of social science, science and literature.
3. Nature of educational evaluation in Civics, its need, role in educational process, planning and preparation of unit test
4. Open book examination, evaluating project work, question bank and Blue Print.

Practicum:

Submission of report after doing work in any one of the following:

1. Preparation of a Model
2. Content based test of secondary classes.
3. Preparation of teaching aids.
4. Preparing a resource unit on a topic of their choice in Civics
5. Project/ Assignment on a topic of their choice in Civics;

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Suggested Books.

1. Aggarwal, J.C. : Teaching of political services and civics, Viskas Publishing House Pvt. Ltd. New Delhi (1983)
2. Khanna S.D., Sexena: Teaching of Civics, Boaba Publishing V.R. Lamba, T.P. and House, New Delhi, (1982)
3. Yadav, Nirmal: Teaching of civics and political science, Anmol Publishing Pvt. Ltd., New Delhi (1994)
4. Rai, B.C. : Method Teaching of Civics, Prakashan Kendra, Lucknow (1990)
5. Taneja, V.R. : Fundamentals of Teaching Social Sciences, Mohindra Capital Publishers, Chandigarh (1970)
6. Tyagi, Gurudas: Teaching of Civics, Agrawal Publications, Jyoti Block, Agra-2 (2012)
7. Satsangi, GD : Nagarik Shastra Shikshan, Vinod Pustak Mandir, Agra, 1990
8. Sharma RA : Teaching of Social Science, R. Lall Book Depot, Meerut, 2007
9. Singh, Yogendra K: Narikshastra Shikshan, APH Publishing Co., ND, 2004

12. TEACHING OF GEOGRAPHY

Course Objectives

To enable the student teachers:
Appreciate the need for learning Geography;
Appreciate the nature and importance of Geography in school curriculum;
To help them realize the values of learning Geography;
Develop the principles governing the construction of Geography curriculum;
Acquire the class room skills needed for teaching Geography using modern methodologies;
Acquire the competence to plan instruction;
Develop the ability to organize activities in community for the judicious use of resources and conservation of the environment;
Acquire the ability to develop instructional support material and
Develop skills of relating daily problems with Geography and finding solutions.

COURSE CONTENT

Unit I - Nature, Scope and Aims of teaching Geography

Nature, Scope, importance of Geography, Geography as a science and art, place of Geography in the school curriculum;
Values of Teaching Geography - Moral, Aesthetic, Utilitarian, Practical, Intellectual, Vocational;
Correlation, its meaning and usefulness;
Objectives of teaching Geography at the secondary school level in the context of Bihar;
Writing instructional objectives in behavioural terms and their importance; Classifying them into categories of knowledge, understanding, application, skills etc.

Unit II - Planning, Methods & Approaches of Teaching Geography

Preparing the programme of work for the year
Micro Teaching
Lesson planning - meaning, importance, format, characteristics of a good lesson plan
Planning of practical work in Geography
Excursion method, project method, survey method, observation method, laboratory method,
comparative method, picture method

Inductive - deductive approach, descriptive approach, regional approach, environmental approach, teacher-centered, learner-centered, activity centered, systematic approach

Unit III - Geography Curriculum

1. Critical study of existing Geography curriculum in Secondary School;
2. Recommendations made by NPE (1986) regarding Geography curriculum; To look into the NPE
3. Overview of the recent curriculum developments in Social Studies with special reference to Geography and Various methods to organize Geography curriculum.

Unit IV - a) Teaching Aids and Co-curricular Activities

Geography teacher - requirements, qualities of Geography teacher

Geography text book - characteristics of a good Geography text book

Teaching aids

Mass media

Geography room, lab, Geography museum, importance, designing, equipping, maintaining

Importance and organization of fields trips, visits, excursion

Geography based hobby, clubs, etc.

b) Evaluation in Geography

Purpose and importance of evaluation in Geography

Formative and summative evaluation

Unit test-meaning, importance

Well balanced question paper in Geography

Practicum:

1. Preparation of a Unit Plan
2. Test construction
3. A report on the organization, planning and outcome of excursion
4. A critical study of the present Geography text books of Secondary School

Suggested Books.

- | | |
|-----------------------|---|
| 1. Bernard, H.C. | : Principles and Practice of Geography teaching |
| 2. Dubey, S.K. | : Advanced Geography teaching, Book Enclave, Jaipur |
| 3. Digumarti, B.B. & | : Methods of Teaching Geography, Discovery Publishing
Basha, S.A House, N. Delhi |
| 4. Hussain Majid, Ed. | : Methodology of Geography |
| 5. Negi Vishal | : New Methods of Teaching Geography, Cybertech
Publications, New Delhi |
| 6. Prasad | : Methods of Teaching Geography, ABD Publishers,
Jaipur |
| 7. Rao, M.S. | : Teaching of Geography |
| 8. Rai, B.C. | : Teaching of Geography, Prakashan Kendra, Lucknow |
| 9. Siddiqui | : Teaching of Geography, ABD Publishers, Jaipur |
| 10. Zaidi, S.M. | : Modern Teaching of Geography, Anmol Publication,
New Delhi |
| 11. Rao, MS | : Teaching of Geography, Anmol Publications, ND, 1993 |
| 12. Singh, HN, | : Bhoogol Shikshan, Vinod Pustak Mandir, Agra, 2011 |
| 13. Vatsyayan, T | : Bhoogol Shikshan ki Aadhunik Vidhiyan, Shahdra, Delhi |

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13. TEACHING OF ECONOMICS

Course Objectives:

Enable the student-teacher to:-

To acquire Competence in the content prescribed by B.S.E.B., C.B.S.E., I.C.S.E., Secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching Economics at secondary level

To acquire competence in relating of appropriate strategy to the content to be taught

To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching

To promote reflection on issues pertaining to teaching of Economics

To develop competence in designing effective instructional strategies to teach Economics and

To develop ability to design, develop and use various tools and techniques & evaluation.

Course Content:

Unit I - Nature, Scope and Aims of teaching Economics

Concept, Meaning and definition of Economics

Nature, Scope and Importance of Economics teaching at secondary level

Integration of Economics with other school subject

General Aims of teaching Economics at secondary level

Instructional and behavioral objective of Economics teaching at secondary level

Unit II - Principles of curriculum construction

Place of Economics in secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.

Develop mental trends in Economics teaching at secondary level

Approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches

Defects in the present Economics curriculum at secondary level

Text books in Economics - Importance and qualities

Unit III - Instructional planning and Instructional Strategies

A) Unit planning, lesson planning and development of micro lessons for the developments of core skills of teaching.

B) Method of Teaching

Expository Based : Lecture, debate, discussion, story-telling method

Discovery Based : Experimental/inquiry/problem solving

Activity Based: Simulation/gaming, survey method, source method, case study, project

Individualized : Computer assisted instruction, modular, mastery learning, Dalton Plan

Others : Principles of giving assignments, types of assignments, techniques of framing assignments

Unit IV -a) Teaching Aids and Co-curricular Activities in Economics Teaching

Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics.

Role of Co-curriculum activities in economic teaching

Organizing Co-curriculum activities in economic teaching -Debate, Seminar, Conference, panel discussion and symposium

b) Evaluation in Economics

Nature of educational evaluation, its need, role in educational process

Evaluation procedure for appraising learner's performance, uses of evaluation

Behavioral approach to testing instructional objectives in Economics

Planning & Preparation of unit test and achievement test

Open book examination, evaluating project work, question bank

Remedial Teaching

Qualities of good Economics teacher - an evaluation approach

Practicum

Submission of report after doing work in any one of the following:

1. Preparation of an album as an aid to the teaching of Economics
2. Preparation of Model
3. Critical review of a text book of secondary or higher secondary level
4. Preparing a resource unit on a topic of their choice in Economics

Suggested Books.

1. Arora, P.N: (1985) Evaluation in Economics
2. Arora, P.N. & Shrie, J.P.: (1986) Open Book Examination Question in Economics, New Delhi
3. Chakravarty, S.: (1987) Teaching of Economics in India, Bombay: Himalya, Publishing
4. Hicks, J.R.: (1960) The Social framework
5. An Introduction to Economics,: Oxford University Press London
6. Kanwar, B.S. : (1973) Teaching of Economics, Ludhiana Prakash Brothers
7. Khan, R.S. : Teaching Economics (in Hindi), Kota Open University, BE-13
8. NECRT : (1977) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi
9. Oliver, J.M. : (1977) The Principle of teaching Economics withinthe curriculum, London Routledge & Kegan Paul
10. Siddiqu, M.H. : (1993) Teaching of Economics, New Delhi : Ashish Publishing House
11. Srivastava H.S.: (1976) Unit test in Economics, New Delhi: NCERT
12. Tyagi, S.D.: (1973) Teaching of Economics (in Hindi) Agra : Vinod Pustak Bhandar
13. Tyagi, Gurusarandan, Arthashastra Shiksha, Agrawal Publications, Agra, 2011
14. Yadav, Amita, Teaching of Economics, Anmol Publications, ND, 2006
15. Saxena, NR, Teaching of Economics, Navdeep Publications, Patna, 2006

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14. TEACHING OF PHYSICAL SCIENCES

COURSE OBJECTIVES:

To Enable the student-teacher to:

- (1) Have developed a broad understanding of the principles and procedures used in modern science education.
- (2) Develop the skills necessary for science education
- (3) Develop the aptitude for innovation
- (4) Devise experiments with the help of available materials, if needed
- (5) Know and understand innovative techniques for teaching
- (6) Plan and execute activities useful for learners of science
- (7) Utilize the community resources for teaching physical science.
- (8) Develop needed instruction materials
- (9) Develop scientific temper

CONTENTS:

Unit I:

a) Need for studying science - importance, Nature of science - impact of modern science on individual and society, globalization and science, place of physical science in school.

b) Physical science, its nature and including it as a discipline in school curriculum, objectives of teaching physical science, educational objectives, process outcomes, Product outcomes, concept attainment, organizing learning experiences for achieving specified behavioural outcomes.

Unit II:

Methods of teaching physical sciences, Lecture-Demonstration method, Project Method, Heuristic Method, Laboratory Approach Method, Activity method and Problem solving method of teaching science, non-formal methods like field trips, science museums, visits to science fairs, organizing science fairs, quizzes etc. science projects. Science Lab.

Unit III

a) Planning for teaching, year plans and unit plans, Designing and preparing of Lesson Plan, content analysis, pedagogical analysis; improvised apparatus - preparation of teaching aids, innovations in teaching - team teaching, seminar presentation, microteaching. Disciplinary approach vs. General Science Approach.

b) Curriculum - approaches, PSSC (Physical Science Study Committee) & Chemistry and integrated curriculum and availability of local resources, use of community resources and local centres of scientific interests. Familiarity with accepted curriculum materials.

Unit IV:

Evaluation - developing tests, other methods of testing specific objectives - testing cognitive, affective and psychomotor outcomes, process and product outcomes, scientific attitude, reasoning and habits, Diagnostic testing and remedial teaching, formative and summative evaluation.

PRACTICUM:

Test construction
Preparation of teaching aids
Content Tests based on Secondary Classes
Assignment

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SUGGESTED BOOKS:

1. Anderson, H.O. et.al, Towards More Effective Science Instruction, MacMillan, New York.
2. Lewis J., Teaching of School Physics, Penguin, UNESCO.
3. Sharma, R.C. Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
4. Murrey J. Science Teaching in School, ASE, London.
5. Richardson and Cohan, Methods and Materials for Teaching Physical Science, MacGraw Hill.
6. Sood, JK, Vigyan Shikshan, Vinod Pustak Mandir, Agra, 2008
7. Siddiqui, Dr., Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1988
8. Rawat, RP, Vigyan Shikshan, Aavishkar Publications, Jaipur, 2006

15. TEACHING OF COMMERCE

COURSE OBJECTIVES:

To enable the student-teachers:

1. Acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce;
2. Understand the nature of Commerce;
3. define the specific objectives of teaching Commerce in terms of learning outcomes;
4. Understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction;
5. Understand the place of commerce in higher secondary syllabus;
6. Apply evaluation techniques most appropriate to assess the progress and achievement of pupils and
7. Develop attitudes to be a competent and committed Commerce teacher.

COURSE CONTENTS:

Unit I: a) Nature and need of Commerce

1. Meaning, Nature, Need and Scope of Commerce Education
2. Aims and objectives of teaching Commerce
3. Blooms Taxonomy of Educational Objectives
4. Techniques of writing objectives - Instructional and behavioural

b) Curriculum of Commerce

1. Concepts of Curriculum
2. Principles of curriculum construction in commerce syllabi with reference to BSEB, CBSE and ICSE.

Unit II: Instructional Planning and Instructional Strategies

1. Unit planning
2. Lesson planning
3. Core teaching skills
4. Planning of micro lessons for the development of core skills

Unit III: Methods of Teaching and Teaching Aids in Commerce

Methods:

- | | | |
|----------------------|-------------------|-------------------------------|
| 1. Lecture Method | 2. Project Method | 3. Problem Solving |
| 4. Discussion Method | 5. Games Method | 6. Practical work in Commerce |

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Teaching Aids:

1. Meaning, Importance and use of teaching aids in teaching of Commerce
2. Criteria for selection of instructional material and equipment
3. Different audio visual equipments and materials used in commerce teaching
4. Use of textbook as teaching aids and
5. Use of Software and Hardware in teaching of Commerce.

Co-curricular Activities:

Different types of co-curricular activities for strengthening Commerce Education

Unit IV: Evaluation

1. Concepts of evaluation
2. Types of evaluation
3. Developing different types of tests in Commerce including diagnostic test
4. Remedial teaching
5. Preparing an achievement test
6. Types of test items
7. Qualities of a good test
8. Qualities of a good commerce teacher - an evaluative approach

PRACTICUM:

Submission of report after doing work in any one of the following:

1. Preparation of a balance sheet
2. Preparation of a teaching model
3. Critical review of a test book of secondary or higher secondary level.
4. Preparation of a unit plan in Commerce.
5. Sessional tests.

REFERENCES:

1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-NewDelhi
2. Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas PublishingHouse Pvt Ltd- New Delhi
3. Teaching of Commerce in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)
4. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
5. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
6. Rao, Seema, Teaching of Commerce, Anmol Publications, ND, 1995
7. Saxena, Udayveer, Vanijya Shikshan, Vinod Pustak Mandir, Agra, 1970
8. Khan, Mohammad Sharif, Commerce Education, Sterling Pub. Pvt Ltd, Delhi, 1982

16. TEACHING OF COMPUTER SCIENCE**COURSE OBJECTIVES:**

To enable the student teachers:

1. To know the principles of curriculum construction
2. To acquire skills of evaluation
3. To understand the importance of computer in the era of globalization
4. To familiarize with the history of development of Computer Science
5. To develop the skills necessary for Computer education
6. To know and understand the innovative methods for teaching Computer Science
7. To develop needed instructional material.

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COURSE CONTENT:

Unit I: a) Nature, Scope and aims of teaching Computer Science

1. Meaning and Concept
2. Nature and Scope
3. Importance of Computer Science
4. Place in the School Curriculum in the era of globalization
5. Aims of teaching computers
6. Difference between aims and objectives
7. Instructional objectives
8. Taxonomy and writing Instructional objectives in behavioural terms

b) Development of Computer Science and its Curriculum

1. First step in computing
2. History of Computers in India
3. Importance and Limitations of Computers
4. Computer and its classification
5. Curriculum (meaning and concept)
6. Principles of curriculum construction
7. Development of Computer Science Curriculum

Unit II: Methods of Teaching and Teaching strategies in Computer Science

1. Lecture method
2. Demonstration method
3. Laboratory method
4. Heuristic method
5. Project method
6. Assignment method
7. Problem solving method
8. Computer Assisted Instruction

Unit III: Lesson planning, Teaching aids and instruction in Computer

1. Steps involved in lesson plan
2. Ideal lesson plan
3. Textbook in Computer Science
4. Effective teacher of Computer Science
5. Teaching Aids in Computer Science
6. Problem in teaching Computer Science

Unit IV: a) Evaluation in Computer Science

1. Nature and Need of Evaluation
2. Objectives and kinds of Evaluation: Internal - External, Criterion referenced – non-referenced, formative - summative
3. Evaluation through computer
4. Test construction
5. Tools of evaluation: characteristics of a good measuring tool

b) Computer Science Laboratory

1. Need and Importance
2. Planning and Designing laboratory
3. Equipments and material
4. Maintenance and safety measures

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5. Practical work in Computer Science teaching
6. Record keeping of the practical work

PRACTICUM:

Submission of report after completing anyone of the following:

1. Entry and processing the test marks in terms of average, percentage and ranks.
2. Preparation of CAI
3. Power point presentation.
4. Preparation of teaching aids through Computer.

Suggested Readings

1. Aggarwal, J.C., Teaching of Computer Science : A Practice Approach, New Delhi, Vikas Publishing House, Pvt. Ltd.
2. Beals, A.C.F., A Guide to the Teaching of Computer Science in School, London, University of London Press, 1937.
3. Binning, A.C., and Binning, D.R., Teaching in Computer Science in School, New York, M.S. Graw Hill Book Co., 1952.
4. Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences, Delhi, Atma Ram & Sons, 1965.
5. Choudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook for Computer Science Teachers, New Delhi, NCERT, 1975.
6. Choudhary, K.P., Preparation of Lesson Notes, Calcutta Bookland.
7. Dale, E., Audio- Visual Methods in Teaching, New York, Deyden Press, 1954
8. Ghosh, V.D., Creative Teaching of Computer Science, Delhi Oxford University, Press, 1951.
9. Rao, V.K., Computer Education, A.P.H. Publishing Corporation, New Delhi
10. Singh, Y.K. & Nath Ruchika; Teaching of Computer Science A.P.H. Publishing Corporation, New Delhi.
11. Sharma, Mukul, Computers in Classrooms, A. Mukherjee & Co. Pvt Ltd, Calcutta, 1986
12. Aggarwal, J.C., Shiksha Mein Computer Ka Prayog va Sanchar Kaushalein, Vinod Pustak Mandir, Agra, 2011
13. Rajaraman, Dharma, Computer Primer, Prentice-Hall of India, N.D, 1986

17. TEACHING OF HOME SCIENCE

COURSE OBJECTIVES

To enable the students-teacher understand and explain -

1. The nature and contents of home science
2. The nature and process of home science is a branch of science;
3. Develop their skills in practicing as a home science teacher;
4. A symphony among various branches of home science;
5. Know and practice the various methods in home science teaching;
6. Plan home science lesson;
7. The methods of organising home science curriculum;
8. The modern evaluation methods in home science.

COURSE CONTENT

Unit I:a) Need for including home science at the school level, importance of home science in the modern life style. Need for teaching home science.

b) Curriculum: the various ways of arrangement, supporting materials textbooks, laboratory, charts, models etc.

Unit II:

- a) Various methods of teaching home science, subject specific method, use of modern methods

Unit III:

- a) Teaching of nutrition and food, home decoration, health care, baby care, including mother health, baby health and clothing, mother-craft, nursing, home management, home budget and accounts.

- b) Lesson Planning, instructional planning, year planning

Unit VI:

Evaluation - outcome evaluation, tests-kinds of test, diagnostic and remedial teaching.

PRACTICUM:

Planning for Home Sc. Laboratory

Family budget of Middle class income group

Decoration of drawing room/bedroom/study room/children's room/guest room.

Preparation of sick diet-anaemic, diabetic, High Cholesterol

Preparation of diet for expecting mother, Lactating mother, for growing children

First Aid, Arrangement of First Aid Box

Food Preservation - Jam, Jelly, Pickles, Chips, Peyuri

Kitchen Garden

Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork

SUGGESTED BOOKS:

- | | |
|------------------------|--|
| 1. Devadas | : Teaching of Home Science |
| 2. E. Atkinson | : Teaching of Domestic Science |
| 3. Amy | : Evaluation of Home Science |
| 4. Al Good | : Demonstration Techniques |
| 5. Spai | : Care of Children in the Tropics |
| 6. Hatcher and Andrews | : The Teaching of Home Making |
| 7. Spafford | : Fundamentals in Teaching Home Science |
| 8. Shorry & Sharma | : Grih Vigyan Shikshan |
| 9. Ehelorch | : Lessons in Domestic Science |
| 10. HMSO | : Home Science |
| 11. Devadas, Rajamall, | : Methods of Teaching Home Science, NCERT, New Delhi, 1978 |
| 12. Yadav, Seema | : Teaching of Home Science, Anmol Publications, ND, 1994 |

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ARYABHATTA KNOWLEDGE UNIVERSITY

PATNA

COURSES OF STUDY
FOR

MASTER OF EDUCATION (M.Ed.)

CREDIT BASED SEMESTER SYSTEM

EFFECTIVE FROM JULY 2012

0

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Regulations

R.1 Any person who has taken the degree of Bachelor of Education of this University or of another university recognized as equivalent there to may be admitted to the examination for the degree of Master of education after having fulfilled the requirements as mentioned in R.1.2

Students passing the B.Ed (Physical Education), B.Ed (Special Education) or equivalent thereto of any statutory University will also be held eligible for the admission to the M.Ed course.

R 1.1 General Objectives of the Course

After successfully undergoing this course, trainee-teacher-educators will be able

- (i) To understand the Socio-economic-cultural background and academic competency of entrants to B.Ed course.
- (ii) To master the methods and techniques of developing competencies, commitments and performance skills of a teachers.
- (iii) To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
- (iv) To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.
- (v) To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual, emotional and performance skills among secondary pupils - the "Global citizens of tomorrow".
- (vi) To imbibe in them attitudes and skills required of 'life-long learners' on the 'ICT influenced world' of today and tomorrow.
- (vii) To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.

R 1.2 Admission to the Course-

A candidate should have a minimum of 55% marks at B.Ed. degree course or a CGPA of B+ to be eligible for admission to M.Ed. Admission to the course will be given on the basis of Entrance Examination and marks of eligibility degree.

- ❖ The examination for the degree of M. Ed. shall consist of division of marks, credit and allotment of time to each Credit. Each component of syllabus is shown in table-I.

TABLE -I
Scheme of Examination

Semester –I									
No.	Subject	Instructional hours/week			Credit	Exam Hours	Total		
		L	T	P			Internal	External	Total
CORE SUBJECTS									
A		L	T	P			Internal	External	Total
1.	Philosophical Foundation of Education	3	1	1	5	3	30	70	100
2.	Psychology of the Learner	3	1	1	5	3	30	70	100
3.	Methodology of Educational Research	3	1	1	5	3	30	70	100
4.	Educational Statistics	3	1	1	5	3	30	70	100
5.	Optional I	3	1	1	5	3	30	70	100
	Total	15	5	5	25		150	350	500

B CORE SUBJECTS		Semester II							
5.	Sociological Foundation of Education	3	1	1	5	3	30	70	100
6.	Psychology of Learning	3	1	1	5	3	30	70	100
7.	Optional II	3	1	1	5	3	30	70	100
C	Total				15		90	210	300
8.	Dissertation and Viva-Voce	0	0	8	8		60	100+40	200
	Total				8		60	140	200

(B) Optional Courses

Each Student will also offer any two of the following courses, one in each semester.

No.	Subject	Instructional hours/ week			Credit	Exam Hours	Total		
		L	T	P			Internal	External	Total
1.	Guidance and Counseling	3	1	1	5	3	30	70	100
2.	Educational Technology	3	1	1	5	3	30	70	100
3.	Management Planning and Finance of Education	3	1	1	5	3	30	70	100
4.	Value Education and Human Rights	3	1	1	5	3	30	70	100
5.	Curriculum Development	3	1	1	5	3	30	70	100
6.	Environmental Education	3	1	1	5	3	30	70	100
7.	Teacher Education	3	1	1	5	3	30	70	100

In addition to a wide range of options the syllabus also provides for

i) Dissertation

The facility of Dissertation provides for students interested in doing research on the topic of his / her choice. The topic and the plan of the dissertation will be decided in consultation with the faculty member/ supervisor.

R 2 : Duration of the Programme :

A candidate admitted to the M.Ed. Programme shall undergo a regular course of study for one academic year, that is, two semesters. Semester-I shall be from July to mid-December and semester-II shall be from Mid-December to mid-May. There shall be not less than 90 working days which shall comprise 450 teaching/working hours for each semester. (Exclusive of the days for the conduct of University or external end-semester examinations). A candidate can avail of a maximum of 2 Semesters (1year), in a continuous stretch of 1 year from the date of admission to complete M.Ed. Degree.

R. 3: Programmes offered at M.Ed. Programme :

(1) M.Ed. General

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R. 4 : Semesters :

An academic year is divided into two semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. Each week has 36 working hours spread over 6 days a week.

R. 5: Credits :

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it.

The total minimum credits, required for completing an M.Ed. programme is 48 credits (25 credits for semester-I and 27 credits for semester-II).

R. 6 : Examinations :

(i) There shall be examinations at the end of each semester, for the first semester, in the month of December and for the second semester in the month of May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the next examinations to be held in December or May, as the case may be.

(ii) A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates will not be permitted to move to the next semester. Such candidates shall redo the semester in the subsequent turn of that semester as a regular student; however, a student of first semester shall be admitted in the second semester if he/she has successfully kept the term in first semester.

R. 7 : Condonation :

Student must have 75% of attendance in each course for appearing in the end-semester examination. Shortage of attendance up to 15% can be condoned by the Vice Chancellor as per AKU rules.

R. 8: Questions Paper Pattern :

Question Paper shall have Four questions corresponding to four units of each theory course. Question No. 5 shall have objective type of questions to be asked from all the four units of the theory course by giving equal weightage.

R. 9 : Evaluation :

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by an end semester examination and will be consolidated at the end of the course. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70.

R. 10 : Passing Minimum :

The passing minimum for CIA (Continues Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semester (2 chances will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 50% as aggregate marks for the award of M.Ed. Degree. In order to be promoted from Semester I to Semester II, a student shall have to pass in at least 3 out of five papers of Semester I. A maximum of 5 grace marks can be given if a student fails to get the minimum of 40% marks in the external examinations in any subject.

R. 11 : Grading :

Once the marks the CIA (Continues Internal Assessment) and end semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded on a 10-point scale as per details provided in R.17 from the first semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). These two are Calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where C_i is the Credit earned for the course is in any semester; G_i is the Grade point obtained by the student for the course i and n number of courses passed in that semester. CGPA = SGPA of all the Courses starting from the first semester to the current semester.

Note : Examples for the calculation of GPA & CGPA are explained in R.19

R. 12 : Final Results :

For purpose of declaring a candidate to have qualified for the Degree of M.Ed. in the first class/second class or first class with Distinction, the marks and the corresponding CGPA earned by the candidate will be the criterion.

R. 13 : Conferment of the M.Ed. Degree : A candidate shall be eligible for the degree of M.Ed. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 52 Credits).

R. 14 : External Examinations :

The University shall conduct the External or End semester Examination for Semester - I and II. The Internal Examination for the Semester I and II shall be conducted by the concerned college. The Dissertation and Viva will be conducted by a panel of 2 external examiners to be appointed by the University and the Head of the Department

R. 15 : Self-Financing Stream :

The above Regulations shall be applicable also for the candidates undergoing the programmes in self-financing stream.

R. 16: Grievance Redressal Committee :

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher / Principal and the HOD of the faculty as the members. This Committee shall solve all grievances relating to the Internal Assessment marks of the students.

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R. 17 : Grading of the Courses :

Percentage Marks (Normalized)	Grade	Grade Points	Classification of Final Result	CGPA From – to
Above 80	O	10	First class with Distinction	Above 7.5
70- 79.99	A+	9		
60 – 69.99	A	8	First Class	6.00 – 7.49
55 – 59.99	B+	7	Higher Second Class	5.5 – 5.59
50 – 54.99	B	6	Second Class	4.5 – 5.49
40 – 49.99	C	5		
Below 40	D (Dropped)	0.0	Dropped or Fail	

R. 18 : Format of Theory Question Paper for M.Ed. Semester I & II :

Q.1 and 2 From Unit-1	Answer any one question from the following two questions.	14 Marks
Q.3 and 4 From Unit-2	Answer any one question from the following two questions.	14 Marks
Q.5 and 6 From Unit-3	Answer any one question from the following two questions.	14 Marks
Q.7 and 8 From Unit-4	Answer any one question from the following two questions.	14 Marks
Q.9 From Unit-1-4	Q.5 Answer any 7 of the following 10 questions in short. Each question carries 02 Mark.	14 Marks

R. 19:

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for M.Ed. Programme.

The credit grade points are to be calculated on the following basis :

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

Example - I

Marks obtained by Student in course Paper I = $\frac{68}{100}$

∴ percentage of marks = 68 %

∴ Grade from the conversion table is = A

∴ Grade Point = 8.0

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The Course Credits = 5

$$\therefore \text{Credits Grade Point} = 8 \times 5 \\ = 40.00$$

\therefore CGP of the student in course Paper I = 40.00

The SGPA will be calculated as a weighted average of all the grade point of the semester courses. That is

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

As per example for SGPA

Semester – I M.Ed. Examination

Course No.	Marks obtain/100	Percentage of Marks	Grade Point	Credit	Credit Grade Point
A-1 (Comp. paper)	69	69	8	5	40
A-2 (Comp. paper)	71	71	9	5	345
A-3 (Comp. paper)	56	56	7	5	35
A-4 (Comp. paper)	47	47	6	5	30
B-1 (Elective)	61	61	8	5	40
Total	304			25	190

$$\text{SGPA} = \frac{190}{25} = 7.6$$

Suppose, SGPA for M.Ed. students in semester-II = 6.22. Now we will calculate CGPA of the student :

(SGPA) for M.Ed. student in semester-I = 7.6

(SGPA) for M.Ed. student in semester-II = 6.22

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{13.82}{2} \\ = 6.91$$

CGPA = 6.91

The cumulative grade point average will be calculated as the average of the SGPA of the two semesters, as shown above

For the award of the class CGPA shall be calculated on the basis of:

- End Semester External Examination Marks
- Total Marks obtained (End Semester External Examination Marks + (Marks for internal assessment) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of CGPA of First & Second semester examinations.

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SEMESTER I

PAPER I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION

OBJECTIVES

1. To acquire the knowledge of the concepts and principles of philosophy.
2. To understand the concepts and its implications in education.
3. To analyze the contributions made to education by prominent educational thinkers – Indian and Western.

COURSE CONTENTS

UNIT I

- Philosophy of Education : its nature - Directive Doctrine
- a Liberal Discipline;
- an activity.
- Its Function - Speculative, Normative and Analytical

UNIT II

- Metaphysical Problem - Education related to Nature, Man and Society.
- Impact of Idealism, Realism, Marxism, Pragmatism, and Vedanta schools of thought

UNIT III

- Critical appreciation of contribution made by Buddhism, Jainism, Bhagwatgita, Islam and Christianity in terms of value formulation

UNIT IV

- Thinkers and their contribution
Karl Marx, Rousseau, Gandhi, Tagore, Aurobindo

Practicum

- Paper presentation on a given topic

References:

- | | |
|-------------------------|--|
| 1. Aggrawal J.C., | Philosophical and Sociological Perspectives on Education |
| 2. Bhatia & Bhatia | Philosophical & Sociological Foundation of Education |
| 3. Bhatia Kamala | Philosophical & Sociological Foundation of Education |
| 4. Chaube, SP | Philosophical & Sociological Foundation of Education |
| 5. Jayaswal Dr. Sitaram | Philosophical and Sociological Principles of Education |
| 6. Jayaswal Sitaram | शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त |
| 7. Malwa Rajeev | शिक्षा दर्शन एवं समाजशास्त्रीय पृष्ठभूमि |
| 8. Mathur, S.S. | शिक्षा के दार्शनिक तथा सामाजिक आधार |
| 9. Mathur, S.S. | Philosophical and Sociological Foundations of Education |
| 10. Pandey Ram Shakal | Introduction to Major Philosophies of Education |
| 11. Saxena Dr. Saroj | शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार |
| 12. Sharma, Ramnath | प्रमुख भारतीय शिक्षा दार्शनिक |

PAPER II : PSYCHOLOGY OF THE LEARNER

OBJECTIVES

1. To understand the psychology of the learners
2. To understand the individual differences those exist among the learners.
3. To understand the developmental processes of the learners

COURSE CONTENTS

UNIT I

- Educational Psychology - Concept, concerns and scope of educational Psychology, contribution of psychology to education.

UNIT II

- Human Development : concept, Principles, sequential stages of development, factors influencing development and their relative role, general characteristics and problems of each stage.
- Theories of Piaget and Bruner, major concepts and stages and implications for education.

UNIT III

- Personality: Concept and factors of personality development.
- Theories of personality - Psychoanalytic, trait and type, social learning theories
- Humanistic approach : Rogers and Maslow.
- Indian theories: Vedic, Buddhist, J.Krishnamurti

UNIT IV

- Assessment of personality - Techniques
Personality inventories, rating scales
Projective techniques - Rorschach, T.A.T.

Reference:

- | | |
|-------------------------------------|--|
| 1. Chand, Tara | Advanced Educational Psychology |
| 2. Chauhan S.S. | Advanced Educational Psychology |
| 3. Dandapani, S. | Advanced Educational Psychology |
| 4. Gupta, S.P. & Alka Gupta | उच्चतर शिक्षा मनोविज्ञान |
| 5. Hall, Calvin S. | Theories of Personality |
| 6. Hilgard, Ernest | Theories of Learning |
| 7. Kuppuswamy, B. | Advanced Educational Psychology |
| 8. Mangal, S.K. | Advanced Educational Psychology |
| 9. Pandey, K.P. | Advanced Educational Psychology |
| 10. Sharma, Rajnath & Rachna Sharma | उच्चतर शिक्षा मनोविज्ञान |
| 11. Singh, Arun Kumar | उच्चतर मनोवैज्ञानिक प्रयोग एवं परीक्षण |
| 12. Skinner Charles E. | Educational Psychology |

PAPER III: METHODOLOGY OF EDUCATIONAL RESEARCH

OBJECTIVES

1. To acquire the knowledge of the different aspects, principles and processes of educational research.
2. To understand the need, nature and scope of educational research and various methods and techniques of educational research.
3. To acquire the skills of a) preparing proposals for research using different tools and techniques of research b) stating hypotheses, c) To write research report and d) solving problems in educational research.

COURSE CONTENTS

UNIT I

- a) Nature of research, knowledge and inquiry
 - Scientific inquiry, scientific method, nature and sources of knowledge
 - Paradigm, theory, model and approach - positive and non-positive; Paradigms and their implications for educational research.
- b) Philosophical, Psychological and sociological orientation in educational research;
 - Interdisciplinary in educational research and its implications

UNIT II

- a) Methods of educational research:
 - Experimental, Historical, Normative survey, case study, developmental, Ethnographic and documentary analysis.
- b) Developing a Research Proposal:
 - Problem and its sources, selection and definition of Problem;
 - Objectives - Primary, secondary and concomitant;
 - Hypothesis - nature, definitions, types, sources, characteristics of a good hypothesis, directional and non-directional hypothesis.

UNIT III

- a) Sampling:
 - Unit of sampling, population, techniques (Probability and non-probability sampling technique); characteristics of a good sample; sampling error and how to reduce them; Tables of Random Numbers and how to use them.
- b) Tools and techniques of data collection:
 - Observation, Interview, Socio-metric techniques,
 - Questionnaires, interview schedule, Rating scales, Attitude scales etc.,
 - Reliability and validity of various tools and techniques.

UNIT IV

- a) Validity and limitations of findings; factors influencing validity of research finding
 - b) Evaluation of research - criteria and types of Research Practicum
- Review of two research papers, one quantitative and the other qualitative
 - Review of an M.Ed. and M. Phil dissertation
 - Development of research proposal for M.Ed. dissertation and its seminar presentation
 - Construction of one tool of data collection.

Reference:

- | | |
|------------------------|---|
| 1. Drew, Clifford, J. | Designing and Conducting Research in Education |
| 2. Koul, Lokesh | Methodology of Educational Research, Vikash Publishing House Pvt. Ltd., New Delhi, 1997 |
| 3. Prasad, Gopaljee | शोध रीति विधान के मूल तत्व |
| 4. Raina, M.K. | Educational Research |
| 5. Sankhala, D.P. | Research Methodology in Education |
| 6. Sarin Shashikala | शैक्षिक अनुसंधान विधियाँ |
| 7. Sharma B.M. | Teachers Training and Educational Research |
| 8. Sidhu, Kulbir Singh | Methodology of Research in Education |
| 9. Singh Rampal | शैक्षिक अनुसंधान एवं सांख्यिकी |
| 10. Srivastava D.N. | मनोवैज्ञानिक अनुसंधान एवं मापन |
| 11. Sukhiya S.P. | शैक्षिक अनुसंधान के मूल तत्व |
| 12. Yadav Sukesh | शैक्षिक अनुसंधान विधियाँ एवं शैक्षिक सांख्यिकी |

PAPER IV: EDUCATIONAL STATISTICS

OBJECTIVES

1. To acquire knowledge about fundamental statistical concepts
2. To develop the skills of computation of central tendencies, variations and correlations
3. To develop the skill of drawing statistical graphs.
4. To develop the skill of testing of hypothesis by using 't' test, ANOVA and Chi-square.

UNIT I

- Nature of educational data : quantitative and qualitative
- scales of measurement - nominal, ordinal, interval and ratio
- Organisation and representation - Frequency distribution, Frequency Polygon, Histogram, Ogive, Smoothed Frequency, curve.

UNIT II

- Concept, calculation and uses of
- Central tendencies;
- Measures of variability
- Percentiles and percentile ranks,

UNIT III

- Correlation and Regression equations.
- Properties and uses of normal distribution

UNIT IV

- Inferential statistical methods -
- Standard errors, confidence limits,
- Hypothesis testing, difference between means, correlations,
- Cross breaks (Chi-square)

Reference:

- | | |
|----------------------|--|
| 1. Yadav Sukesh | शैक्षिक अनुसंधान विधियाँ एवं शैक्षिक सांख्यिकी |
| 2. Asthana, Bipin | Measurement and Evaluation in Psychology Education |
| 3. Asthana & Agrawal | मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन |
| 4. Chanda & Sehgal | Statistical Methods in Psychology |
| 5. Garrett Henry E. | Statistics in Psychology And Education |
| 6. Garrett, Henry E. | शिक्षा और मनोविज्ञान में सांख्यिकी के प्रयोग |
| 7. Kurtz Albert K. | Statistical Methods in Education & Psychology |
| 8. Mangal, S.K. | Statistics in Psychology and Education |
| 9. Pandey, M.M. | Educational Measurement Evaluation and Statistics |

SEMESTER II
PAPER V: SOCIOLOGICAL FOUNDATION OF EDUCATION

OBJECTIVES

1. To understand the importance and role of education in the Indian society.
2. To acquire the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations.
3. To understand the process of social change, social progress and the difference between social change and cultural change.
4. To apply the knowledge towards the promotion of National Integration and International understanding.

UNIT I

- Concept and nature of sociology of education, Difference between sociology of education and educational sociology, social organization, social groups, social stratification, factors influencing social organisation.
- Characteristics of social organization; institutions, attitudes and values.

UNIT II

- a) Culture - Meaning and nature of culture, Role of education in cultural context, Education and cultural change.
- b) Education and society - Education as a social system, as a socialization process and a process of social progress and change.

UNIT III

- Equality of educational opportunity and excellence in education, Equality - Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation; measures to address them

UNIT IV

- Education and democracy: constitutional provision of education, Nationalism and education, Education for national integration and international understanding

References:

- | | |
|-------------------------|--|
| 1. Aggrawal J.C., | Philosophical and Sociological Perspectives on Education |
| 2. Bhatia & Bhatia | Philosophical & Sociological Foundation of Education |
| 3. Bhatia Kamala | Philosophical & Sociological Foundation of Education |
| 4. Chaube, SP | Philosophical & Sociological Foundation of Education |
| 5. Jayaswal Dr. Sitaram | Philosophical and Sociological Principles of Education |
| 6. Jayaswal Sitaram | शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त |
| 7. Malwa Rajeev | शिक्षा दर्शन एवं समाजशास्त्रीय पृष्ठभूमि |
| 8. Mathur, S.S. | शिक्षा के दार्शनिक तथा सामाजिक आधार |
| 9. Mathur, S.S. | Philosophical and Sociological Foundations of Education |
| 10. Pandey Ram Shakal | Introduction to Major Philosophies of Education |
| 11. Saxena Dr. Saroj | शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार |
| 12. Sharma, Ramnath | प्रमुख भारतीय शिक्षा दार्शनिक |

PAPER VI: PSYCHOLOGY OF LEARNING

OBJECTIVES

1. To understand the theories of learning and its application
2. To understand the styles of learners
3. To understand the emotional behavior and balances their emotions
4. To understand the process of adjustment and stress management

COURSE CONTENTS

UNIT I

Learning: Concept, kinds, levels of learning various view points on learning, Gagne's conditions of learning, cognitive view point and information processing, transfer of learning, educational implications of the view points on learning.

UNIT II

Group Dynamics : Group process, interpersonal relations, sociometric grouping, socio-emotional climate of the classroom and influence of teacher characteristics.

UNIT III

Individual differences: Concept of intra and inter differences:
Intelligence and cognitive abilities - identification and fostering
Creativity - nature, process, identification, fostering and guiding creative children;
Interests, attitudes and values
Adjustment of teaching learning process to suit individual differences, learning styles and teaching strategies.

UNIT IV

Adjustment and Mental Health -
Concept, mechanisms of adjustment - defense, escape, withdrawal, compensation;
Introduction to common forms neuroses, psychosis and somatic disorders;
Principles of mental hygiene - preventive, curative and constructive measures;
Implications for education.

PRACTICUM

- Identification of IQ, EQ, and SQ
- Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance.
- A case study of an exceptional child and suggesting how to provide education for the particular child
- Assignments and tests
- Seminar and symposium

References:

1. Chand, Tara
2. Chauhan S.S.
3. Dandapani, S.
4. Gupta, S.P. & Alka Gupta
5. Hall, Calvin S.

Advanced Educational Psychology
Advanced Educational Psychology
Advanced Educational Psychology
उच्चतर शिक्षा मनोविज्ञान
Theories of Personality

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|-------------------------------------|--|
| 6. Hilgard, Ernest | Theories of Learning |
| 7. Kuppuswamy, B. | Advanced Educational Psychology |
| 8. Mangal, S.K. | Advanced Educational Psychology |
| 9. Pandey, K.P. | Advanced Educational Psychology |
| 10. Sharma, Rajnath & Rachna Sharma | उच्चतर शिक्षा मनोविज्ञान |
| 11. Singh, Arun Kumar | उच्चतर मनोवैज्ञानिक प्रयोग एवं परीक्षण |
| 12. Skinner Charles E. | Educational Psychology |

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Optional Papers
Areas of specialization

I. GUIDANCE AND COUNSELLING

OBJECTIVES

1. To acquire the knowledge of Guidance and Counseling.
2. To understand the objectives of Guidance and Counseling.
3. To develop skills for an effective Counselor.
4. To understand the need and the scope of Guidance and Counseling.
5. To acquire the knowledge of Educational, Personal and Vocational Guidance
6. To acquire skills to provide special Guidance for Special Children
7. To understand the importance of testing in Guidance
8. To understand the importance of EQ and SQ
9. To develop the process of organizing Guidance programmes.

COURSE CONTENTS

UNIT I GUIDANCE

- a) Concept, assumptions, issues and problems of guidance
- b) Needs, scope and significance of guidance
- c) Types of guidance - Educational, vocational and personal, group guidance
- d) Role of the teacher in guidance
- e) Agencies of guidance - National, State level

UNIT II

- Educational Guidance
 - Principles of guidance
 - Guidance and curriculum, guidance and classroom learning
 - Vocational guidance: Nature of work
 - Various motives associated with work
 - Career development - Super's Theory about guidance
 - Approaches to career guidance. Vocationalization of secondary education and career development.
 - Guidance of Children with special needs
- a) Problems and needs
 - b) Guidance of the gifted and creative students
 - c) Guidance of under-achiever and first generation learners
 - d) Role of the teacher in helping children with special needs

PART II: COUNSELING

UNIT III

- Counseling Process
- Concept, nature, principles of counseling
- Counseling approaches - directive, non-directive.
- Group counseling vs. individual counseling, counseling for adjustment
- Characteristics of good counseling
- Group guidance
- Concept, concern and principles
- Procedure and techniques of group guidance

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UNIT IV

- Organisation of a guidance programme
 - a) Principles of organisation
 - b) Various types of services - counseling
 - c) Group guidance, individual inventory service and information orientation service placement service and follow up service.
 - d) Evaluation of guidance programme
- Testing in Guidance Service
 - a) Use of tests in guidance and counseling
 - b) Tests of intelligence, aptitude, creativity, interest and personality
 - c) Administering, scoring and interpretation of test scores
 - d) Communication of test results as relevant in the context of guidance programme
- Human Adjustment and Mental Health
 - a) Psychological foundation of adjustment
 - b) Role of motivation and perception in adjustment
 - c) Principles of mental hygiene and their implication of effective adjustment
 - d) Mental health and development of integrated personality

References:

- | | |
|----------------------|---|
| 1. Bala Rajini | Guidance & Counseling |
| 2. Chaturvedi Ramesh | Career Guidance & Counseling |
| 3. Chaturvedi Ramesh | Group Guidance and Counseling |
| 4. Chaube SB | Educational & Vocational Guidance |
| 5. Chauhan S.S. | Principles and Techniques of Guidance |
| 6. Chowdhary Shilpa | Guidance, Counseling & Career Information |
| 7. Dash, B.N. | Career Guidance & Counseling |
| 8. David A. | Guidance and Counseling |
| 9. Dev, Kapil | Educational Counseling |
| 10. Gupta, Manju | Effective Guidance and Counseling |
| 11. Jaiswal Sitaram | शिक्षा में निर्देशन एवं परामर्श |
| 12. Kochar S.K. | Educational Vocational Guidance in Secondary Schools |
| 13. Madhur S.S. | Fundamentals Guidance and Counseling |
| 14. Saxena Alka | Modern Techniques of Counseling |
| 15. Sharma P.K. | Educational Guidance & Counseling |
| 16. Sharma V.K. | Principles and Methods of Educational and Vocational Guidance |
| 17. Sharma V.K. | Educational & Vocational Guidance in Secondary Schools |
| 18. Stepelre Buford | Theories of Counseling |
| 19. Walia J.S. | Foundations of Guidance |

II: EDUCATIONAL TECHNOLOGY

COURSE CONTENTS

UNIT I

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET
- Components of ET: Software, hardware.
- Educational Technology and instructional technology

UNIT II : Instructional Technology

- Designing Instructional System:
- Formulation of Instructional objectives
- Task analysis
- Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT III

- Teaching levels, Strategies & Models
- Memory, Understanding and Reflective levels of teaching
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour
- Micro teaching, Flanders Interaction Analysis, Simulation

UNIT IV

- Programmed instruction (linear/branching model) - Origin and types - linear and branching.
- Development of the programmed instruction material
- Teaching machines
- Computer Assisted Instruction
- Future priorities in Educational Technology
- Emerging trends in Educational Technology. Videotape. Radio-vision. Tele-conferencing, CAI, INSAT - Problems of New Technologies.

References:

- | | |
|---------------------------------|--|
| 1. Aggarwal J.C. | Essentials of Educational Technology : Teaching Learning |
| 2. Aggarwal J.C. | शैक्षिक तकनीकी एवं प्रबंध |
| 3. Jati Sunanda | Advanced Educational Technology |
| 4. Khulshreth S.P. | शैक्षिक तकनीकी के मूलाधार |
| 5. Mangal S.M. | Educational Technology |
| 6. Mishra D.C. | शैक्षिक तकनीकी के सरभूत तत्व एवं प्रबोधन |
| 7. Sampath K. | Introduction of Educational Technology |
| 8. Shartendu Saty Narayan Dubey | शिक्षा तकनीकी के मूल तत्व एवं प्रबोधन |
| 9. Singh C.P. | Introduction to Educational Technology |
| 10. Singh Sudhesh | शैक्षिक तकनीकी के मूलाधार |
| 11. Walia J.S. | Educational Technology |

III. MANAGEMENT, PLANNING AND FINANCING OF EDUCATION

COURSE CONTENT

UNIT I

1. Educational Management Practice in Present Day Context
2. Meaning, nature, scope and principles of modern scientific management.
3. Systems approach to educational management
4. Recent trends in educational management: MBO, Decision making, PERT & Organizational Development.

UNIT II

1. Educational Management as Process: POSDCORB
2. Approaches to Planning: Perspective planning and Institutional Planning.
3. Leadership in Education: Its meaning and nature
4. Theories of leadership and styles of leadership

UNIT III

1. Supervision in Education: its need meaning, nature and functions
2. Inspection Vs Supervision
3. Planning, Organizing and implementing supervisory activities in schools

UNIT IV

1. Meaning of financing
2. Nature and scope of Educational finance
3. Private and self-financing of educational institutions.

References

1. Ahuja Amrish, R., Educational Management & Planning and Finance, Author Press, Delhi, 2007
2. Akhtar Najma, Higher Education and University Management, Allyn-bacon, USA
3. Ricky W. Griffin, 1997, Management, AITBS, New Delhi
4. Mukhopadhyaya, M, 2001, Total Quality management in Education
5. Lallan Prasad, 1979, management Principles and Practices, S.Chand & Co, New Delhi
6. Gupta, R.N., 2001, Principles of Management, S. Chand & Co, New Delhi
7. J.C. Aggarwal, Development and Planning of Modern Education, Acharya Book Depot, Baroda
8. Mukherji, S.J., 1970, Administration of Education, Planning and Finance
9. Kanna, S.D, Educational Administration, Planning, Supervision, and Finance
10. Moonis Raza, Educational Planning: A long term perspective.
11. Chandra Sekaran, P, 1994, Educational Planning and Management, Sterling Pub, New Delhi

IV. VALUE EDUCATION AND HUMAN RIGHTS

COURSE CONTENTS

UNIT I: a) The Socio-moral and cultural context

1. Need and importance of Value Education and Education for Human Rights in the existing social scenario
2. Valuation of culture: Indian Culture and Human Values

b) Nature and Concept of Morality and moral Education

1. Moral Education Vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
2. Language of moral education- its form and context; characteristics of a morally educated person.
3. Justice and care – the two dimensions, perspectives in Morality – Dichotomy between reason and passion.
4. Moral judgment and Moral Action.

UNIT II: Moral Development of the Child

1. Concept of Development and Concept of Moral development
2. Psycho-analytic approach
3. Learning theory approach, especially social learning theory approach
4. Cognitive developmental approach – Piaget and Kohlberg, stages of moral development and their characteristic features

UNIT III: Moral learning and Moral Education

1. Moral learning outside the school – child rearing practices and moral learning. Moral learning via limitation, Nature of Society and moral learning; Media and moral learning
2. Moral learning inside the school: providing “form” and “content” to education.
3. Moral education and curriculum: can moral education be imparted taking it as a subject of curriculum

UNIT V: Intervention Strategies for Moral Education and Assessment of Moral Maturity

1. Model of Moral Education –
 - a. Rationale Building Model,
 - b. The consideration Model
 - c. Value classification Model
 - d. Social Action Model
 - e. Just Community Intervention Model
2. Assessment of moral maturity via moral dilemma resolution
3. Examples of some select moral dilemmas.

References

1. Patil, V.T., Value Education & Human Right Education, GNOSIS, Delhi, 2008.
2. Unnithan, TKN, Human Value through Education, Gujarat Vidyamandal, Ahmadabad, 1988
3. NCERT, Education in Values, NCERT, New Delhi, 1992
4. Daniel, JTK, Value Education Today, Madras Christian College, Tambam, 1990
5. Charles, Dr. Elanine Ann, Value Education: A Manual for Teachers, St. Xavier's Institute of Education, Mumbai, 1998

V. ENVIRONMENTAL EDUCATION

COURSE CONTENTS

UNIT I

1. Introduction
2. Concept, importance and scope
3. Aims and objectives
4. Guiding principles and foundations
5. Relationship between man and environment

UNIT II

1. Environmental hazards
2. Environmental pollution, physical, air, water, noise, chemical
3. Extinction of flora and fauna, deforestation, soil erosion
4. Need for conservation, preservation and protection of rich environmental heritage.
5. Programme of environmental education for primary secondary and higher education institutions

UNIT III

1. Features of curriculum for environmental education
2. Special nature of curriculum on environmental education
3. Concept of environment and ecosystem
4. Natural system earth and biosphere, abiotic and biotic components
5. Natural resources, abiotic resources
6. Human systems – Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
7. Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT IV

1. Methods and approaches of environmental education
2. Strategies and approaches, treating environment education as a separate subject topical units, Integration and interdisciplinary approaches.
3. Methods – discussion, seminar, workshop, dialogue, problem solving, field surveys, projects and exhibition.
4. Comparative study of environmental projects from various countries.

References

1. Bhattacharya, Shukla, Project Nutrition Health Education & Environmental Sanitation, NCERT, New Delhi, 1991
2. NCTE, Environmental Education, NCERT, New Delhi, 2005
3. NCTE, Environmental Education Curriculum Framework, NCERT, New Delhi, 2005
4. Bandhu Desh, Education for Environmental Planning and Conservation, Natraj Rajpur Road, Dehradun, 1982

VI. CURRICULUM DEVELOPMENT

COURSE CONTENTS

UNIT I

1. Introduction
2. Concept and meaning of curriculum
3. Curriculum development, theories and procedures
4. History of curriculum development

UNIT II

1. Bases of determinants of curriculum
2. Philosophical considerations
3. Psychological considerations
4. Sociological considerations
5. Discipline-oriented considerations

UNIT III

1. Curriculum design and organization
2. Components and source of design
3. Principles
4. Approaches
5. Categories and types
6. Curriculum construction:
 - a. Different models and principles
 - b. Deduction of curriculum from aims and objectives of education
 - c. Administrative consideration
 - d. Grass-root level planning
 - e. System-analysis
7. Curriculum implementation strategies

UNIT IV

1. Role of curriculum support materials
2. Type of materials and aids
3. Models of implementation
4. Curriculum evaluation
 - a. Importance of evaluation of curriculum
 - b. Models of curriculum evaluation
 - c. Interpretation of evaluation results and method
5. Issues and trends in curriculum development, curriculum research in India.
6. Suggestions and recommendation in curriculum development as per the following commissions:
 - a. University education commission, 1948
 - b. Secondary education commission, 1952
 - c. Education commission, 1966

References

1. Dash, BN, Curriculum Planning Development, Dominant Publications, Delhi, 2007
2. Bhalla Navneet, Curriculum Development, Authors Pub, Delhi, 2007
3. Reddy, RS, Curriculum Development for learning to live together, Rajat Publications, New Delhi, 2004
4. English, Fenwick W, Needs Assessment Focus for curriculum Development, Asso. For Supervision and Curriculum development, 1975

VII. TEACHER EDUCATION

COURSE CONTENTS

UNIT I

1. Teacher education – concept, aims and scope
2. Teacher education in a changing society: a brief review of historical perspective of the development of teacher education in India: ancient, medieval and British and during Post-independence period.
3. Teacher education curriculum at different stages: approaches to teacher education – consecutive and integrated.

UNIT II

1. A critical appraisal of the present system of teacher education in India – a study of the various recommendations of the commissions and committees in the post independence era.
2. Qualities of a good teacher – cognitive, affective and psychomotor skills.
3. Competency based teacher education: quality assurance in teacher education.

UNIT III

1. Principles of teaching methods of teaching school subjects
2. The teaching models – concept attainment model, inquiry training model, problem solving model and inductive thinking model.

UNIT IV

1. Organization of practice teaching for developing an effective teacher – block and intermittent practice teaching internship – its organization and problems.
2. Supervision of practice lessons: observation and assessment: feedback to student-teacher-concept and types.

ASSIGNMENT


Student will be required to submit a term paper on any one of the following:

1. Preparation of resource material on any teaching unit of Teacher Education paper
2. A critical study of any one aspect of Teacher Education
3. Study of teaching methods used at any stage of schooling
4. A survey of research of any aspect of teacher education: attitude and job satisfaction of school teachers.
5. Work study project related to teacher education.

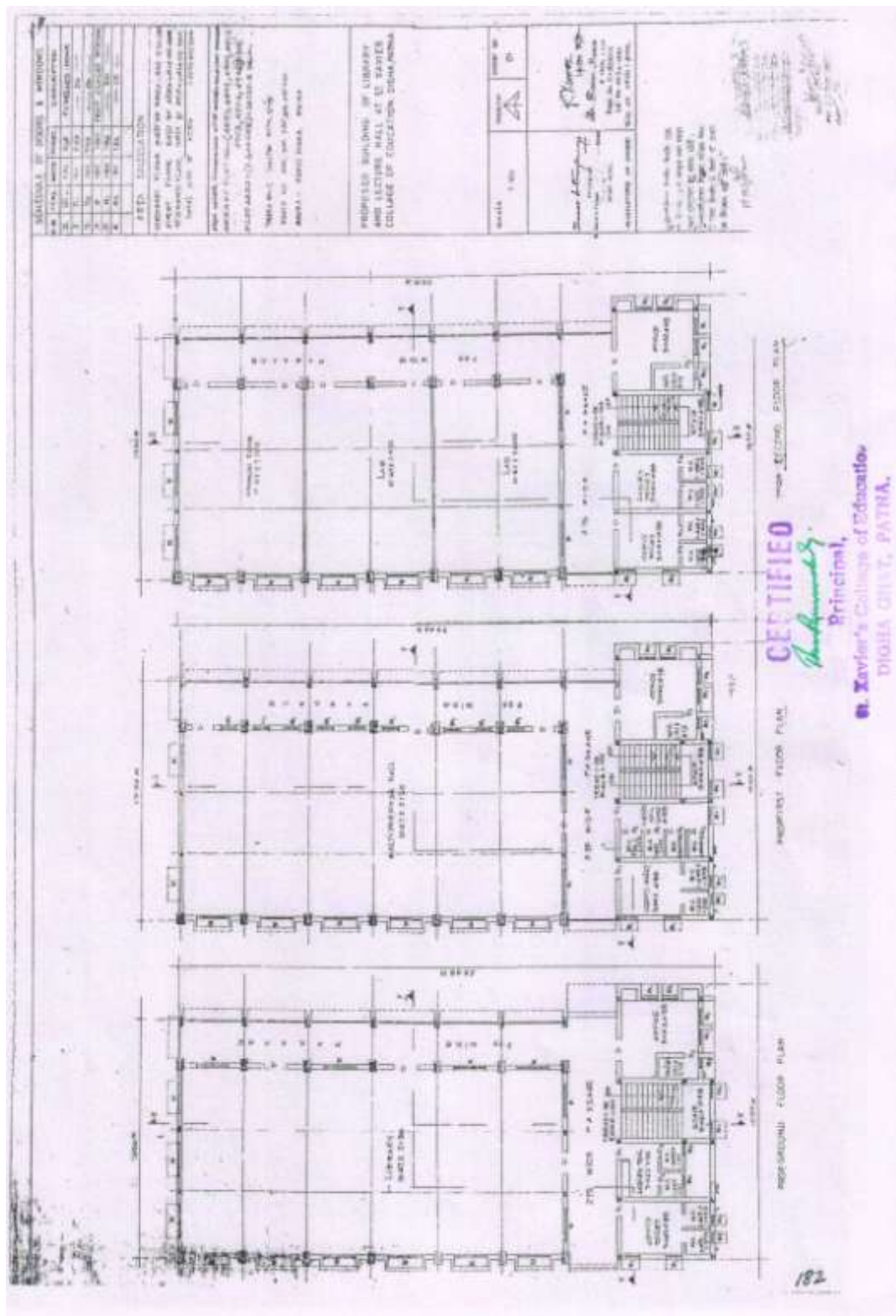
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1. Popkewitz, Thomas S, Critical Studies in Teacher Education: Its Folklore Theory and Practice, John Wiley, New York, 1988
2. Scott Alan G, Freeman-Moir John G, Tomorrow's Teachers: International and critical Perspectives on Teacher Education.
3. Leavitt, Howard B, Foshay, Arthur W, Issues and Problems in Teacher Education: An International Handbook,
4. Case, Charles W, Norlander-Case, Kay A, Reagan, Timothy G, The Professional Teacher: The Preparation and Nurturance of the Reflective Practitioner.
5. Buch, M. B., (1978). **Second Survey of Research in Education**, Baroda; Centre of Advanced Study in Education

6. Chaurasia G., (1977). **Innovations and Challenges in Teacher Education**, New Delhi; Vikas Publications.
7. Devgowda, A. C. (1973). **Teacher Education in India**, Bangalore; Bangalore Book Bureau
8. Dutt, S. (1972). **The Teachers and His World**, Agra; Sukumar Dutt, Soamibagh
9. Goodigs R. (1982). **Changing Priorities in Teacher Education**, New York; Nichols Publication Co.
10. (1966). **Government of India Education and Development Report of Education**
11. **Commission (1964-66)**, New Delhi; Govt. of India.
12. Hilgased, F H (Ed.), (1971). **Teaching the Teachers : Trandsin Teacher Education**, London; George Allen and Union Ltd.
13. I.A.A.T.C. (1964). **Symposium on Teacher Education in India**, Ambala Cantt; The Indian Publications

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ST. XAVIER'S COLLEGE OF EDUCATION

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 |

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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.

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ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

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.**

Question Number	Prof.(Fr.) Thomas Perumalil, SJ	Prof. Preeti Sinha	Fr. Victor Osta, SJ	Mr. R.N.R. Majumdar	Dr. Madhu Singh	Dr.(Fr.) P. Anthony Raj, SJ	Mrs. Roseline Jerry	Mr. Sushil Kumar Singh	Mr. Deep Kumar	Ms. Vijay Shree	Ms. Nimisha Srivastava	Dr. Vikramjit Singh
1	C	A	A	B	C	C	A	B	C	A	C	A
2	A	B	C	A	B	C	C	B	D	A	B	B
3	C	A	A	B	D	D	B	A	B	C	B	B
4	D	A	A	B	C	D	B	A	A	B	B	B
5	B	B	B	B	C	B	A	B	B	B	A	B
6	A	A	A	C	B	C	C	B	D	A	B	A
7	A	A	A	A	B	C	B	B	C	A	A	A
8	A	A	A	B	B	B	A	A	B	A	A	A
9	A	A	A	B	B	B	D	A	B	B	B	B
10	B	B	A	B	A	B	B	C	A	B	B	B
11	A	A	A	A	A	B	B	A	B	A	A	A
12	B	A	A	B	B	B	B	B	B	B	B	B
13	A	A	A	B	B	C	A	A	C	B	B	B
14	A	A	A	C	B	C	B	B	B	B	B	B
15	A	A	A	B	B	C	B	A	A	B	B	A
16	A	A	A	B	B	A	A	A	B	B	B	A
17	A	A	A	B	B	B	A	A	A	A	A	A
18												

CERTIFIED

Thakur...
Principal,
St. Xavier's College of Education,
DIGHA GHAT, PATNA.

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:

CERTIFIED
Principals
Principal,
St. Xavier's College of Education,
DIGHA GHAT, PATNA.

ST. XAVIER'S COLLEGE OF EDUCATION, PATNA**Student Feedback on Teachers: 2014-2015 - Course B.Ed.**

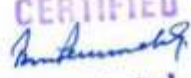
Dear Student,

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 Perumalil, 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/प्रतिक्रिया 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 अन्दर 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, ग्रीच परीक्षा मूल्यांकन, परीक्षा, परियोजना आदि करने 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
प्रतिक्रिया 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:

CERTIFIED

 Principal,
 St. Xavier's College of Education,
 DIGHA GHAT, PATNA.



Rajiv Ranjan & Associates
CHARTERED ACCOUNTANTS

AUDITORS' REPORT :

We have audited the attached Balance Sheet of **ST. XAVIER'S COLLEGE OF EDUCATION PATNA SOCIETY : DIGHA GHAT P.O., PATNA – 800011** as at 31st March, 2015 and Income & Expenditure Account for the year ended on that date. These Financial Statements are the responsibility of the management. Our responsibility is to express opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining on a test checking basis evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management as well evaluating the overall financial statements presentation we believe that audit provides a reasonable basis for our opinion.

We report that :

1. Depreciation has been charged on Fixed Assets & Dead Stock.
2. Some of the items of Income & Expenditure are on cash basis.
3. Fixed Assets have been valued at Cost and no revaluation has been done during the year and physically verification of Fixed Assets has been conducted by the Institution.
4. During the year an amount of Rs. 5,00,000.00 and Rs. 3,00,000.00 has been transferred from endowment fund and reserve fund to contingency fund.
5. In our opinion and to the best of our information and according to the explanations given to us the said accounts read together with notes thereon gives a true and fair view.
 - i) In the case of Balance Sheet of the state of affairs as at 31st March, 2015 and;
 - ii) In the case of the Income & Expenditure Account of the Excess of Income over Expenditure for the year ended on that date.

For RAJIV RANJAN & ASSOCIATES
CHARTERED ACCOUNTANTS



[Signature]

[TANESHWER AZAD]
PARTNER
Membership No. 403682

PLACE: PATNA
DATE : 30th April, 2015

ST. XAVIER'S COLLEGE OF EDUCATION PATNA SOCIETY

Balance Sheet as at 31-03-2015

Prv. Yr.	Funds & Liabilities	Amount (Rs)	Prv. Yr.	Property & Assets:	Amount (Rs)
	Capital Fund			FIXED ASSETS	
	As per last Bal/Sheet	6,889,343.37		As Per Schedule II	6,889,343.39
	Add: Assets Acquired	406,219.00			
		7,295,562.37			
	Less: Depreciation	732,139.65			
		6,563,422.72			
	Specific Purpose Fund			INVESTMENTS	
	As per Schedule I	11,886,544.00		FD with Uco	10,450,000.00
				FD with S.I.B.	2,500,000.00
					12,950,000.00
	Current Liabilities			Closing Cash & Bank Balance	
	EPF Payable	16,908.00		Cash in Hand	29,403.20
	FPF Payable	6,492.00		Uco Bank 703/4	1,370,588.84
	Govt. Scholarship payable	228,400.00		Uco Bank 1257	115,063.33
				S.I.Bank 1997	112,194.10
					1,627,259.47
	Income & Expenditure Account				
	(As per last Account)	2,645,977.32		Imprest	6,000.00
	Add: Excess of Income	428,717.15		Advances	425,841.00
	Transferred from I&E A/c	3,074,694.47		Security Deposit	3,300.00
					435,141.00
19,746,304.84	TOTAL (Rs.)	21,575,823.19	19,746,304.86	TOTAL (Rs.)	21,575,823.19

As per our report of even date
For RAJIV RANJAN & ASSOCIATES
CHARTERED ACCOUNTANTS



(TANESHWER AZAD)
PARTNER
Membership No. 403682

PLACE: PATNA
Date:

Signature of Partner
Signature of Secretary
Signature of Treasurer
Signature of Member

MEMBER

TREASURER

SECRETARY

VICE-PRESIDENT

ST. XAVIER'S COLLEGE OF EDUCATION PATNA SOCIETY

Income & Expenditure Account for the year ended 31.03.2015

Prv. Yr.	Expenditures	Amount (Rs.)	Prv. Yr.	Incomes	Amount (Rs.)
39,994.00	Activities	98,385.00		Grants (µGC)	254,550.00
37,713.00	Athletics	57,535.00		Transferred to B/Sheet	3,638.00
18,746.00	Adm. Charges on PF	30,018.00			8,080,000.00
3,000.00	Advertisements	37,140.00	131,549.00	Application, /Reg. B Ed	3,325,000.00
2,200.00	Alms & Contributions	42,255.00		AKU Examinations	18,450.00
6,742.00	Audit expenses	8,842.00	7,008,000.00	Course Fees B Ed	100,500.00
3,210.00	Audio Visual	13,781.00	2,950,000.00	Course Fees M Ed	21,918.00
1,871.00	Bank Charges	3,064.00	18,700.00	Degree/Reg./Certif. AKU	17,505.00
51,698.00	Course & Seminar Expenses	48,080.00	90,000.00	Application/Regist. M Ed	
123,461.00	Computer/Printer & Copier Maintenance	64,287.00		Exam Fees AKU	
110,757.00	Electricity	185,739.00	62,502.00	College Facility	
278,044.00	Exam Expenses AKU	17,648.00	13,302.00	National/College Seminar	
15,530.00	Equipment Maintenance	26,784.00		Interest on FD & SB A/c	
58,141.00	Edu. Conference Extension Prog.	48,560.00	698,242.84	Interest Trfr to Funds	656,729.00
1,486.00	Electrical Maintenance	4,235.00		Research Programme	218,500.00
917.00	Garden Expenses	515.00			
1,380,000.00	Honorarium	1,650,000.00			
11,000.00	Legal Expenses	41,250.00			
294,511.00	Library Expenses	256,433.00			
13,733.00	Leave Encashment	13,042.00			
1,876.00	Laboratory Expenses				
950.00	Office Expenses	19,502.00			
2,556.00	Building Maintenance	18,709.00			
34,438.00	Furniture Maintenance	29,631.00			
49,201.00	Generator Maintenance	37,100.00			
15,883.00	Vehicle Maintenance	13,583.00			
22,882.00	Postage & Telephone	33,083.00			
92,580.00	Stationery/Printing	151,634.00			
139,620.00	P.F. Contributions	237,567.00			
5,346,442.00	Salaries	6,553,925.00			
82,487.00	Travel & Conveyance	35,678.00			
346,899.00	Remuneration & wages	80,884.00			
66,000.00	Scholarships Given	15,000.00			
8,654,468.00	C/F	9,873,899.00	10,972,295.84	C/F	12,733,110.00

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Prv. Yr.	Expenditures	Prv. Yr.	
8,654,468.00	B/F	10,972,295.84	B/F
53,492.00	Smart Clas Expenses	9,873,899.00	
-	NAAC Inspection	73,084.00	
68,450.00	National Sem/Human Rights	-	
-	Language Lab Expenses	-	
19,000.00	Penal Charges Electricity	302,089.00	
8,461.00	Annual & College paper	28,500.00	
689,910.00	Silver Jubilee Account	-	
71,991.00	Grants Given	-	
58.00	Inspection & Processing	40.00	
-	Miscellaneous / Taxes	-	
-	UGC XI Plan Exp	-	
-	Depreciation	732,139.65	
1,135,739.99	Less: Transfer to Capital Fund	732,139.65	
-	Assets Purchased during the year	-	
200,000.00	Transferred to Capital Fund	406,219.00	
345,053.00	Development Fund	400,000.00	
200,000.00	Transfer to Gratuity Fund	620,561.85	
-	Transfer to Scholarship Fund	400,000.00	
-	Contingency Fund	2,026,780.85	
-	Excess of Income Over Expenses	-	
(474,327.15)	Transfer to Balance Sheet	428,717.15	
10,972,295.84	TOTAL	12,733,110.00	10,972,295.84
		12,733,110.00	

As per our report of even date
For RAJIV RANJAN & ASSOCIATES
 CHARTERED ACCOUNTANTS



(TANESHWER AZAD)
 PARTNER
 Membership No. 403682

PLACE: PATNA
 Date:

VICE-PRESIDENT
 SECRETARY
 TREASURER
 MEMBER

ST. XAVIER'S COLLEGE OF EDUCATION PATNA SOCIETY

SCHEDULE-II

Fixed Assets Schedule forming part of Balance Sheet as on 31.03.2015

Particulars	%	WDV on 01.04.2014	Additions	Trfr	Total	Dep. for the year	WDV 31.3.2015
Land	0	185,882.00	-	-	185,882.00	-	185,882.00
Building	5	1,179,541.45	-	-	1,179,541.45	58,977.07	1,120,564.38
Electric Fixtures	15	32,198.75	-	-	32,198.75	4,829.81	27,368.93
Equipment	20	17,915.50	21,000.00	-	38,915.50	3,583.10	35,332.40
Furniture	15	393,549.23	68,719.00	-	462,268.23	59,032.38	403,235.84
Library Books	10	657,521.48	51,971.00	-	709,492.48	65,752.15	643,740.33
Computer	20	801,784.17	-	-	801,784.17	160,356.83	641,427.33
Audio Visual Equ	15	7,701.51	99,529.00	-	107,230.51	1,155.23	106,075.28
Air Conditioners	20	94,878.72	165,000.00	-	259,878.72	18,975.74	240,902.98
CC TV Fixtures	20	25,459.05	-	-	25,459.05	5,091.81	20,367.24
Smart Class Equipment	20	93,590.53	-	-	93,590.53	18,718.11	74,872.42
Laboratory Equipment	20	38,044.16	-	-	38,044.16	7,608.83	30,435.33
Printer - Copier	20	139,500.00	-	-	139,500.00	27,900.00	111,600.00
TOTAL		3,667,566.54	406,219.00	-	4,073,785.54	431,981.07	3,641,804.47

UGC ASSETS

Equipment UGC	20	851,423.23	-	-	851,423.23	170,284.65	681,138.59
Books UGC	10	227,125.10	-	-	227,125.10	22,712.51	204,412.59
Building (women hostel) UGC (W. I. P)	5	2,143,228.50	-	-	2,143,228.50	107,161.43	2,036,067.08
TOTAL		3,221,776.83	-	-	3,221,776.83	300,158.58	2,921,618.25
GRAND TOTAL		6,889,343.37	406,219.00	-	7,295,562.37	732,139.65	6,563,422.72



ST. XAVIER'S COLLEGE OF EDUCATION PATNA SOCIETY

SCHEDULE - I

SPECIFIC PURPOSE FUND SCHEDULE AS ON 31-03-2015

PARTICULARS	BALANCE AS ON 01/04/2014	RECEIVED DURING THE YEAR	INTEREST EARNED DURING THE YEAR	Transfer from I & E A/c	INTER Transfer of Fund	TOTAL	UTILISED DURING THE YEAR	INTER Transfer of Fund	BALANCE AS ON 31/03/2015
Corpus Fund	2,000,000.00	-	140,000.00	-	-	2,140,000.00	-	-	2,140,000.00
Gratuity Fund	2,732,152.15	-	191,251.00	620,561.85	-	3,543,965.00	231,345.00	-	3,312,620.00
Reserve Fund	1,000,000.00	-	-	-	-	1,000,000.00	-	300,000.00	700,000.00
Endowment Fund	1,500,000.00	-	-	-	-	1,500,000.00	-	500,000.00	1,000,000.00
Contingency Fund	115,560.00	-	8,069.00	200,000	800,000	1,123,649.00	-	-	1,123,649.00
Scholarship Fund	1,255,872.00	16,000.00	87,911.00	400,000	-	1,759,783.00	-	-	1,759,783.00
Development Fund	1,355,600.00	-	94,892.00	400,000	-	1,850,492.00	-	-	1,850,492.00
Total	9,959,184.15	16,000.00	522,143.00	1,620,561.85	800,000.00	12,917,889.00	231,345.00	800,000.00	11,886,544.00



[Signature]

[Signature]

[Signature]

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education
Eastern Regional Committee

(A Statutory Body of the Govt. of India)

15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012
Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

F. ERC/NCTE/BR-S/E-3/96/B.Ed.(Revised Order)/2015/32379 Date: 29/05/2015

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. **AND WHEREAS**, the institution viz. **St. Xavlers College of Education, GPO Dighaghat, Patna, Bihar-800011** was granted recognition for conduct of B.Ed. course of **One year** duration with an annual intake of **100** from the academic session **1998-1999** vide ERC order No. **BR-S/E-3/96/6636(2)** dated **28.08.1998**.

3. **AND WHEREAS**, the institution viz. **St. Xaviers College of Education, GPO Dighaghat, Patna, Bihar-800011** has by affidavit dated 14.01.2015 consented to come under New Regulations 2014 and sought for **Two Basic Units** in B.Ed. course, which require additional facilities.

4. **AND WHEREAS**, it has been decided to permit the institution to have two basic units of 50 students each subject to fulfill following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

[Signature]

P.T.O.

CERTIFIED
[Signature]

Principal,
St Xavier's College of Education
DIGHA GHAT, PATNA.

- (iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **St. Xavier's College of Education, GPO Dighaghat, Patna, Bihar-800011** for conducting B.Ed. Programme of **two years** duration with an annual intake of **100** for **two basic units of 50 students each** from the academic session **2015-2016** subject to fulfillment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information. If it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

CERTIFIED

[Signature]

Principal,

**St. Xavier's College of Education
DIGHA GHAT, PATNA.**

[Signature]

P.T.O.

//3//

If the institution Contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,



Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054

To

✓ The Principal
St. Xavier's College of Education,
GPO Dighaghat,
Patna, Bihar-800011

Copy to:

1. The Commissioner-cum-Secretary, Primary, Secondary & Higher Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
2. The Registrar, Aryabhatta Knowledge University, A.N. Sinha Institute of Social Studies Campus (West), North Gandhi Maidan, (Near D.M. Residence), Patna, Bihar-800001
3. The Director, Department of Secondary Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi -110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi- 110002.
6. Office Order file/ Institution file



Regional Director

CERTIFIED



Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education
 Eastern Regional Committee
 (A Statutory Body of the Govt. of India)
 15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012
 Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

F. ERC/NCTE/APE00870/M.Ed.(Revised Order)/2015/ 32495

Date: 30/05/2015

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. **AND WHEREAS**, the institution viz. **St. Xavier's College of Education, Vill-Makhdumpur, Po- Digha Ghat, Ps-Digha, Dist.- Patna, Bihar-800011** was granted permission for conduct of M.Ed. course of **One year** duration with an annual intake of **25** from the academic session **2009-2010** vide ERC order No. **ERC/7-92.6(I).11/2009/16280** dated **04.05.2009**.

3. **AND WHEREAS**, the institution viz. **St. Xavier's College of Education, Vill-Makhdumpur, Po- Digha Ghat, Ps-Digha, Dist.- Patna, Bihar-800011** has by affidavit dated **14.01.2015** consented to come under New Regulations 2014 and sought for **One Basic Unit in M.Ed. course**, which require additional facilities.

4. **AND WHEREAS**, it has been decided to permit the institution to have one basic unit of 50 students subject to fulfill following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

CERTIFIED*[Signature]*

Principal,

St. Xavier's College of Education,
DIGHA GHAT, PATNA.*[Signature]*

P.T.O.

- (iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 15(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants permission to **St. Xavier's College of Education, Vill- Makhampur, Po- Digha Ghat, Ps-Digha, Dist.- Patna, Bihar-800011** for conducting M.Ed. Programme of **two years** duration with an annual intake of **50 students** from the academic session **2015-2016** subject to fulfillment of the conditions mentioned herein before 31.10.2015.

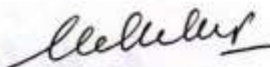
6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

P.T.O.



CERTIFIED



Principal,
St. Xavier's College of Education,
DIGHA GHAT, PATNA.

1/3/11

If the institution Contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,

Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054

To

✓ The Principal
St. Xavier's College of Education,
Vill- Makhampur, Po- Digha Ghat,
Ps-Digha, Dist.- Patna,
Bihar-800011

Copy to:

1. The Commissioner-cum-Secretary, Primary, Secondary & Higher Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
2. The Registrar, Magadh University, Bodh Gaya, Bihar-824234
3. The Director, Department of Secondary Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi -110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi- 110002.
6. Office Order file/ Institution file


Regional Director

CERTIFIED

Principal,
St. Xavier's College of Education,
DIGHA GHAT, PATNA.

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

ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA
B.ED. RESULTS

Session	Sanctioned Seats	Admitted	Exam. Form Filled	Appeared	Dropouts	Date of Exam	Date of Result	Distinctions	First Divisions	Second Divisions	Fail	Pass %
2014-15	100	100	100	100	0	30.5.15	13.8.15	72	28	--	--	100

ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA
M.ED. RESULTS

Session	Sanctioned Seats	Admitted	Exam. Form Filled	Appeared	Dropouts	Date of Exam	Date of Result	Distinctions	First Divisions	Second Divisions	Fail	Pass %
2014-15 Sem. I	35	35	35	35	0	11.12.14	19.2.2015	28	3	--	4	96
2014-15 Semester II	35	35	35	35	0	30.5.15	12.8.2015	35	--	--	--	100

Ambermalya

**Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA,**



ST. XAVIER'S COLLEGE OF EDUCATION

Digha Ghat P.O., Patna - 800 011, Bihar, India

Phone : 0612 2260253

E-mail: sxcepatna@gmail.com

www.sxcepatna.edu.in

NAAC Accredited with 'A' Grade

FEED BACK ON PRACTICE TEACHING BY TEACHER EDUCATORS

Session 2014-2015

1. Are you satisfied with the trainees' pre-practice teaching preparations?

Yes. Before going to schools they observe a model lesson presented by their method teacher and get a feel of the real classroom situation. Then they practice the skill in simulated situation. As they are updated with micro-teaching they try incorporating them in their teaching.

2. How did you find them during practice teaching?

Though nervous on the first day they settle to the new situation confidently and try their best to utilise the learnt trade in the classrooms.

- a. Were they prepared well for practice teaching?

Yes. The first lesson plan is taken care of in the college itself. The method teacher sign it and they cannot enter the class without the signatures.

- b. Were the trainees able to make adjustments?

Yes. They are generally prepared with extra lesson plans. Even if a class is given suddenly they do not hesitate. Besides they also handle the substitution classes with quiz etc.

- c. Did they have the desire to learn? (go for learning)

Yes. They take the advice and suggestion of the observing teachers seriously. They also come to the centre supervisors for feedback as well as suggestions.

3. How helpful were you to the trainees during practice teaching?

The centre supervisors are always there in the school to guide and facilitate in the working of the student teachers. We also coordinate with the school administration to provide enough working space to our students.

4. Was the school climate conducive for practice teaching?

The management and the teachers are very cooperative. They try their level best to make our students feel at home. Be it teaching, sitting space or other facilities.

CERTIFIED

Principal,

St. Xavier's College of Education
DIGHA GHAT, PATNA.

Prof. (Dr.) Preeti Sinha
04/12/2014



HARTMANN GIRLS HIGH SCHOOL

P. O. DIGHA GHAT, PATNA-800 011

Phone : 263131

Date...10/11/2011

To

Rev. Fr. Tom Perumalil.S.J.
Principal
St. Xavier's college of Ed.
Digha, Patna - 11

Dear Fr. Tom

I am glad to let you know that we are very happy with the trainees who came here for the Teaching Practice. Some of the points we like to highlight on their Practice teaching are:

- They were well prepared with their lessons and were on time for their classes.
- Most of them had good command over their classes and of course one or the other will have to improve upon the management of class and discipline.
- They were ever willing to help out whenever needed and there was openness to seek and receive suggestions from the teachers and from the office too.
- The school teachers were there to supervise their classes and to give feed back on time. In some cases like English, the teacher was out of station and therefore a regular supervision was not done. In this case I myself did the supervision whenever possible and gave feed back to them.
- The trainees used enough teaching aids in every class and I personally feel that the students were more alert and enthusiastic in the classes.
- Our time-table was not disturbed because of the practice teaching. We could easily adjust it. Therefore it was a blessing.
- One week of their internship was really a time of blessing for the school as our teachers had gone for the tour and a blessing for the trainees as they got some more classes to teach.

Therefore I express my thanks to you for sending your trainees to our school trusting that we can be a help and guide to them in their teaching learning process.

Sincerely yours

Sr. Nirmal.SND
Sr. Nirmal.SND
(Principal)



**इन्द्र प्रसाद सिंह गंग-स्थली (+2) उच्च
माध्यमिक बालिका ज्ञानपीठ
मखदुमपुर दीघा, पटना- 11**

पत्रांक

दिनांक 15.01.14

श्रीमान,

प्रधानाध्यापक

सेंट जेवियर्स कॉलेज ऑफ एजुमेशन

दीघा, पटना

महोदय,

सादर धुनित करना है कि आपके प्रशिक्षणार्थियों की तैयारी बीजनागढ़, अनुशासित एवं समर्थित रहे। हमारे सभी शिक्षकों ने विषयवार अपनी कक्षा का अवलोकन किया, हमने उनका राय लिया। प्रशिक्षणार्थी शिक्षण हेतु विषयानुसार सहायक सामग्री अपने साथ लाते थे तथा उसके विषय में हमारा भी जानकारी देते थे।

प्रधानाचार्य से साथ उनका सम्बन्ध

सौहार्दपूर्ण रहे तथा समय-सारिणी से साथ-साथ उनका अभ्यास-अध्यापन सुनिश्चित रहे। प्रशिक्षणार्थियों के कारण कोई कार्य लाघत नहीं हुआ।

अतः विद्यालय की ओर से उन सभी प्रशिक्षणार्थियों को उनके सहयोगपूर्ण व्यवहार में निम्न धनवाद दिया जाता है।

प्रधानाचार्य
15.1.14

MANJULA KUMARI
PRINCIPAL
Indira P.S. Singh Ganga-Sthali, Patna

PERFORMANCE APPRAISAL REPORT**FOR SELF APPRAISAL OF TEACHERS****i) General Information**

- a) Name : Dr.(Fr.) Thomas Perumalil, S.J.
- b) Address (Residential) : St. Michael's School, Digha Ghat,
Patna - 800 011
- Ph. No. : 0612-2260253
- c) Designation : Principal
- d) Department : Education
- e) Date of Birth : 01.12.1952
- f) Area of Specialization : Educational Management & Educational
Guidance and Counselling

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Gra de Merit etc.
High School	Kerala	Eng, Hin, Math, Sc. Soc.St.	1969	III
Higher Secondary or Pre-degree	Ranchi University	Hin, Eng, Pol.Sc., Psycho, Hist	1975	I
Bachelor's Degree (s)	Gujarat Univ.	Economics	1980	I
Master's Degree (s) Eco M.Ed	Delhi Univ	Economics	1983	II

Psychology	MS Univ	Education	1999	I
	Madras Univ	Psychology	2013	I
Research Degree (s)	MS Univ	Education	2004	
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	Educational Intelligence and Teaching Competency of High School Teachers	MS University Tirunelveli
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)	Kali Clara Anand Nazreen Naz	AISECT Univ., Bhopal Magadh Univ., Bodh Gayal
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
(Minor Research) Creative Thinking and Learning Stules of Tribal and Non-Tribal Secondary Students	UGC	2 years (2014-2016)	

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	St. Xavier's College of Education, Patna	16 years
v) P.G. M.Ed. (M.A./ M.Sc., etc.)	St. Xavier's College of Education, Patna	6 years
vi) M.Phil		
vii) Any other Ph.D. Course Work	St. Xavier's College of Education, Patna	1 year

Total Teaching Experience : 23 years

a) Under-graduate (Pass) :

b) Under-graduate (Hons): 16 years

c) Post-graduate : 7

viii) Innovations/Contributions in Teaching

a) Design of Curriculum ✓

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic) ✓

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution : Principal and Teacher,
Guide for Ph.D. & M.Ed. Students

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees : NAAC Peer Team Member
on Education and National Development

f) Professional Organization of Teachers. : Member IATE

E. (a) Membership of Professional Bodies, Societies etc.

- (i) Member IATE
- (ii) Member Xavier Board
- (iv) Member AIACHE
- (v) Member JHESA

(b) Editorship of Journals : Editor-in-Chief : Journal of Research in Education

F. Any other information


(Signature of the Teacher)

Contributions in the Field of Education

1. NAAC Peer Team Member from September 2010
2. Editor
 - a. Journal of Research in Education, SXCE , Patna
 - b. Seminar Proceedings, SXCE, Patna
3. Visiting Professor
 - Kurji Holy Family Hospital : 2012-2013
4. Ph.D. Guide
 - a. Kali Clara Anand, AISECT University, Bhopal
 - b. Nazreen Naz, Magadh University, Bodhi Gaya
5. Ph.D. Theses Adjudicator
 - a. Guwahati University - 1
 - b. Sam Higginbottom Institute of Agriculture, Technology and Science - 3
 - c. Tamil Nadu Teachers Education University - 1
6. Ph.D. Examiner
Sebastian, E.L., Department of Education, Sam Higginbottom Institute of Agriculture, Technology and Science, Allahabad
7. Member, P.G. Examination Moderation Committee, Patna University
8. External Examiner:
 - B.Ed. - SHIATS, Allahabad
 - M.Ed. Theses Evaluation - Mithila University, Darbhanga
 - Exam. Paper Evaluation - Nalanda Open University, Patna
9. Statistical Consultant
Medical Research Students of Kurji Holy Family Hospital, Patna
10. Central University of Bihar
 - a. Member, Integrated B.A B.Ed., B.Sc. B.Ed. Syllabus Committee
 - b. Member, B.Ed. Application for Faculty Shortlisting Committee
11. Aryabhata Knowledge University, Patna
 - a. Member : Executive Council, Affiliation Board, Syllabus Committee
Discipline Committee, Ph.D. Selection Board, PCRC, College Inspection
Team
 - b. Dean (Edu.) from 2012-2014
 - c. Member: Affiliation and New Programmes Committee (2012-2014)
Examination Board (2012-2014)
 - d. Faculty Interview Board of Affiliated Colleges


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

Seminars/Conferences/Workshops Attended

1. International Conference on Expanding the Jesuit Higher Education Network Collaborations for Social Justice, at Melbourne, Australia, on 7-10 July, 2015.
2. National Seminar on Transference of the Joy of the Gospel, Xavier Board of Higher Education in India, at Pallotine Animation Center, Nagpur, India on 24 - 26 October, 2014.
3. National Seminar on Impact of Technology on Society : Issues and Challenges, on 12-13 April, 2014, St. Xavier's College and St. Xavier's College of Management and Technology, Digha Ghat, Patna - 800 011
4. International Conference on Seeking Jesuit Brand and Identity in our Higher Educational Apostolates in India, on 8-9 Nov., 2013 at Loyola College of Social Sciences, Trivandrum, Kerala
5. National Conference on Social Inclusion in Higher Education, Xavier Board Triennial Convention, at Prabodhaya, H.D. Kote Road, Mysore - 570 008 on 27 -30 April, 2013.
6. National Workshop on Integrated BA B.Ed., B.Sc. B.Ed, Syllabus, Central University of Bihar, Patna on 12-13 April, 2013
7. International Conference on International Jesuit Ecology Project, at St. Xavier's College (Autonomous) Kolkata, at Dhyana Ashram on 12-14 October, 2012
8. National Workshop on SPSS Training at Khrist Jayanti College, Mysore 14-16 September 2011.
9. UGC Sponsored National Conference on Educational Technology in Teaching and Learning: Prospects and Challenges, at Department of Education, Patna Women's College, Patna - 800 001, on 3rd March, 2012.
10. International Conference of JHEASA at St. Xavier's College, Mumbai on 13-14 November, 2011.
11. NAAC Assessors' Training at NAAC Bangalore 10-12 September, 2010

Awards Received

1. Glory of Education Excellence Award by International Institute of Education Management on 21st December, 2011
2. Best Principal's Award by Private Schools and Children Welfare Association, Patna on 1st March, 2014



PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

- a) Name: **PREETI SINHA**
- b) Address (Residential): **3/9 ANANDAPURI Ph. No. :
WEST BORING CANAL ROAD, PATNA, 800001.**
- c) Designation: **PROFESSOR**
- d) Department: **EDUCATION**
- e) Date of Birth: **24.01.1952**
- f) Area of Specialization: **EDUCATION (Philosophy and Sociology,
History of Education)**

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	BIHAR SCHOOL EXAMINATION BOARD	HINDI, ENG., Econg, EPH, HISTORY, CIVICS, HOME SC.	1968	II
Higher Secondary or Pre-degree	PATNA UNIVERSITY	HISTORY, POL. SC., PSYCHO, HINDI, ENG.	1969	II
Bachelor's Degree (s)	»	HISTORY (HONS.) POL. SC., ENG., HINDI	1973 OF 1972	II
Master's Degree (s)	»	HISTORY	1977 OF 1975	II
Research Degree (s)	»	EDUCATION	AWARDED 1983	AWARDED
Other Diploma / B. Ed. Certificates etc.	»	HIST. METH, PRE-PRI METH.	1975	I
M. Ed.	»	PRI ED, TEACHER ED.	1978	I

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of opening of the institution

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent M. Ed. 30 Dissertations		Magadh University Aryabhatt Knowledge University
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully) Student - Ravi Ranjan	तिरहुत प्रगंडल के अंतर्गत माध्यमिक विद्यालयों में शिक्षकों का विद्यालय के प्रति मनोवृत्ति स्थिति (contd)	B. R. A. Bihar Univer Muzaffarpur.
Training (please specify)		

B) Research Projects carried out **Principal Investigator**

Title of the Project	Name of the funding Agency	Duration	Remarks
An Investigation into Dropouts among Socially Disadvantaged Middle School Students of Bihar	U.G.C.	2014-2016	Ongoing Project

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/Conference/Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Papers attached		

iii) Teaching Experience

Courses Taught	Name of the University/ College/ Institution	Duration
iv) U.G. B. Ed. (B.A./ B.Sc., etc. Pass) (B.A./ B.Sc. etc. Hons.)	ST. XAVIER'S COLLEGE OF EDUCAT	27 years
v) P.G. M. Ed. (M.A./ M.Sc., etc.)	"	6 years
vi) M.Phil		
vii) Any other IGNOU - B. Ed. COUNSELLOR " - M. Ed.	COUNSELLOR - SXCE " - "	12 years 1 year

Total Teaching Experience : _____

a) Under-graduate (Pass) : Twenty Seven years

b) Under-graduate (Hons): _____

c) Post-graduate : Six years

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum Involved in the curriculum development of B. Ed and M. Ed. of Aryabhatt Knowledge University
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic) involved in the college
- g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

- i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities *co-ordinator for programmes presented in college.*

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

1. *All India Association for Educational Research*

2. *Adolescenceindia Group of Pediatricians (Adolescent Health Academy)*

(b) Editorship of Journals *attached*

F. Any other information *Chairperson at various Seminars
Resource person at few institutions*

Preeti Sinha
(Signature of the Teacher)

Research Guidance For Dissertation (M. Ed.) : 2009 – 2015

Sl. No.	Name	University	Year
1	Kumari Shweta	Aryabhat Knowledge	2014-15
2	Manish Kumar Singh		
3	Niladri		
4	Ravi Shanker Singh		
5	Ritu Kumari		
6	Smriti Raj		
7	Neel Kamal Sharan		2013-14
8	Nikhil Kumar		
9	Ravindra Sah		
10	Rithika Steffi Stanley		
11	Roma Kumari		
12	Rosy Kumari		
13	Sameeksha		
14	Ashutosh Ranjan		2012-13
15	Majela Ekka		
16	Neema Kumari		
17	Priti Kumari		
18	Ranjit Kumar Pandey		
19	Shanti Kishori Singh		
20	Usha Kumari		
21	Kavita Srivastav		2011-12
22	Kumari Sunita Singh		
23	Rani Kumari		
24	Priyamvda Kumari		
25	Sarachna Kumari		
26	Sunil Kumar		

27	Abhay Narayan Jha	Magadha Uni	2010-11
28	Deepa		
29	Mussarat Jahan		
30	Rajeev Ranjan		
31	Shemushi Kumari		
32	Vinod Kumar Baskey		
33	Amrendra Kumar Sinha		2009-10
34	Archana Yadav		
35	Nilima Toppo		
36	Setu Minj		

P. Sile

Publications

- 1 . An Investigation into Interest in Teaching Profession
Teacher Education : A National Challenge
St. Xavier's College of Education Publication , Digha Ghat , Patna, 2011
- 2 . A Study of the Impact of the use of ICT on Achievement
Application of ICT for Quality Enhancement in Teacher Education
St.Xavier's College of Education Publication , Digha Ghat , Patna 2012
ISBN 978-93-5087-868-2
- 3 . A Thought For All
The New Research , Vol. 2, Jan-March, 2012 , ISSN2249-989X
An Investigation into Motivating and Non-motivating Forces of School Teachers
The New Research , Vol. 3, April- June, 2012 , ISSN2249-989X
- 4 . Education A Vital Tool for Ensuring Environmental Harmony
International Conference , Almuni Association of Education, BHU,
proceedings, 2013 , ISBN-978-81-909935-6-2
- 5 . Women Empowerment : Symbolism or Certainty
Indian Women : Problems and Concerns
Janki Prakashan, N.Delhi , 2013 , ISBN-978-93-81313-21-3
- 6 . Impact of Teaching through Slide Presentation on Retention of Learning
among the Teacher Trainees
Patna Women's College Publication , Department of Education , 2013 ,
ISSN2249-989X
- 7 . Effects of Stress on Secondary Students and Prospective Teachers in relation
to their Non- Cognitive Variables
Journal of Research in Education, Vol. 1 , No. 1 , Dec. 2013
St. Xavier's College of Education , Digha Ghat , Patna , ISSN2347-5676
- 8 . Attitude of Higher Secondary Students towards Environmental Values
Journal of Research in Education , Vol. 2 , No. 1 , August 2014

St. Xavier's College of Education , Digha Ghat , Patna , ISSN2347-5676

- 9 . Attitude of Prospective Teachers towards Examination Reforms in Higher Education

Journal of Research in Education , Vol. 2 , No. 2 , Dec. 2014

St. Xavier's College of Education , Digha Ghat , Patna , ISSN2347-5676

- 10 .Forgotten Grandeur , Vision , College Annual ,S.X.C.E. , 2009- 2010

- 11 .Bihar the name Spells Learning , Vision , College Annual , S.X.C.E. , 2010 – 2011

- 12 .Priceless Treasure Trove , Vision , College Annual , S.X.C.E. , 2011 - 2012

Seminars/Workshop Attended:

1. UGC Sponsored National Seminar on **"Teacher Education: A National Challenge organized at St. Xavier's College of Education"**, Patna on 23rd and 24th March, 2011.
2. Orientation Program on **"ICT based Research Methodology"** organized by SCERT Patna on 18th August 2011.
3. UGC Sponsored National Seminar on **"Education in the background of social justice"** organized at J. D. Women's College, Patna on 26-27th November, 2011.
4. UGC Sponsored National Seminar on **"Application of ICT for Quality Enhancement in Teacher Education"**, organized at St. Xavier's College of Education, Patna on 10th and 11th February, 2012.
5. National Seminar on **"Building Socio-Academic Environment in Schools/Colleges for Excellence"**, organized at St. Xavier's College of Education, Patna on 8th and 9th February, 2013.
6. NAAC Sponsored National Workshop on **"Educational Healthy Practices: Opportunity and Strategies"**, organized at Patna Women's College, Patna on 20th February 2013.
7. Seminar cum workshop on **"Revamping Teacher Student Learning Interaction for 21st Century"** at St. Xavier's College of Education Digha Ghat Patna from 20th to 22nd May 2013.
8. International Conference on **"Education for Achieving Millennium Development Goals"** organized by AAE, BHU, Varanasi U.P. on 16th - 18th November 2013.
9. Training cum Orientation workshop, on **"Development of communication skills, Computer applications and Stress Busting Proficiency"** organized by Institute of Engineers (India) and AKU, Patna on 12th January 2014.
10. National Seminar on **"Quality Enhancement in Higher Education through IQAC"**, organized at St. Xavier's College of Education, Patna on 1st and 2nd February, 2014.
11. Workshop on **"ICT IN EDUCATION"** organized by Department of Education in collaboration with Directorate of Distance Education Magadh University Bodh Gaya February 2014.
12. Seminar cum workshop on **"Issue & Challenges of Higher Education Today"** at St. Xavier's college Patna on 22nd may to 24th may 2014.
13. NAAC sponsored National seminar on **"Quality Enhancement In Higher Education and RUSA"**(Rashtriya Uchchatar Shiksha Abhiyan), at St. Xavier's College of Education, Patna on 12-13, Sept. 2014.
14. Measurement And Evaluation In Psychology And Education, Dept. Of Psychology, M.U., Bodh Gaya, March 29-31, 2014

15. National workshop on **Innovation in Curriculum, Teaching and Instruction for Teachers of Professional and Technical Institutions** organized by the Centre for Education Beyond Curriculum(CEDBEC),Christ University.Bengaluru on 4-6 March 2015.
16. NAAC sponsored National Seminar on **"TEACHING STRATEGIES TO ENHANCE INNOVATIVE LEARNING PROCESS"**organized by IQAC of Loyola College of Education,Jamshedpur on 27th and 28th march 2015.
17. National Seminar on **Knowledge Society for Sustainable Development** organized by St.Xavier's college, St.Xavier's college of Management &Technology and Xavier Institute of Social Research,Patna on 11-12, April.2015.

Conference Convener National Level Seminars

- 1) UGC Sponsored National Seminar on *Teacher Education: A National Challenge* organized at St. Xavier's College of Education, Patna on 23rd and 24th March, 2011.
- 2) UGC Sponsored National Seminar on *Application of ICT for Quality Enhancement in Teacher Education*, organized at St. Xavier's College of Education, Patna on 10th and 11th February, 2012.
- 3) National Seminar on *Building Socio-Academic Environment in Schools/Colleges for Excellence*, organized at St. Xavier's College of Education, Patna on 8th and 9th February, 2013.
- 4) National Seminar on *Quality Enhancement in Higher Education through IQAC*, organized at St. Xavier's College of Education, Patna on 1st and 2nd February, 2014.
- 5) NAAC sponsored National seminar on **"Quality Enhancement In Higher Education And RUSA"**(Rashtriya Uchchatar Shiksha Abhiyan),12-13,Sept.2014.

EDITORIAL BOARD

- 1) **Journal of Research in Education , St. Xavier's College**
Vol.1 , No.1 , Dec. 2013, ISSN 2347 – 5676
- 2) Journal of Research in Education, St.Xavier's College of
Education Patna. Vol.2 No.1 August 2014.ISSN 2347-5676.
- 3) Journal of Research in Education, St.Xavier's Collège of
Education Patna.Vol.2 No.2 December 2014.ISSN 2347-5676.

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

- a) **Name** : Dr. (Mrs.) Madhu Singh
b) **Address (Residential)** : 203, Friends Regency, H. S. Verma Lane, Opp. Sulabh Bhavan, Boring Patliputra Road. Patna - 13. Ph. No. : 9931324970
c) **Designation** : Assistant Professor
d) **Department** : Education
e) **Date of Birth** : 25. 04. 1965
f) **Area of Specialization** : ICT, Educational Psychology, Teaching of Bio.Sc

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	B.S.E.B Patna	Hin, Eng, Maths, Sci, Soc.Sc, Sanskrit, Eco	1982	I
Higher Secondary or Pre-degree	B.I.E.C Patna	Phy, Chem, Bio, Maths, Eng, Hindi	1984	II
Bachelor's Degree (s) B.Sc(Hons) B.Ed	B.H.U B.H.U	Zoo , Bot, Chem Bio Sc. & Phy.Sc Method	1988 1992	II I
Master's Degree (s) M.Ed M.Sc.(Zoology) M.A(Psycho)	B.H.U Magadh Univ. Nalanda Open Univ.	Education Zoology Psychology	1993 2000 2014	I II I
Research Degree (s) Ph.D (Education)	Patna Univ.	Education	2009	
Other Diploma / Certificates etc. NET(Education)		Education	1994	

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Ed	Science Process skills, logical reasoning and achievement in Science of XI grade students	B.H.U Varanasi
Ph.D.	An investigation into relationship between teacher effectiveness and some non-cognitive variables	Patna university

Research Guidance (give names of students guided successfully)

S.No	Name of the Student (M.Ed)	Year	University
1.	Abha Kumari	2014-15	Aryabhatta Knowledge Univ.
2.	Dolly Kumari	2014-15	Aryabhatta Knowledge Univ.
3.	Manish Kumar	2014-15	Aryabhatta Knowledge Univ.
4.	Reena Ranjan	2014-15	Aryabhatta Knowledge Univ.
5.	Sadma Shahin	2014-15	Aryabhatta Knowledge Univ.
6.	Sharha Shafaque	2014-15	Aryabhatta Knowledge Univ.
7.	Ankita	2013-14	Aryabhatta Knowledge Univ.
8.	Geeta Shukla	2013-14	Aryabhatta Knowledge Univ.
9.	Madhu Bala	2013-14	Aryabhatta Knowledge Univ.
10.	Sanjay Kumar	2013-14	Aryabhatta Knowledge Univ.
11.	Saurav Kumar	2013-14	Aryabhatta Knowledge Univ.
12.	Shipra	2013-14	Aryabhatta Knowledge Univ.
13.	Shivani	2013-14	Aryabhatta Knowledge Univ.
14.	Anju Sinha	2012-13	Aryabhatta Knowledge Univ.
15.	Minakshi Sharma	2012-13	Aryabhatta Knowledge Univ.
16.	Rachna Priyamvada	2012-13	Aryabhatta Knowledge Univ.
17.	Rahul Singh	2012-13	Aryabhatta Knowledge Univ.
18.	Rashmi	2012-13	Aryabhatta Knowledge Univ.
19.	Sharda Kumari	2012-13	Aryabhatta Knowledge Univ.
20.	Shruty	2012-13	Aryabhatta Knowledge Univ.
21.	Kumari Anamika	2011-12	Aryabhatta Knowledge Univ.
22.	Kumari Shashi	2011-12	Aryabhatta Knowledge Univ.
23.	Manora Xalxo	2011-12	Aryabhatta Knowledge Univ.
24.	Nidhi Abhishek	2011-12	Aryabhatta Knowledge Univ.
25.	Sharad Kumar	2011-12	Aryabhatta Knowledge Univ.
26.	Anjali Kumari	2010-11	Magadh University
27.	Arvind Kumar	2010-11	Magadh University
28.	Kadambini Lata	2010-11	Magadh University
29.	Reena Kumari	2010-11	Magadh University
30.	Sanjiv Kumar Soren	2010-11	Magadh University
31.	Taj Shamima Suleman	2010-11	Magadh University
32.	Chanchala Kumari	2009-10	Magadh University

33.	Neha Nidhi	2009-10	Magadh University
34.	SilviKumari	2009-10	Magadh University
35.	Sudhir Kumar	2009-10	Magadh University
36.	Roshan Kumar (Distance mode)	2012-14	Punjab University
37.	Prem Kumar (Distance mode)	2013-15	Punjab University

Training (please specify)

S.No	Name of the Program	Organizer	Date
1.	Workshop On Open Source Software For Social Sciences Research	Assam Don Bosco University & Indian Council Of Social Science Research.	June 16-20 , 2014.
2.	Training-cum-workshop on increasing research output	Faculty of Education. B.H.U., Varanasi.	14-15 Nov.2009.
3.	Training cum Orientation Workshop on Development of Communication Skills, Computer Applications and Stress Busting Proficiency	jointly organized by Aryabhatta Knowledge University and Institution of Engineers at Aryabhatta Knowledge University	12 th January, 2014.
4.	How to Effectively Teach Human Reproductive System	Pathfinder, Patna — 13,	10 Jan, 2008
5.	Four day Training program on HIV /AIDS Awareness In Schools And Among Youth.	Kurji Holy Family Hospital in association with UNICEF, Bihar and Maharashtra.	
6.	Training Program on Population And Adolescence Education , organized by	CBSE Population And Development Education Project, held at baldwin academy , Patna	14-17 July, 2000.

Publications (give a list separately):

i) Research Papers published In Journals And Conference Proceedings with ISSN/ISBN

S.No	Title of the paper	Name of the Journal / Book
1.	An Investigation into the Barriers associated with the ICT Usage in Classrooms by School Teachers	Educational Technology in Teaching and Learning: Prospects and Challenges, Patna Women's College, Patna.2013, ISBN: 978-81-9 27 627-I-5.
2.	An Analysis of Mid-Day Meal Scheme in Bihar: An Attempt for a Better Tomorrow	Journal of Knowledge, Peer Reviewed Journal , Vol. 2 (3), March 2014, Aurangabad B.Ed College, Murshidabad. ISSN:2321-791X

3.	MOOCs: A Doorway for Sustainable Development in Higher Education	Journal of Research in Education, Vol. 2, No. 2, December 2014, St. Xavier's College of Education, Patna. ISSN 2347-5676
4.	Prospective Teachers' And Prospective Teacher Educators' Attitude Towards ICT Supported Lectures	ICT In Teacher Education, ISBN 978-93-5087-868-2, St. Xavier's College Of Education, Patna., 2011
5.	Teacher Effectiveness of In-Service and Prospective Teachers in relation to their leadership skills	Journal Of Research In Education, st. xavier's college of education, ISSN 2347-5676
6.	A Cross Cultural Study Of Level Of Aspiration, Need For Achievement In Relation To Adjustment	Anusandhan, ISSN 0973-0923 Vol. X11, No. 25, 21-23, Dec 2010
7.	An investigation Into the attitude of senior secondary school students towards HIV/AIDS	2 nd international conference on education for achieving millennium Development Goals., Nov 16-18, 2013, Conference Proceedings, ISBN: 978-81-909935-6-2
8.	Higher Education In Bihar: Historical Perspective ,Present Status And Outlook For Future	Higher Education : retrospect and prospect', AAE, faculty of education BHU, 2010 ISBN: 978-81-909935-2-4
9.	Cognitive Style In Relation To Anxiety And Adjustment,	Anusandhan, ISSN 0973-0923 Vol 1X, No. 14, 51-54, Dec 2007.

ii) Research Papers /Articles Published In Journals, Magazines And Books :

S.No	Title of the paper	Name of the Journal / Magazine / Book
1.	The Flipped- Classroom Approach: An Answer To Future Classroom Learning	Vision .College Magazine. 2015. St.Xavier's College Of Education. Patna
2.	Attitude Of Primary School Teachers Towards Their Duties And Responsibilities .	Vision .College Magazine .2012. St.Xavier's College Of Education. Patna
3.	Prospective Teachers' Perception On The Use Of Power Point Presentation In The College Of Education	Teacher Education: A National Challenge'. St. Xavier's College Of Education. Patna..2011
4.	A Study Of The Attitude Of Secondary School Students Towards Homework.	Vision .College Magazine .2011. St. Xavier's College Of Education. Patna.
5.	Attitude Of College Students Towards Job	Behaviormetric', Vol 27, No.1- 2,

	Reservation	2010
6.	Save Our Planet From Global Warming.	College Magazine. .St. Xavier's College Of Education. Patna. 2009
7.	Demands Of Professionalism In Teacher Education'	College Magazine. St. Xavier's College Of Education. Patna. 2006-07.
8.	A Study Of Relationship Between Teacher Effectiveness And Economic Status	College Magazine.2005-06.St. Xavier's College Of Education. Patna.2005-06
9.	Jal Hi Jeevan Hai.	College Magazine. .St. Xavier's College Of Education. Patna. 2004-05.
10.	A Study Of Intelligence And Achievement Of B.Ed Trainees Of Different Blood Groups.	College Magazine. St. Xavier's College Of Education. Patna. 2003-04.

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
Perception Of Elementary School Government Teachers Towards Mid Day Meal Scheme In Bihar	U.G.C	March 2014- March 2016	Ongoing

C) Seminars, Conferences, Symposia Workshops etc. attended

S.No	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date	Level
1.	Education for achieving millennium Development Goals	AAE, Faculty Of Education BHU ,	Nov 16-18,2013	International
2.	Issues & Challenges of Higher Education Today	jointly organized by St. Xavier's College and St. Xavier's College of Management & Technology and St. Xavier's College of Education, Patna	on 22 nd – 24 th May, 2014	Local
3.	Measuement And	Indian Psychological	March	

	Evaluation In Psychology And Education	Association Dept. Of Psychology.M.U.. Bodh Gaya.	29-31.2014	International
4.	Knowledge Society for Sustainable Development	St. Xavier's College, St. Xavier's College of Management & Technology, Xavier Institute of Social Research, Patna	11 th and 12 th April, 2015	National
5.	National Seminar on Teaching Strategies to Enhance Innovative Learning Process	NAAC Sponsored Loyola College of Education, Jamshedpur	27 th and 28 th March, 2015.	National
6.	National Seminar on Quality Enhancement in Higher Education and RUSA (Rashtriya Uchchatar Skiksha Abhiyan)	NAAC Sponsored at St. Xavier's College of Education, Patna on	12 th and 13 th September , 2014.	National
7.	Impact of Technology on Society: Issues and Challenges organized by	St. Xavier's College, St. Xavier's College of Management & Technology, Xavier Institute of Social Research, patna	12 th and 13 th April, 2014.	National
8.	Quality enhancement in higher education through IQAC ,	St. Xavier's College Of Education, Patna	1-2 FEB,2014	National
9.	Building Socio – Academic Environment Schools/Colleges for excellence,	St. Xavier's College Of Education, , Patna	2013	National
10.	Educational Technology In Teaching And Learning : Prospects And Challenges	Patna Women's College,	3 rd March 2012	National
11.	Application Of ICT For Quality Enhancement In Teacher Education	St. Xavier's College Of Education, Patna.	10-11Feb, 2012	National
12.	Teacher Education :A National Challenge	Xavier's College Of Educaton,Patna,	23-24 Mar,2011	National
13.	Education In The Background Of Social Justice	Department Of Philosophy, J.D Women's College Patna.	26-27 November, 2011.	National

14.	Gender Equality: A Historical Perspective Patna	Department Of History, Sri Arvind Mahila College	9-10 January, 2011.	National
15.	Integrating. Computer in Teacher Education	AAE. Faculty of Education, BHU	25-26 Nov. 2005	National
16.	Psychology as a Professional Science	J.D. Women's College. Patna.	4-5 April. 2007	National
17.	Psycho-Social Aspect Of Female Foeticide	Dept. Of Psychology. Vaishali Mahila College. Hajipur.	27-28 May. 2007.	National
18.	Higher Education: Retrospect and Prospect'.	AAE. BHU. Varanasi.	17-18 Nov. 2007.	National

RESEARCH PAPERS PRESENTED IN CONFERENCES/ SEMINARS

S.No	Title of the paper	Title of the Conference / Seminar	Organizer	Date	Level
1.	An investigation into the attitude of senior secondary school students towards HIV/AIDS	Education for achieving millennium Development Goals.	AAE, Faculty Of Education BHU	Nov 16-18, 2013	International
2.	Continuous And Comprehensive Evaluation: A Study Of Parent's Attitude	Measurement And Evaluation In Psychology And Education	Indian Psychological Association , Dept. Of Psychology M.U., Bodh Gaya,	March 29-31, 2014	International
3.	MOOCs: A Doorway for Sustainable Development in Higher Education	Quality Enhancement In Higher Education and	St. Xavier's College Of Education, Patna	12 th and 13 th September,	National

		RUSA		2014.	
4.	Virtual Universities: A Sustainable Enterprise Driven Model in Higher Education	Knowledge Society for Sustainable Development	St. Xavier's College and St. Xavier's College of Management and Technology, Patna	11-12 April, 2015	National
5.	Attitude Of Teachers Towards Innovative Teaching And Learning Strategies (ITLS)	Teaching strategies to enhance innovative learning process	Loyola College of education, Jamshedpur.	27-28 march, 2015.	National
6.	Perception Of In- Service School Teachers Regarding Barriers Associated With The Use Of ICT, ,	quality enhancement in higher education through IQAC	St. Xavier's College Of Education, Patna	1-2 FEB,2014	National
7.	Use Of Social Media And Its Impact On Adolescents	Impact Of Technology On Society: Issues And Challenges	St. Xavier's College, Patna	12 th And 13 th April,2014	National
8.	Teacher Effectiveness of In-Service and Prospective Teachers in relation to their leadership skills	Building Socio –Academic Environment Schools/Colleges for excellence,	St. Xavier's College Of Education, , Patna	2013	National
9.	Academic Achievement Of XI Grade Students In Relation To Their Adjustment Level for excellence	Building Socio –Academic Environment Schools/Colleges	St. Xavier's College Of Education, , Patna	2013	National
10.	Prospective Teachers' And Prospective Teacher Educators' Attitude Towards	ICT Supported Lectures, Application Of ICT For Quality Enhancement In Teacher Education	St. Xavier's College Of Education, Patna.	10-11Feb, 2012.	National
11.	An Investigation Of The Barriers Associated With The ICT Usage In Class Rooms By School Teachers ,	Educational Technology In Teaching And Learning : Prospects And Challenges	Patna Women's College, Patna	3 rd March 2012.	National
12.	Attitude Of Primary School Teachers Towards Their Duties And Responsibilities, ,	Education In The Background Of Social Justice	Department Of Philosophy, J.D Women's College Patna.	26-27 Novem ber,2011.	National

13.	Prospective Teachers Perception On The Use Of PowerPoint Presentation In The College Of,	Teacher Education :A National Challenge	St. Xavier's College Of Education, Patna	23-24 Mar, 2011.	National
14.	Women Education In India: A Historical Perspective	Gender Equality: A Historical Perspective	Department Of History, Sri Arvind Mahila College Patna ,.	9-10 January, 2011	National

iii) Teaching Experience :

Courses Taught	Name of the University/ College / Institution	Duration
i) U.G. B.Ed Regular B.Ed(Distance Mode)	St. Xavier's College Of Education, Patna IGNOU	2001- 2009
II) P.G. M Ed. Regular M.Ed (Distance Mode)	St. Xavier's College Of Education, Patna IGNOU	2009- till date
vii) Any other Ph.D Course Work	Aryabhatta Knowledge Univ.	Nov 2014- April 2015

Total Teaching Experience : **14 Years in teacher Education Institution and 6 ½ years in school.**

- a) Under-graduate (B.Ed) : 8 years
- b) Post-graduate (M.Ed) : 6 years
- c) Ph.d course work : 6 months

viii) Innovations/Contributions in Teaching

a) Design of Curriculum:

- i) Actively Participated in the designing of the syllabus of B.Ed course for the Aryabhatta Knowledge University.
- ii) Actively Participated in the designing of the syllabus of M.Ed course for the Aryabhatta Knowledge University.

iii) Actively Participated in the designing of the syllabus of two year B.Ed course for the Aryabhatta Knowledge University.

iv) Actively Participated in the designing of the syllabus of two year M.Ed course for the Aryabhatta Knowledge University.

b) Teaching methods

i) Research work done on " Perception Of In- Service School Teachers Regarding Barriers Associated With The Use Of ICT".

ii) Research work done on " Prospective Teachers' And Prospective Teacher Educators' Attitude Towards ICT Supported Lectures."

iii) Research work done on "Prospective Teachers' Perception On The Use Of Power Point Presentation In The College Of Education."

iv) Research work done on "An Investigation into the Barriers associated with the ICT Usage in Classrooms by School Teachers."

v) Use of interactive method in teaching like Group discussion method, Seminar method, Question- Answer method, Power Point Presentations, showing Videos related to topic, Project method.

c) Laboratory experiments :

Guided students in the construction of improvised apparatus.

d) Evaluation methods:

**e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.**

- Preparation of question bank, specimen lesson plan, notes on newly introduced topics.

f) **Remedial Teaching / Student Counseling (academic)** : Mentor of 10 B.Ed students every year.

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work

such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

- Actively Participated in Social Awareness Programme of Evening School Children of St. Michael's High School, Digha, Patna
- A Sports Day is also organized for them and prizes are given to them.
- Incharge of community service at Asha Deep Rehabilitation Center of Physically Handicap, Patna
- Actively Participated in Health Awareness Programme among girl students of neighboring school .
- Actively Participated in Sanitation programme at neighboring schools .

ii) National Literacy Mission

- Supervision of 'Each one teach one' policy in which every B.Ed student teaches one student of Evening School Children of St. Michael's High School, Digha, Patna for an hour for a period of one month.

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

i) Incharge of Blood donation Camp every year.

ii) Incharge of T.B seals Campaign since 2003.

iii) Moderator of one of the Houses.

iv) Member of IQAC

v) Member of College Research Cell

vi) Supervisor in Practice Teaching

vii) Judge in various competitions held in the college.

viii) Organizing Secretary of NAAC sponsored Seminar held in the college in Sept. 2014

ix) Editor of ' Journal of Education' , published by the college.

- x) Resource Person in a seminar on Learning For Life
- xi)) Resource Person in a seminar on Microteaching.

b) Co-curricular Activities

- i) Moderator of Essay Competition on the occasion of Hindi Diwas.

c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities)

- i) Moderator of College Day Programme since 2012.
- ii) Moderator of Christmas Get together
- iii) Incharge of Blood donation Camp in St. Xavier's College of Education every year.

d) Students Welfare and Discipline

**e) Membership/Participation in Bodies/Committees
on Education and National Development**

f) Professional Organization of Teachers.


Alumni Association of Education, Faculty of Education, B.H.U

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- i) Editor of 'Journal of Education' Published by St. Xavier's College of Education

F. Any other information


(Signature of the Teacher)

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

A. General Information

- a) Name: **Dr. (Fr.). P. ANTHONY RAJ, S.J.**
- b) Date of Birth: **09 JUNE 1961**
- c) Address (Residential) **ST. MICHAEL'S SCHOOL, DIGHA GHAT, PATNA**
Ph. No. +91 8292680060
- d) Designation: **ASSOCIATE PROFESSOR**
- e) Department: **EDUCATION**
- f) Area of Specialization: **EDUCATIONAL PSYCHOLOGY**
- g) Date of Appointment:
- (i) in the institution: **26 AUG 2014**
- (ii) in the present post
- h) Honors Conferred

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
High School	State Board, TN	-	1978	65%
Higher Secondary or Pre-degree	Madurai Kamaraj University	-	1979	54%
Bachelor's Degree (s)	Madras University	Commerce B. Com	1982	65%
	North Bengal University	Education B.Ed.	2004	74%

Master's Degree (s)	Poona University	Commerce M.Com	1992	68%
	M.S. University	Education M.Ed.		
	Madras University (Distance Education)	Psychology M.Sc.	2014	62%

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M. Phil or equivalent (M.Ed.)	Development of Life Skills in relation to Academic Achievement of Students in Community Colleges in Tirunelveli, Tuticorin and Kanyakumari Districts of Tamilnadu.	St. Xavier's College of Education, Palayamkottai, Tirunelveli, TN.
Ph. D	Influence of Emotional Intelligence, Risk-Taking Behaviour and Modernity on Academic Achievement of Ho Tribe Students studying in high schools in Kolhan, Jharkhand	Manonmaniam Sundaranar University, Tirunelveli, TN.
Post- Doctoral	-	-
Publications (give list separately)	(See annexure - I)	
Research Guidance (give names of students guided successfully) (All M.Ed. Students – 2014-15)	1. Alice Ekka 2. Isma Sadique 3. Raman Kumar Mishra 4. Reecha Kumari 5. Nutan 6. Tanuja Remy	
Training (please specify)		

B) Research Projects Carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia, Workshops etc attended

Name of the Seminars /Conferences/ Symposia, Workshops etc	Name of the Sponsoring Agency	Place and Date
1. Presented Paper on "Workers Participation in Management"	SVC	St. Vincent College of Commerce on 14 th Oct 1990
2. Paper Presented on "The role of universities in preparing the next generation" in the National Seminar	NAAC	Manonmaniam Sundaranar University, Tirunelveli, TN on Mar 3-4, 2008.
3. Presented a paper entitled, "Effective translation of Curriculum in the workshop on Total Quality Management in Teacher Education"	NAAC	St. Xavier's College of Education, Palayamkottai, TN on Feb 28-29, 2008.
4. Paper Presented In National Seminar on "ICT and Pedagogical Research for the teacher Educators"	UGC	St. Xavier's College of Education, Palayamkottai, TN on May 22-24, 2008.
5. Paper presented in National Seminar on "Building Socio-Academic Environment in Schools/Colleges for Excellence" on National Seminar	NAAC	St. Xavier's College of Education, Patna on Feb 8, 2013.
6. Served as a resource person & Delivered Key-Note Address on a National Seminar on "Emotional Intelligence: Strategies for developing successful teachers"	NAAC	Poondi Pudumai Madha College of Education, Trichy, TN, on Mar 15, 2014.
7. Delivered Key-Note address as Special Guest on National Seminar "Where do Indian University stand Globally, Rankwise? (from RUSA perspective)"	NAAC	St. Xavier's College of Education, Patna on Sept 12, 2014
8. Paper Presented: "An Experimental Study: An impact of Digital Instructional strategies upon the learning outcome of prospective teachers"	SXC, SXCMT, XISR	Loyola College of Education, Jamshedpur at XLRI campus. on 28th March 2015
9. Paper Presented: "Virtualizing distance education for sustainable intellectual development" at a National		St. Xavier's College, Patna; St. Xavier's college of Management & Technology, Patna, and Xavier

Seminar organized by perspective)	Institute of Social Research, Patna on 12th April 2015
10. Seminar Attended: "Transformational Teaching"	St. Xavier's College and St. Xavier's College of Management and Technology, Patna on May 14-16, 2015.

For Seminar Conducted: See Annexure II

iii) Teaching

Courses Taught	Name of the University/College/Institution	Duration
iv) U.G: B. Ed	Loyola College of Education, Jamshedpur. Under Kolhan University, Chaibasa	4.5 years
	St. Xavier's College of Education, Patna. Under Aryaa Bhatta Knowledge University, Patna	1.1 years
v) PG: M.Ed	St. Xavier's College of Education, Patna. Under Ariya Bhatta Knowledge University, Patna	1.1 years
vi) M.Phil	Nil	
vii) Anyother	Nil	

Total Teaching Experience: 5.6 years

- | | |
|--------------------------|-----------|
| a) Under graduate: | 4.5 years |
| b) Under-graduate (Hons) | Nil |
| c) Post-Graduate: (M.Ed) | 1.1 years |
| d) Ph.D Course Work | 6 months |

viii). Details of Innovations / Contribution in Teaching, during the year:

- Design of curriculum
Participated in curriculum design at B.Ed. & M.Ed. level
- Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material including books, reading materials, laboratory manuals etc.

e) Remedial Teaching / Student Counseling (academic)

- Mentoring and Guiding students

g) Any other

- Initiated UGC NET coaching for M.Ed. Students

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work such as values of National Integration, Secularism, democracy, socialism, humanism, peace, Scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

D. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution
- b) Co-curricular activities
 - coordinated add-on course in digital learning
- c) Enrichment of campus life
(hostels, sports, games, cultural activities)
 - Hostel for women - coordinating team at Loyola College of Education, Jamshedpur.
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/Committees on Education and National Development
- f) Professional Organizations of Teachers

E. (a) Membership of Professional Bodies, Societies etc

- Peer Team Member of NAAC visit
- b) Editorship of Journals etc.

F. Any other information

(Signature of the Teacher)

List of Books and Papers published by the Researcher

Books

I. NIL.

Papers

- i. Relationship between risk-taking behaviour and Academic Achievement in Ho tribe students studying in High Schools in Kolhan, Jharkhand. (*Research and reflections on education*, 09(02), 7-10. ISSN 0974-648X.)
- ii. Relationship between Emotional Intelligence and Academic Achievement of Ho tribe students studying in High Schools in Kolhan, Jharkhand.
- iii. Paper Presented on "The role of universities in preparing the next generation" in the National Seminar held at Manonmaniam Sundaranar University, Tirunelveli, TN on Mar 3-4, 2008.
- iv. Presented a paper entitled, " Effective translation of Curriculum in the workshop on Total Quality Management in Teacher Education sponsored by NAAC at St. Xavier's College of Education, Palayamkottai, TN on Feb 28-29, 2008.
- v. Paper Presented on "ICT and Pedagogical Research for the teacher Educators" sponsored by UGC at a National Seminar, organized by St. Xavier's College of Education, Palayamkottai, TN on May 22-24, 2008.
- vi. Paper presented at, St. Xavier's College of Education, Patna on "Building Socio-Academic Environment in Schools/Colleges for Excellence" on National Seminar on Feb 8, 2013. (Published in Loyola College Magazine, Jamshedpur, pg 18-23, 2012-13)
- vii. Served as a resource person for a National Seminar at Poondi Pudumai Madha College of Education, Trichy, TN on "Emotional Intelligence: Strategies for developing successful teachers" on Mar 15, 2014.
- viii. "Where do Indian University stand Globally, Rankwise? (from RUSA perspective)" on Sep 12, 2014. (Published in Journal of Research in Education, Vol 2 No 2 Dec 2014 pg 73-86, SXCE,Patna)(ISSN 2347-5676)



CONDUCTED SEMINAR:

1. Workshop for city school Principals at XLRI for 48 heads of schools on Jan 17, 2012
2. One day seminar for the teachers of Baug-e-Jamshed School on Feb 9, 2012 for 19 participants on Emotional Intelligence Skills.
3. Two days workshop for the Novices at Jesu Bhavan Jesuit Novitiate on Feb, 27-28, 2012 on Psycho-social approach to the Skills of Emotional intelligence.
4. One day workshop for 59 teachers of AIWC Academy of Excellence on Mar 6, 2012 on "EQ with evolving concept in Education".
5. One day seminar on EQ for 80+ teachers of Sacred Heart School, Bistupur, Jamshedpur on Mar 13, 2012.
6. One day session on "An Emotional strategy in classroom teaching" to the B.Ed students of St. Xavier's College of Education, Palayamkottai, TN on Apr 7, 2012.
7. An half-a-day session on motivation for 75 Hindi teachers with the title of " Integrating students' preferential learning styles in teaching-learning process" on June 2012.
8. Two days session on Emotional and Social intelligence was offered to teacher-trainees of Netaji Subhas Chandra Bose Institute of Education(NSIED) at Pokari, Jamshedpur on Nov 9-10, 2012.
9. Two days workshop for teacher-trainees of Ursaline teacher training college, Lohardaga in July 20, 2012.
10. Two days workshop for B.Ed students at Loyola College of Education, Namchi on Emotional Intelligence.
11. One day workshop for St. Xavier's Hindi School, Bokaro teachers on "Dealing with digital children" on Sep 22, 2012.
12. Two days workshop for Government Primary School Teachers of Sikkim at National Hydro Power plant, Gangtok.
13. A day course on Dealing with slow learners in the class for on-roll teachers of Sacred Heart English School, Chakradharpur on Nov 23, 2013.



14. Served as resource person of CRI, Dhanbad Deanery and gave a presentation on the theme, "Psycho-spiritual approach to teaching-learning process in our Institutions" (from EI perspective) at Chandankiyari on Dec 1, 2013.
15. Conducted seminar cum workshop for the B.Ed trainees of Loyola College of Education, 2013-14 batch on Jan 9-10, 2014 on "Emotional Intelligence: The singular and significant strategy for developing successful teachers" at Aruppe Bhavan Hall.
16. Two days workshop on EQ was offered to B.Ed students & Staff of B.Ed Deptt of St. Xavier's College of Education, Kolkatta on Mar, 2014. 112 Participated in the workshop.
17. Conducted two day seminar for on-roll teachers of Gyan Deep School, Birsa Nager, Jamshedpur on "Making IQ work through EQ strategies among students" on April 2-3, 2014.
18. Offered two days course on "Fine tuning EQ Skills to work on IQ" to the teachers of Amar Jyoti School, Mango along with teachers of St. Joseph's School, Bhiai Pahari on Apr, 4-5, 2014.
19. Conducted two days workshop for 50 school administrators, heads of schools and teachers of Daughters of the Cross at St. Joseph's School, Hamirpur on "EQ management in schools" on June 11-12, 2014.
20. Offered a day orientation programme on motivational themes to the Freshers of Xavier's College at XITE, Gamariah on July 10, 2014.
21. Offered two days workshop for educators of school run by Congregation of Jesus (CJ) at St. Mary's School, Allahabad on Ignatian Pedagogical Paradigm (IPP) on July 25-25, 2014.
22. Served as a resource person in the National Seminar titled as **Enhancement of Quality in Higher Education and RUSA** as Guest Speaker on Sep 12-13, 2014 at St. Xavier's College of Education, Patna.
23. Conducted two-days seminar cum workshop for teachers of at Kashipur, UP on "Becoming emotionally intelligent teachers" on
24. Conducted one-day seminar cum workshop for Professors of St. Xavier's College (Autonomous), Kolkata on "Improving our Emotional Intelligence with Students" on
25. Two days seminar was offered for B.Ed trainees of Suraj College of Education, Melathangal, TN on "Working with Emotional Intelligence".

Tomyraj

26. Seminar on "Art of Parenting"(from cognitive development perspective) for School Parents of Modern School, Refugee Colony, Jamshedpur on 25.10.2014
27. Seminar conducted at Sacred Heart School, Adra for teachers as Academic Orientation Programme on Tuesday, 10.03.2015 on "Teaching Digital Age Children".
28. Seminar on "Appreciative Inquiry with EQ perspective" to teachers of St. Xavier's School, Purulia and Balrampur on 11-12 March 2015 was conducted.
29. Seminar On "Appreciative Inquiry" was conducted at St. Anthony School, Cuttack for its teachers as an academic orientation programme on Saturday, 14.3.2015.
30. Seminar On Neuroscience: Making connections" to Primary School Teachers of St. Michael School, Patna on 18 April 2015.
31. Seminar On Triune Brain: Making synopsis" to Primary School Teachers of St. Michael School, Patna on 25 April 2015.
32. Seminar On Limbic system of the Brian" to Primary School Teachers of St. Michael School, Patna on 9 May 2015.
33. Seminar On Psycho-spiritual dynamics of Jesuit Education" to Secondary School Teachers of St. Michael School, Patna on 13 May 2015
34. Seminar On Being a mom to my class to St. John's Academy, Kangarbagh, Patna on 16 May 2015.
35. Seminar on Faculty Engaging Model to the teachers of St. Xavier's School, Deesa, Gujarat on June 4-5, 2015.



PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information

- a) Name : **MARY ROSELIN**
- b) Address (Residential) : **57/A Fair field Colony, Digha Ghat, Patna 11.** Ph. No. : **9430888450**
- c) Designation : **Asst. Professor**
- d) Department : **Geography**
- e) Date of Birth : **2. 1. 1960**
- f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	Bihar Board.	Hindi, Eng, Maths, S. Sc. Sanskrit.	1977	I Div
Higher Secondary or Pre-degree I. A.	Hindi Geography Eco.	Bihar	1979	II Div
Bachelor's Degree (s)	Ranchi	B Ed. Geog (Hons)	1984 1983	I Div
Master's Degree (s)	P. U. Ranchi	Edu. Geog	1988 1986	Dis. I Div
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

a) Design of Curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to: _____

i) Community work

such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper flood or drought relief, small family norms etc.

helped the University to frame the new Curriculum design for 2 years
helped the students to do the projects and research work in geog. and Eco. method.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

— gave assistance in Co-Curricular activities.

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

guided the sports Activities of the College.

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

Mary Raelin
(Signature of the Teacher)

PERFORMANCE APPRAISAL REPORT
For self appraisal of teachers

i) **General Information**

- a) **Name:** Sushil Kumar Singh
b) **Address (Residential):** Flat No. – 203 Gen X Arya, R.P.S.More, Danapur Patna.
Ph.No. : 9835007882
c) **Designation :** Assistant Professor
d) **Department :** Education
e) **Date of Birth:** 05-12-1971
f) **Area of Specialization :**

A) Academic Qualifications:

Exam / Degree	Board / University	Year	Percentage of Marks
Matric	B.S.E.B. Patna	1987	51.11
Intermediate	B.I.E.C. Patna	1989	62.77
B.Sc.(Hons)	Magadh University Bodh Gaya	1993	68.25
M.Sc.(Maths)	Magadh University Bodh Gaya	1995	71.75
B.Ed.	Magadh University Bodh Gaya	2002	74.70
M.Ed.	Magadh University Bodh Gaya	2010	77.43
M.A.(Sociology)	EHLM University Sikkim	2013	69.00
Pursuing Ph.D.(Education)	A.K.U.Patna	2014	

Teaching Experience

Courses Taught	Name of the University/College/Institution	Duration	Total Experience
High School	D.A.V. Public School, Patna	June 1999-June 2010	10 Years
U.G. (B.Ed.)	St. Xavier's College of Education, Patna	July 2010 - till date	5 Years
U.G. (B.Com.III) Part Time	St. Xavier's College, Patna	July 2013 - till date	2 Years
IGNOU B. Ed. Academic Counselor	IGNOU, SXCE, Patna	July 2011 - till date	4 Years
IGNOU M. Ed. Academic Counselor	IGNOU, SXCE, Patna	July 2011 - till date	1 Year

ii) **Research Experience & Training:**
Publications:

- 1) A Study of the Attitude of Secondary School Students towards Homework – Vision, College Magazine published by St. Xavier's College of Education Digha Ghat Patna– 2011.
- 2) Attitude of Primary School Teachers Towards Their Duties And Responsibilities- Vision, College Magazine published by St. Xavier's College of Education Digha Ghat Patna– 2012.
- 3) ICT Awareness Among Secondary School Teachers of Patna, National Seminar Journal, ISBN 978-93-5087-868-2, 2012.
- 4) An Investigation Into the Attitude of Senior Secondary School Students towards HIV / AIDS Published In International Seminar Proceeding organized by AAE, BHU Varanasi U.P., ISBN : 978-81-909935-6-2, in November 2013.
- 5) Teacher Effectiveness of In-Service and Prospective Teachers In Relation To Their Leadership Skills, Journal of Research in education Vol.1 No.1 Dec 2013,ISSN 2347-5676 published by St. Xavier's College of Education Digha Ghat Patna.
- 6) Relationship Between Academic Achievement And Moral Value of Undergraduate Students, Journal of Research in education Vol.2 No.1 August 2014,ISSN 2347-5676 published by St. Xavier's College of Education Digha Ghat Patna.
- 7) Attitude Of Prospective Teachers Towards Examination Reforms in Higher Education, Journal of Research in education Vol.2 No.2 December 2014,ISSN 2347-5676 published by St. Xavier's College of Education Digha Ghat Patna.

B) Research Project carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
An investigation into dropouts among socially disadvantaged middle school students of Bihar.	UGC	2014-2016	Working as co-investigator

C) Seminar, Conferances, Symposia Workshop etc attended

1. UGC Sponsored National Seminar on "**Teacher Education: A National Challenge organized at St. Xavier's College of Education**", Patna on 23rd and 24th March, 2011.
2. Orientation Program on "**ICT based Research Methodology**" organized by SCERT Patna on 18th August 2011.
3. UGC Sponsored National Seminar on "**Education in the background of social justice**" organized at J. D. Women's College, Patna on 26-27th November, 2011.
4. UGC Sponsored National Seminar on "**Application of ICT for Quality Enhancement in Teacher Education**", organized at St. Xavier's College of Education, Patna on 10th and 11th February, 2012.
5. National Seminar on "**Building Socio-Academic Environment in Schools/Colleges for Excellence**", organized at St. Xavier's College of Education, Patna on 8th and 9th February, 2013.
6. NAAC Sponsored National Workshop on "**Educational Healthy Practices: Opportunity and Strategies**", organized at Patna Women's College, Patna on 20th February 2013.

7. Seminar cum workshop on **"Revamping Teacher Student Learning Interaction for 21st Century"** at St. Xavier's College of Education Digha Ghat Patna from 20th to 22nd May 2013.
8. International Conference on **"Education for Achieving Millennium Development Goals"** organized by AAE, BHU, Varanasi U.P. on 16th -18th November 2013.
9. Training cum Orientation workshop, on **"Development of communication skills, Computer applications and Stress Busting Proficiency"** organized by Institute of Engineers (India) and AKU, Patna on 12th January 2014.
10. National Seminar on **"Quality Enhancement in Higher Education through IQAC"**, organized at St. Xavier's College of Education, Patna on 1st and 2nd February, 2014.
11. Workshop on **"ICT IN EDUCATION"** organized by Department of Education in collaboration with Directorate of Distance Education Magadh University Bodh Gaya February 2014.
12. Seminar cum workshop on **"Issue & Challenges of Higher Education Today"** at St. Xavier's college Patna on 22nd may to 24th may 2014.
13. Workshop on **"OPEN-SOURCE SOFTWARE FOR SOCIAL SCIENCE RESEARCH "** organized by Assam Don Bosco University and Indian Council of Social Science Research North-Eastern Regional centre , Shillong on June 16-20,2014.
14. NAAC sponsored National seminar on **"Quality Enhancement In Higher Education and RUSA"**(Rashtriya Uchchatar Shiksha Abhiyan), at St. Xavier's College of Education, Patna on 12-13,Sept.2014.
15. National workshop on **Innovation in Curriculum, Teaching and Instruction for Teachers of Professional and Technical Institutions** organized by the Centre for Education Beyond Curriculum(CEDBEC),Christ University,Bengaluru on 4-6 March 2015.
16. NAAC sponsored National Seminar on **"TEACHING STRATEGIES TO ENHANCE INNOVATIVE LEARNING PROCESS"**organized by IQAC of Loyola College of Education,Jamshedpur on 27th and 28th march 2015.
17. National Seminar on **Knowledge Society for Sustainable Development** organized by St.Xavier's college, St.Xavier's college of Management &Technology and Xavier Institute of Social Research,Patna on 11-12, April.2015.

iii) **Teaching Experience**

Courses Taught	Name of the University/College/Institution	Duration	Total Experience
High School	D.A.V. Public School, Patna	June1999-June2010	10 Years
U.G. (B.Ed.)	St. Xavier's College of Education, Patna	July 2010 - till date	5 Years
U.G. (B.Com.III) Part Time	St. Xavier's College , Patna	July 2013 - till date	2 Years
IGNOU B. Ed. Academic Counselor	IGNOU, SXCE, Patna	July 2011 - till date	4 Years
IGNOU M. Ed. Academic Counselor	IGNOU, SXCE, Patna	July 2011 - till date	1 Year

- Regularly taking Remedial classes for weaker students in statistics.
- Taking part in college election for promoting democratic ideas.

- Setup a flood relief camp in Purnia During Koshi flood.
- Worked as Co-ordinator of community service done in Maiden Aadarsh Madhya Vidyalaya Danapur Patna. (Our college has adopted that school)

Coordinating National Level Seminars

- 1) UGC Sponsored National Seminar on *Teacher Education: A National Challenge* organized at St. Xavier's College of Education, Patna on 23rd and 24th March, 2011.
- 2) UGC Sponsored National Seminar on *Application of ICT for Quality Enhancement in Teacher Education*, organized at St. Xavier's College of Education, Patna on 10th and 11th February, 2012.
- 3) National Seminar on *Building Socio-Academic Environment in Schools/Colleges for Excellence*, organized at St. Xavier's College of Education, Patna on 8th and 9th February, 2013.
- 4) National Seminar on *Quality Enhancement in Higher Education through IQAC*, organized at St. Xavier's College of Education, Patna on 1st and 2nd February, 2014.
- 5) NAAC sponsored National seminar on "**Quality Enhancement In Higher Education And RUSA**" (Rashtriya Uchchatar Shiksha Abhiyan), 12-13, Sept. 2014.

EDITORIAL BOARD

- 1) Journal of Research in Education, St. Xavier's College of Education Patna.
Vol.2 No.1 August 2014. ISSN 2347-5676.
- 2) Journal of Research in Education, St. Xavier's College of Education Patna.
Vol.2 No.2 December 2014. ISSN 2347-5676.

Susil
01/09/15

Signature of the candidate

Date: 01/09/2015

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information

a) Name: DEEP KUMAR

b) Address (Residential): Fair Field Colony. Ph. No.: 09386953889
House No. 48, Digha.

c) Designation: Assistant Professor

d) Department: Education

e) Date of Birth: 16/06/1974

f) Area of Specialization: Education & Political Science.

A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	U.P. Board	English, Social Science, Hindi, Maths Two, Science Two, Biology	1989	II Div
Higher Secondary or Pre-degree	U.P. Board	Literary Hindi, English, Civics, Sociology, Drawing Design	1993	II Div
Bachelor's Degree (s)	Dr. R.M.L. Awadh University	English Literature, Education	1996	II Div
Master's Degree (s)	(a) Dr. R.M.L. Awadh University	Education	1999	II Div
	(b) Vinayka Mission University	Political Science	2014	I Div
Research Degree (s) B. Ed.	Mazadh University		2004	I Div with Dist.
Other Diploma / Certificates etc.	C.C.A. (NIOG)	Basic Computer Skills, Computer Application	NIOG 2001	I Div

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)	Document Attached	
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
Perception of Elementary Teachers towards MDMS in Bihar	UGC	March 2014 to March 2016	Co-investigator Ongoing Project.

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/Conference/Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
10 Seminars	— Document Attached.	

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other IGNOU B.Ed.	IGNOU B.Ed.	July 2011 - till date

Total Teaching Experience : 15 years in Schools 5 years in B.Ed College

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

a) Design of Curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

① Women Commission of the Archdiocese of Patna a CBCI body since 2011
also member of core group.

② Individual member of All India Association for Christian Higher Education
(AIACHE), New Delhi, India.

(b) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Publications:

- 1) **A Principal of Principles** – Vision, St. Xavier's College of Education, College Magazine – 2009.
- 2) **Higher Education: A Challenge** – Vision, St. Xavier's College of Education, College Magazine – 2011.
- 3) **Value Inculcation in Teacher Education** – Vision, St. Xavier's College of Education, College Magazine – 2012.
- 4) **Attitude towards the Use of Interactive Whiteboard in Classroom Teaching** – New Frontiers in Education (National Journal ISSN : 0972-1231 – Vol.46, No.1, Page no. 53-58, January – March, 2013)
- 5) **An Investigation into Leadership Styles of Secondary School Principals' and their School Climate** – Edusearch (National Journal ISSN : 09761160 – Vol.4, No.1, Page no. 82-87, April, 2013)
- 6) **Development of Bod, Mind and Spirit** – Wingspan, Anand Bhawan Inter College Annual Magazine – 2013.
- 7) **An Investigation on 3 Years of Right to Education Scope for Improvement** – New Frontiers in Education (National Journal ISSN : 0972-1231- Vol.46, No.3, Page no. 52-57, July – September, 2013)
- 8) **Attitude of Students-Teachers towards the use of interactive Whiteboard** – Edusearch (National Journal ISSN : 0976-1160 Vol.4, No. 2, Page no. 75-78 - October, 2013)
- 9) **An Analysis of Mid-Day Meal Scheme in Bihar – An attempt for A Better Tomorrow** – Journal of Knowledge, Multi-disciplinary, Peer Reviewed Journal (National Journal ISSN : 2321-791X – Vol.2, No.3, March-2014)
- 10) **Attitude of prospective Teachers Towards Quality in Teacher Education Institutions** – Journal of Research in Education (National Journal ISSN : 2347-5676 – August 2014)
- 11) **Financial Outlay for RUSA: Transforming Higher Education in India** – Journal of Research in Education (National Journal ISSN : 2347-5676 – December 2014)

Articles Published in Newspapers:

1. मानवता के लिए बलिदान – Prabhat Khabar, Friday, 22nd April, 2011.
2. नारी सशक्तीकरण की दिशा में चर्च की भूमिका सराहनीय – Prabhat Khabar, Saturday, 18th June, 2011.
3. उपेक्षित विकलांग बच्चों के लिए आशा की किरण है आशा दीप – Prabhat Khabar, Saturday, 10th September, 2011.
4. शिक्षा वही जो व्यक्ति को वही जो व्यक्ति को समाजकल्याण की प्रेरणा दे – Prabhat Khabar, Saturday, 24th September, 2011.
5. नारी सशक्तीकरण की दिशा में आगे बढ़ रहा पटना महाधामप्रान्त – Prabhat Khabar, Saturday, 10th December, 2011.
6. Christmas God is with us – I Next, Saturday, 25th December, 2011.
7. विश्वास वर्ष – Prabhat Khabar, Saturday, 14th January, 2012.
8. महिला सशक्तीकरण से ही आयेगी समाज में नयी शांति – Prabhat Khabar, Saturday, 18th February, 2012.
9. तप त्याग व तपस्या के ४० दिन – Prabhat Khabar, Saturday, 25th February, 2012.
10. पुनुरुथान और जीवन मैं हूँ – Prabhat Khabar, Saturday, 7th April, 2012.
11. खुश रहने के लिए जरूरी है खुद पर यकीन – Prabhat Khabar, Wednesday, 11th July, 2012.

12. चर्च के लिए अहम है दलित आदिवासियों का उत्थान – Prabhat Khabar, Saturday, 14th July, 2012.
13. जार्ज मारियो बोरग्लियो नये संत पापा फ्रांसिस – Prabhat Khabar, Saturday, 23rd March, 2013.
14. मई महीना – मरियम की गोद में – Prabhat Khabar, Saturday, 11th May, 2013.

Seminars / Workshop conducted

1. 12 days' Workshop conducted for the IGNOU, B.Ed. trainees of B.Ed. Department at St. Xavier's College of Education, Patna in May, 2012.
2. 12 days' Workshop conducted for the IGNOU, B.Ed. trainees of B.Ed. Department at St. Xavier's College of Education, Patna from 27th May to 8th June, 2013.
3. In-Service Seminar for Teachers of Rose Bud School, Patna on 31st March, 2014.
4. 12 days' Workshop conducted for the IGNOU, B.Ed. trainees of B.Ed. Department at St. Xavier's College of Education, Patna from 26th May to 6th June, 2014.
5. Seminar for In-Service Teachers of Anand Bhawan Inter College, Barabanki, Uttar Pradesh, on 23rd–25th June, 2014.

Seminars Attended:

1. UGC Sponsored National Seminar on Teacher Education: A National Challenge organized at St. Xavier's College of Education, Patna on 23rd and 24th March, 2011.
2. UGC Sponsored National Seminar on Teacher Education: A National Challenge organized at J. D. Womens College, Patna on 30th and 31st January, 2012.
3. UGC Sponsored National Seminar on Application of ICT for Quality Enhancement in Teacher Education, organized at St. Xavier's College of Education, Patna on 10th and 11th February, 2012.
4. UGC Sponsored National Conference on Educational Technology in Teaching and Learning : Prospects and challenges, organized at Patna Women's College, Patna on 3rd March, 2012.
5. National Seminar on Building Socio-Academic Environment in Schools/Colleges for Excellence, organized at St. Xavier's College of Education, Patna on 8th and 9th February, 2013.
6. National Seminar on Quality Enhancement in Higher Education through IQAC at St. Xavier's College of Education, Patna on 1st and 2nd February, 2014.
7. National Seminar on Impact of Technology on Society: Issues and Challenges organized by St. Xavier's College, St. Xavier's College of Management & Technology, Xavier Institute of Social Research, Patna on 12th and 13th April, 2014.
8. NAAC Sponsored National Seminar on Quality Enhancement in Higher Education and RUSA (Rashtriya Uchchatar Shiksha Abhiyan) organized at St. Xavier's College of Education, Patna on 12th and 13th September, 2014.
9. NAAC Sponsored National Seminar on Teaching Strategies to Enhance Innovative Learning Process organized at Loyola College of Education, Jamshedpur on 27th and 28th March, 2015.
10. National Seminar on Knowledge Society for Sustainable Development organized by St. Xavier's College, St. Xavier's College of Management & Technology, Xavier Institute of Social Research, Patna on 11th and 12th April, 2015.

Workshop Attended:

1. Two Days Workshop for Young Lecturers of Christian Colleges in India Towards Developing Foundational Leadership, organized by AIACHE, held at Spicer Memorial College, Pune, on 17th and 18th July, 2012.
2. Workshop for Teachers on Effective Classroom Techniques, organized at Loyola High School, Patna on 6th October, 2012.
3. Two days Orientation Programme for the Academic Counsellors of IGNOU, organized by IGNOU Regional Center Patna on 22nd and 23rd November, 2012.
4. Seminar on Bihar: A Way Forward: Rising Population Organized by Prabhat Khabar Daily News Paper, at AN Sinha Institute, Patna on 15th January, 2013.
5. Seminar on Bihar: A Way Forward : Education, Organized by Prabhat Khabar Daily News Paper, at A.N. Sinha Institute, Patna on 17th April, 2013.
6. Three days Seminar cum Workshop on Revamping Teacher Student Learning Interaction for 21st Century jointly organized by St. Xavier's College and St. Xavier's College of Management & Technology and St. Xavier's College of Education, Patna on 20th – 22nd May, 2013.
7. Two Days Workshop for College Faculty of Christian Colleges in India on Faculty Development Programme (FDP), organized by AIACHE, held at AIACHE, New Delhi, on 10th and 12th October, 2013.
8. Training cum Orientation Workshop on Development of Communication Skills, Computer Applications and Stress Busting Proficiency jointly organized by Aryabhata Knowledge University and Institution of Engineers at Aryabhata Knowledge University on 12th January, 2014.
9. Seven days Workshop on Open – Source Software for Social Science Research organized jointly by Assam Don Bosco University and the Indian Council of Social Science Research, held at Assam Don Bosco University, on 16th – 20th June, 2014.
10. Three days Seminar cum Workshop on Issues & Challenges of Higher Education Today jointly organized by St. Xavier's College and St. Xavier's College of Management & Technology and St. Xavier's College of Education, Patna on 22nd – 24th May, 2014.

Co – curricular Activities:

1. Community Service at Asha Deep Rehabilitation Center of Physically Handicap, Patna
2. Social Awareness Programme of Evening School Children at Digha, Patna
3. Actively involved as moderator in Co –curricular activities of the college



PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information

- a) Name : VIJAY SHREE
- b) Address (Residential): DHANUAT, Ph. No.: 9334202987
 RUPASPUA, PATNA- 801506
- c) Designation : ASSISTANT PROFESSOR
- d) Department : EDUCATION
- e) Date of Birth : 25.10.1983
- f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	BIHAR SCHOOL EXAMINATION BOARD, PATNA	ENGLISH, HINDI, SANSKRIT, MATH, SCIENCE, SOCIAL SCIENCE, DANCE	1998	1 st (69.71%)
Higher Secondary or Pre-degree <u>1st Sc</u>	BIHAR INTERMEDIATE EDUCATION COUNCIL	RBH (HINDI), ENGLISH, PHYSICS, CHEM, BIO, MAT	2000	1 st (66.78%)
Bachelor's Degree (s) <u>BSc</u>	PATNA UNIVERSITY	ZOOLOGY (HONS), CHEMISTRY, BOTANY, LANGU- AGE (HINDI) . EDUCATION	2003	1 st (63.25%)
<u>B.Ed.</u>	<u>P.U.</u>		2009	1 st (76%)
Master's Degree (s) <u>MSc</u>	PATNA UNIVERSITY	ZOOLOGY	2006	1 st (62%)
<u>MEd.</u>	MAGADH UNIVERSITY	EDUCATION	2010	1 st (78.29%)
Research Degree (s) <u>NET</u>	UGC	EDUCATION	2013	QUALIFIED
<u>Ph.D COURSE EXAM</u>	ARYABHATTA KNOWLEDGE (AKU)	EDUCATION	2015	QUALIFIED
Other Diploma / Certificates etc. <u>P.G. DIPLOMA IN HINDI JOURNALISM & MASS COMMUNICATION</u>	PATNA UNIVERSITY	HINDI JOURNALISM MASS COMMUNI- CATION	2007	1 st (64.70%)

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/Conference/Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
1) APPLICATION OF ICT	U.C.C SPONSORED NATIONAL SEM	10 th & 11 th Feb 2012, PATNA (SXCE)
2) ET in TEACHING & LEARNING	" " CONFERENCE	3 rd March 2012, PWC (PATNA)
3) TEACHER ETHICS	" " NATIONAL SEMINAR	9 th & 24 th Sept-2012, W.T.C (PATNA)
4) BUILDING SOCIO-ACAD.	LOCAL BODY " "	8 th & 9 th Feb 2013, SXCE (PATNA)
5) IQAC	" "	1 st & 2 nd Feb 2014, SXCE (PATNA)
6) Training cum Orientation Workshop	AKU	12 Jan 2014, AKU (PATNA)

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	MIRZA GALIB TEACHERS' TRAINING COLLEGE (M.U.) ST. XAVIER'S COLLEGE OF EDUCATION (AKU)	2 YEARS 3 YEARS
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other D.Ed.	MIRZA GALIB TEACHERS' TRAINING COLLEGE	2 YEARS

Total Teaching Experience : 5 YEARS

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

a) Design of Curriculum

B.Ed. Curriculum (HINDI METHOD)

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

APPLIED YOGA DIPLOMA &
ADVANCE DIPLOMA COURSE

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ASHA DEEP PROG.

- ii) National Literacy Mission EACH ONE TEACH ONE
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

- (b) Editorship of Journals

F. Any other information

Vijay Shree

(Signature of the Teacher)

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

- a) Name: Ninisha Sinastava
- b) Address (Residential): 95, Patliputra Colony Ph. No.: 9693377055
- c) Designation: Assistant Professor
- d) Department: Education
- e) Date of Birth: 06-03-1980
- f) Area of Specialization: Guidance & Counselling

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	U. P. Board	Hindi, English, H.sci, S.sci, SciencI, Civics	1993	I
Higher Secondary or Pre-degree	U.P Board	Lit.Hin, Eng, In.His., H.sci, Economics	1995	II
Bachelor's Degree (s) (B.A.) (B.Ed.)	University of Gorakhpur, Gorakhpur. Uni. of Lucknow, Lko.	English, Economics, Education, All Comp. Subj.	1998 2001	II I in Prac.Ten. II in Theory
Master's Degree (s)	Univer. of Lucknow, Lko.	Education	2000	I
Research Degree (s)	University of Lucknow, Lucknow. (Submitted)	Edu.		
Other Diploma / Certificates etc. (MPhil)	Uni. of Lucknow, Lko.	Education	2007	I
Master Degree	Nalanda Uni, Patna.	Sociology	2015	pursuing

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		University of Lucknow, Lko.
Ph.D. (Submitted)	प्रारंभिक स्तर पर राष्ट्रीय बालिका शिक्षा आयोग का एक विशेषांकन अध्ययन	Uni of Lucknow, Lko.
Post-Doctoral		
Publications (give a list separately)	Attached	
Research Guidance (give names of students guided successfully)	Attached	
Training (please specify)	Attached	

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
	U.G.C.	Applied	

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
	Attached	

iii) Teaching Experience

Courses Taught	Name of the University/ College/ Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	1. Baij Nath Shiv Kala Mahavidy. Banabanki U.P. 2. B. Ed. faculty of C. C. of M. S. B. L. K. O. 3. " " St. Xavier Coll. of Ed.	1 year 4 years 2 years.
v) P.G. (M.A./ M.Sc., etc.)	St. Xavier College of Ed.	2 years
vi) M.Phil	-	-
vii) Any other ✓ (Higher Secondary)	Lucknow Modern Public Intercoll., LKO.	5 years.

Total Teaching Experience : _____

a) Under-graduate (Pass) : 7 years

b) Under-graduate (Hons): _____

c) Post-graduate : 2 years

viii) Innovations/Contributions in Teaching

a) Design of Curriculum ✓

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic) ✓

g) Any Other prepared question bank Setting of question paper
member of Sexual Harassment Cell,
Women's Cell

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

Each One Teach One ✓

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity ✓

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

TB Seals

Human Right Seminar

b) Co-curricular Activities

Incharge of

women's Day
Community Service

c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities) ✓

d) Students Welfare and Discipline ✓

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

Minisha Srivastava

(Signature of the Teacher)

Paper Presented in SEMINARS & WORKSHOPS :

1. Presented a paper entitled "Administrative Interventions in Primary Education" in National seminar on March 14-15, 2008, organized under the auspices of UGC's SAP in the Deptt of Education, University of Lucknow.
2. Presented paper in International seminar cum annual conference of AIAER on "Quality Concern in Education", organized under the auspices of UGC's SAP in the Deptt of Education, University of Lucknow on 22-24th Dec, 2009. The title of the paper was "Pedagogical Improvement in Elementary Education".
3. Presented paper in National seminar entitled "Relevance and Significance of Action Research in Present Teacher learning program organized by Shri P.L.Memorial P.G.College, Barabanki, on 27th March, 2011.
4. Presented Paper in Multi Disciplinary International Seminar entitled "Utility of Teaching – Learning Material in Upper primary level" at Institute of Management Excellence and Innovations, Lucknow on 24-25th February, 2013.
5. Presented paper in National Seminar on RUSA "Will it fulfill our Nation's Dream ?", held at St. Xavier's College of Education, Patna on 12-13th September, 2014.
6. Presented paper in National Seminar on "The Current Scenario of Higher Education in India", organized by IQAC of St. Xavier's College of Education, Patna on 1st & 2nd February, 2014.
7. Presented paper in NAAC sponsored seminar entitled "Digital Classroom – Reshaping Education" at IQAC of Loyola College of Education, Jamshedpur on 27th & 28th March, 2015.

Attended/ Participated in Seminar

1. Attended the faculty development programme on " Learner Centered Pedagogical Approach : ANeed of Dyanamic Education System" held at Lal Bahadur Shastri Institute of Management & Development Studies, Lucknow on 17th January , 2009.
2. Participated in Seminar cum Workshop on Issues &Challenges of Higher Education Today, from 22nd to 24th at St. Xavier,s College of Management &Technology, Digha Ghat , Patna.
3. Participated in the Seminar cum Workshop on Transformational Teaching organized by St. Xavier's College & St. Xavier's College of Management & Technology , Patna &Conducted by Prof. Jeyakar Chellaraj from 14th May to 16th May , 2015.

Participated in Training &Workshop

1. Completed training under the Intel Teach Essential Course conducted by Mr. Dharmesh Acharya from 18th May to 23rd May,2009,at Iram Degree College, Lucknow.

1. Participated in Workshop on topic “Information & Communication Technology (ICT) Enabled Education on 20th February 2011, at Amardeep (P.G.) College, Firogabad.

Acted As A Chair-Person

Acted as a chair-person in a National Seminar on Quality Enhancement in Higher Education and RUSA (Rashtriya Uchchatar Shiksha Abhiyan), at St. Xavier's College of Education, Patna on 12th & 13th September, 2014.

Presented article on the topic “The Yogic view of personality” in College Souvenir (Jubilee Year – 1988-2013, page no.65)

Published Papers

1. **Higher Education System in India: Problems and Prospects.** Published in *Shashvat kala-Sanskrit Shodh Patrika*. July-September 2014. ISSN: 2348-1951.
2. **Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and Challenges For its Pre-requisites.** Published in *Shikshak Antardrishti (Refereed Journal of Education Research)* Sep-Oct 2014, Duai masik Shodh Patrika. ISSN: 2321-4996.
3. **RUSA: Will it Fulfill Our Nation's Dream?** Published in *Journal of Research in Education*. St., Xavier's College of Education. Vol.2 (2) Dec.2014. ISSN 2347-5676.
4. **Jansankhya Shiksha ke prati asnatak chhaatra chaatraon ki abhivriti ka adhyayan.** Published in *Journal of multi-disciplinary research, SHARE*, Vol.2 (1), June 2011. ISSN : 2229-5003.

Minisha Sivasankar
8.9.18

Research Guidance

S.No.	Name of the Student(M.Ed)	year	University
1.	Binod Kumar Singh	2014-15	Aryabhatta Knowledge Univ.
2.	Munira Jabeen	2014-15	Aryabhatta Knowledge Univ.
3.	Neha Naresh	2014-15	Aryabhatta Knowledge Univ.
4.	Pratima Kumari	2014-15	Aryabhatta Knowledge Univ.
5.	Ursula Hansdak	2014-15	Aryabhatta Knowledge Univ.
6.	Anil Bhengra	2013-14	Aryabhatta Knowledge Univ.
7.	Lalita Tirkey	2013-14	Aryabhatta Knowledge Univ.
8.	Manisah Agrawal	2013-14	Aryabhatta Knowledge Univ.
9.	Raunak Tara	2013-14	Aryabhatta Knowledge Univ.
10.	Subhalaxmi Sarangi	2013-14	Aryabhatta Knowledge Univ.
11.	Sushma Jyoti	2013-14	Aryabhatta Knowledge Univ.
12.	Vijay Kumar	2013-14	Aryabhatta Knowledge Univ.

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

- a) Name : Dr. Vikramjit Singh
- b) Address (Residential) : Ph. No. (Mob. No): +91-9438574139
 House No-22, OLD SBI COLONY,
 DIGHA, PATNA-800011,Bihar
- c) Designation : Assistant Professor
- d) Department : Education
- e) Date of Birth : 24.11.1981
- f) Area of Specialization : Mathematics and Science Education, ICT in Education , Research Methodology

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	CBSE	Eng, Hin, Maths, Sci. Soc. Stud.	1998	1 st
Higher Secondary or Pre-degree	CBSE	Eng, Hin, Phy, Chem, Maths, Bio(Opt.)	2000	1 st
Bachelor's Degree (s) B.Sc. B.Ed.(Intgrtd)	RIE(NCERT), Bhubaneswar Utkal University	Phy, Chem, Maths, Edu.	2004	1 st
Master's Degree (s) M.Sc.(Mathematics)	Utkal University	Mathematics	2006	1 st
Master's Degree (s) M.Ed.	RIE(NCERT), Bhubaneswar Utkal University	Education	2008	1 st
Research Degree (s) MPhil.	Ravenshaw University	Education	2009	1 st
UGC-NET-JRF	UGC	Education	2009	NET and JRF Both Qualified

Research Degree (s) PhD	RIE(NCERT), Bhubaneswar Utkal University	Education	2013	-----
Other PGDDE	IGNOU	Distance Education	2010	Grades
Other BCA	IGNOU	Computer	2006	Grades
Other MBA (Edn. Mgmt.)	Algappa University	Education Management	2011	II nd

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil. or equivalent	Attitude of Secondary school teachers towards Peace Education	Ravenshaw University, Cuttack, Odisha
Ph.D.	Effect of Peace Education Strategies on Development of Conflict Resolution Skills among Adolescent Students	RIE(NCERT),Bhubaneswar Utkal University, Bhubaneswar, Odisha
Post-Doctoral		

Publications

1. PRANGNYA: Journal of Social Science.[ISSN 2229-4864]. Vikramjit Singh "**Peace Education: The past and the present**". Vol-1(1), pp 11-14, Sept. 2010.
2. Proceedings National Seminar on Quality Elementary Education and Constructivism organised by RIE (NCERT), Bhubaneswar (17th to 19th March, 2010). B.N.Panda, Vikramjit Singh, & T.K.Basantia "**COLLABORATIVE LEARNING: AN APPROACH IN CONSTRUCTIVISM**" pp 23-29. (2010)
3. Journal of Educational Chronicle: An international journal of education [ISSN 2229-6220]. Vikramjit Singh. "**Effectiveness of collaborative learning on mathematics anxiety and interest of secondary learners**". Vol-1(1),pp 57-64, Dec-2010
4. Journal of Indian Education [ISSN 0972-5628]. Dr. R.K. Parashar, Vikramjit Singh. "**Strategies of classroom transaction of science and mathematics at upper primary level in the light of NCF-2005**" accepted for publication. Vol.XXXVII(1),pp 54-63, May 2011.
5. Journal of Teacher Education and Research [ISSN 0974-8210]. Vikramjit Singh, Dr. R.K. Parashar and Dr. O.N. Singh. "**Transactional methods of Higher secondary mathematics and chemistry in the purview of NCF-2005**". Vol-6(2), pp 103-112,Dec-2011.
6. International Journal of Educational Planning & Administration (IJEPA)[ISSN 2249-3093]. Dr. R.K. Parashar, Vikramjit Singh "**Transactional Strategies of Secondary School Science: in Purview of National Curriculum FrameWork (India)-2005**". Volume 2, Number 2 (2012), pp. 81-89.
7. Quality Teacher Education in India [ISBN 978-93-81212-10-3]. Edited by Prof R.P. Shukla, Dr Anjali Vajpayee, Dr. Reshmi Choudhary and Dr. R. S. Mishra. Vikramjit Singh, Dr. B N Panda "**Professional roles of a university teacher: the evolving changes for quality in higher education**". Bharti Publications, New Delhi, pp 279-289.(2012)

8. Readings in Teacher Education. Edited compendium by Prof Premilata Sharma and Prof. C.G. Venkateshu Murthy, RIE (NCERT), Mysore. Dr. B.N. Panda and Vikramjit Singh **"Perspectives on Education Role and Values of Pre-Service Women Teachers in the 21st century"**.pp 391-398. (2012)
9. EDUCATING ALL FOR PEACE. [ISBN 1-4438-4805-0] . **"Youth violence and the demand of peace education"** .Cambridge Scholars Publishing United Kingdom. pp. 133-142. Jul 2013
10. STT College Publication [ISBN-978-810927386-0-4]. Dr. Vikramjit Singh : **"Attitude towards Peace and Conflict Resolution Skills of Secondary School Adolescents: A Correlational Study"**. pp. 371-386.2013.July 2013
11. **Modern trends in methods of teaching Mathematics**. Course Module of DDCE, Utkal University, Vani-Vihar, Bhubaneswar. Dr. Vikramjit Singh.,Dec,2013
12. Elementary Education[ISBN 978-93-313-1914-2]. Vikramjit Singh. **" The Changing Indian Value System and the Needs and Concerns of Peace Education at Elementary Level"** pp. 139-148.(2013)
13. **Modules on Google Earth and R Campus** (Open Education Resources) for RIE (NCERT).pp. 57-85, 132-140, Bhubaneswar, Dr. Vikramjit Singh.,Dec 2013
14. Journal of Research in Education. [ISSN 2347-5676]: Mr. R.N. Roy Majumdar & Dr. V. Singh.**Awareness of teachers on the policy plan of Rastriya Uchchatar Shiksha Abhiyan(RUSA) An Online Survey** . pp 13-23.Dec 2014.2(2)

Research Guidance (give names of students guided successfully)		
<i>Name of the student</i>	<i>Course</i>	<i>Session</i>
Baby Kumari	M.Ed.	2014-15
Kanchan Kumari	M.Ed.	2014-15
Manjery	M.Ed.	2014-15
Mukesh Vijay	M.Ed.	2014-15
Pratima Kumari	M.Ed.	2014-15
Shweta Tiwari	M.Ed.	2014-15
<i>Training (please specify)</i>	<i>Institution</i>	<i>Time and Venue</i>
Workshop of B.Ed. Trainees	B.Ed. IGNOU	June 2015,SXCE,Patna
Workshop of DAV Secondary Mathematics Teachers	DAV, M.P. & C.G. Zone	June 8-10,DAV Panna,MP
Workshop of M.Ed. Trainees	M.Ed. IGNOU	June 2015,SXCE,Patna

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
INVESTIGATING THE STATUS AND SUCCESS OF ICT@SCHOOLS PROJECT FOR QUALITY SCHOOL EDUCATION IN SELECTED DISTRICTS OF BIHAR(Applied)	UGC(Applied)	02 Years	Applied

C) Seminars, Conferences, Symposia Workshops etc. attended:

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
National Seminar on Quality Elementary Education and Constructivism	RIE (NCERT), Bhubaneswar, Odisha	RIE (NCERT), Bhubaneswar, Odisha, 17 th to 19 th March, 2010
National Convention on Indigenous Knowledge and National Development	Punarvana Society, Shantiniketan, WB	Punarvana Society, Shantiniketan, WB, 12 th Sept, 2010
National Seminar on Research Methods in Social Sciences	OIER, Orissa	RIE (NCERT), Bhubaneswar, Odisha 24 th to 26 th Oct, 2010
Workshop on Tool Development For the Project entitled "Education Of the child of Tea Garden Workers Of Assam"	Department Of Education, Assam University	DE, Assam University 12 th to 13 th February 2010
Regional Seminar on Quality Issues In Open and Distance Education	IGNOU Regional Centre, Bhubaneswar, Odisha	IGNOU ,RC Bhubaneswar, Odisha 07 th to 08 th November 2010
National Workshop on Standardisation Of Research Tools and Development Of Project For Funding	IPS, Gwalior	IPS, Gwalior, MP 27 th to 29 th November 2010
National seminar on Policies Adopted And Practices by the Boards of Secondary Education on Various Issues: Affiliation, Admission, Recruitment, Curriculum and Examination	DE, Gour Banga University, Malda, WB	DE, Gour Banga University, Malda, WB , 09 th to 10 th December 2010
Workshop on Status of Continuous and Comprehensive Evaluation at Elementary Stage	RIE (NCERT), Bhubaneswar, Odisha	RIE (NCERT), Bhubaneswar, Odisha , 21 st to 23 rd June-2011
Eastern Regional Conference on Mathematics Education-NIME 2011-12	HBCSE, Dept. of Mathematics, Patna University	Dept of Mathematics, Patna University, 17 th to 18 th December 2011

The Indian Science Congress (99 th Annual Conference)	ISC, KIIT University	KIIT University, Bhubaneswar, 3 rd to 7 th January, 2012
National Conference on Factors affecting Teaching & research and strategy to Improve quality in higher education	Banaras Hindu University	Banaras Hindu University, 28 th to 29 th Feb 2012
National seminar on Preparation And Professional Development of Teacher Educators	RIE(NCERT), Mysore	RIE(NCERT), Mysore, 23 rd to 25 th August 2012
Workshop to develop and review 'Training Package on Open Educational Resources for Teacher Educators	RIE(NCERT), Bhubaneswar, Odisha	RIE(NCERT), Bhubaneswar, Odisha 08 th to 12 th October 2012
Workshop to finalize the training Package on Continuous and Comprehensive Evaluation at Elementary Stage	RIE(NCERT), Bhubaneswar, Odisha	RIE(NCERT), Bhubaneswar, Odisha 13 th to 17 th October 2012
National Seminar on Peace Education	UGC, STTT, Purulia, WB	STTT, Purulia, WB 12 th and 13 th April 2013
National Seminar on TKPSD	CSIR-IMMT Bhubaneswar Odisha	CSIR-IMMT Bhubaneswar Odisha, 15 th April 2013
NAAC Sponsored National Seminar on Quality Enhancement in Higher Education And RUSA(Rastriya Uchchatar Shiksha Abhiyan)	NAAC & St. Xavier's College of Education, Digha Ghat Patna--- 800011	SXCE, Patna 12 th -13 th Sept---2014
National Conference on Quality Assurance in Education	AIAER, Dept. of Education, Ravenshaw University, Cuttack, Odisha	Dept. of Education, Ravenshaw University, Cuttack, Odisha, 26-28 Dec. 2014
Orientation Workshop on NCTE Teacher Education Regulations 2014,	ERC, NCTE, Bhubaneswar, Odisha	RIE (NCERT), Bhubaneswar, Odisha 21 st ---22 nd Feb 2015
Meeting for discussion on preparation of syllabus for B.Ed. course as per NCTE Regulation, 2014	Arybhata Knowledge University, Patna	Arybhata Knowledge University, Patna 28 th Feb 2015
NAAC Sponsored National Seminar on Teaching Strategies to enhance innovative learning process	NAAC & Loyola College of Education, Jamshedpur	Loyola College of Education, Jamshedpur 27 th -28 th March 2015
National Seminar on Knowledge Society for sustainable development	SXC, SXCMT and XISR, Patna	St. Xavier's College, Patna. 11 th -12 th April 2015
Workshop on Transformational Teaching	SXC and SXCMT, Patna	St. Xavier's College, Patna. 14 th -16 th May 2015

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	i. St. Xavier's College of Education ii. RIE(NCERT), Bhubaneswar iii. Balurghat B.Ed. College, WB	Since July 2014 4 Years 1 Year
v) P.G. (M.A./ M.Sc., etc.)	i. St. Xavier's College of Education ii. RIE(NCERT), Bhubaneswar iii. Ravenshaw University, Cuttack	Since July 2014 2 Years 4 Months
vi) M.Phil	i. Ravenshaw University, Cuttack	4 Months
vii) Any other: Teaching in Ph.D. Course Work	Dept. of Education AKU, Patna	Session 2014-15

Total Teaching Experience : Six (06)Years+

a) Under-graduate : Six (06)Years+

b) Post-graduate : Three (03)Years+

viii) Innovations/Contributions in Teaching

- Design of Curriculum : Yes member of M.Ed. and B.Ed. Curriculum design committee.
- Teaching methods: Use of ICT, Web 2.0 tools like wiki and blogs in teaching .
Supervising the Action research initiatives of the student teachers.
- Laboratory experiments: Maintaining the chemistry laboratory as well as guiding students learning with proper laboratory skills.
- Evaluation methods :

- Examiner in college internal and external examination as well as involved in selection procedure of the students during their admission.
 - University Expert in selection of staff for B.Ed. college
- e) Preparation of resource material
Including books, reading materials, Laboratory manuals etc. :
- Writing of learning modules for distance education learners of DDCE, Utkal University, Bhubaneswar
 - Writing Module for Certificate course in digital learning
- f) Remedial Teaching / Student Counseling (academic): Providing remedial teaching and guidance to the needy students.
- g) Any Other: Resource person for the preparatory course of CTET , UGC-NET and Certificate course in digital learning
- ix) Extension Work/Community Service**
- a) Please give a short account of your contribution to:
- i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.
Village Awareness programs
- Coordinated awareness campaigns for the underprivileged and rural population,
 - Resource support in Each one Teach one
 - Assisted in the Blood donation Camp in the institution
- ii) National Literacy Mission: NO
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity: NO

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution

Nature of Program	Capacity of Resource Support	Dates
Inspection for fresh affiliation from AKU, Patna to Bhagwati Singh Memorial B.Ed. Mahavidyalaya, Jigna, Gai, Kaimur, Bhabhua, Bihar	Member of Inspection Team	17 th January 2015
Discussion on preparation of Syllabus for B.Ed. course as per NCTE, Regulations, 2014	Member	28 th February 2015
Inspection for issue of NOC for starting B.Ed. at Indrakali Ramjee Singh B.Ed. College, Koiladewa, Gopalganj, Bihar	Member of Inspection Team	22 nd May 2015
Inspection for issue of NOC for starting B.Ed. at Chankya Teachers Training College, Koilwar, Bhojpur, Bihar	Member of Inspection Team	27 th May 2015
Inspection for issue of NOC for starting B.Ed. at S.N.B. College of Education, Amhara, Bihita Bihar	Member of Inspection Team	27 th May 2015
Staff Selection of KGI School of Education, Heera Panna Charitable Trust, Patna	Aryabhatta Knowledge University, Patna Representative for staff Selection	13 th July 2015

b) Co-curricular Activities

Coordinated sports and literary activities

c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities)

Coordinated cultural activities

d) Students Welfare and Discipline

NO

e) Membership/Participation in Bodies/Committees on Education and National Development

NO

f) Professional Organization of Teachers. NO

E. (a) **Membership of Professional Bodies, Societies etc.**

NO

(b) Editorship of Journals

NO

F. Any other information


(Signature of the Teacher)

BEST PRACTICES OF THE COLLEGE

INTEGRAL PEDAGOGY PARADIGM

The Context

The present day educational scenario has its obvious limitations with regard to the content as well as proves in its approach. This mainly due to the so called preference for 'academic excellence' which insists on a heavy curriculum aiming at the intellectual grasp depending on memorization or recall of the content. Added to this is the trend for economic advancement reducing education to pragmatic aspects such as job training etc.

This is very much evident from the fact that preference is being given by students to physical and biological sciences and business and engineering. The danger lies in the fact that as a result of this unfortunate trend, although our students advance intellectually and technically, they remain emotionally undeveloped and morally immature.

So far as the process is concerned we have experienced the fact that it is nothing but teacher-centred, having left very little for the student who remains as a passive recipient.

It is in this context that the Society of Jesus, with its vast experience of educational service in various parts of the world for the last five centuries, proposes an alternative model of education with regard to content and process. The content goes beyond mere academic excellence but human excellence comprising competence, conscience and compassionate commitment. This calls for the all round growth of the students.

The objective of IPP is integral development calling for a process towards radical transformation not only of the way in which people habitually think and act but the very way in which they live in the world. This means a constant interplay of one's experience, and reflection resulting in meaningful and fruitful action.

The Pedagogical Paradigm comprises five steps:

1. CONTEXT

Our human experience never occurs in a vacuum. Hence it is very much necessary that we get to know as much as we can about the context within which teaching and learning take place. This means that teachers get full information about their students including their family background, social life, friends, politics, social pressures, media, and so on.

By this knowledge the teachers will be in a position to guide the students to come to grips with their actual experiences and make them reflect on them and make use of them in actions.

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2. EXPERIENCE

Experience is a very comprehensive term for a process which can be direct or vicarious. Thus direct experience takes place in conversations, discussions, laboratory works, field trips, project works etc. The vicarious experience occurs through reading or listening to a lecture and so on. In all this we use our imagination and feelings as well as the mind. In this process both the cognitive and effective dimensions are involved. Hence we see that our entire human experience, namely intellect, imagination, feeling and will are at work.

3. REFLECTION

Experience by itself has no significance in our life unless it is fully integrated into our day to day life. This calls for a thoughtful consideration of the matter experienced in order to capture the essential value it contains. The teacher has a very important role at this stage especially to formulate questions that will broaden the students' awareness and impel them to consider the viewpoints of others. Sharing reflection among teacher and students will reinforce, challenge, encourage and ultimately give greater assurance for the students to an action or actions to be taken.

4. ACTION

"Action" here refers to interiorized choices by which in the light of meanings perceived and judged, the student decides that a truth is to be his or her personal point of reference, attitude or predisposition which will affect any number of decisions. These interiorized choices may lead to external manifestations and consequently to act in consonance with his or her convictions.

5. EVALUATION

The purpose of Evaluation is to provide an effective feedback that will make the teacher explore alternative methods of teaching and offer encouragement and advice for improvement. This evaluation work can be periodic and take the form of "mentoring", review of student journals, student self evaluation in the light of personal growth profiles.

OBSTACLES

1. As has been mentioned in the beginning IPP is a difficult idea to sell when educational institutions are going in for 'fragmented' approach through narrow specializations ignoring the important concern for the human person.
2. Another obstacle is the confusion and conflict of values among students and teachers. It is a challenge for us to instill in the students of today true values.
3. Many countries strictly prescribe the course for all levels thus impeding curriculum development according to formational priorities envisaged in IPP. .

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St. Xavier's College of Education
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STRATEGIES

We view these obstacles as challenges and go ahead with the assurance that the goodness of foreseen will one day be realized. The insights gained from contemporary educational psychology have been very encouraging. A wide range of course materials for implementing the IPP is being used as models to facilitate the process. Staff development programmes involving in-service training in IPP have been beneficial.

IMPACT OF IPP

IPP had its humble beginnings from the spiritual experiences of St. Ignatius, the founder of the Society of Jesus. In 1593 the 'Ratio Studiorum' was published which gave the general procedure of IPP. It was widely used all over the world in the educational institutions of the Society of Jesus. As time passed the impact of this approach was felt in other institutions as the

right trend especially in the light of the reasons we have mentioned in the beginning of this paper. In order not to prejudice people the name "Ignatian Pedagogical Paradigm" was changed to "Integral Pedagogical Paradigm" while everything else was kept essentially the same.

IPP now is a worldwide approach for the growth of the total human person in its entire vicissitudes.

We have also noticed a great change in the teacher-trainees of our college after the introduction of IPP as part of our training programmes as evidenced by the alumni and the heads of the institutions they are serving.

RESOURCES

- "Ratio Studiorum" 1593, Society of Jesus, Rome
- International Commission on the Apostolate of Jesuit Education (ICAJE) 1993
- "Ignatian Pedagogy: A Practical Approach" Villa Cavallati, 1993
- "The Characteristics of Jesuit Education" 1986
- "Influence of Ignatian Pedagogical Paradigm" McAvoy et al
- "History and Evolution of Using the IPP" Maureen Mc Avoy
- "Overview of Ignatian Pedagogy" Darina Sargeant, Ph.D. Asst. Prog.
- IPP: Marianne F. Gallagher, Peter A. Musso

Contact person for further details: Prof. Thomas Perumalil, S.J.

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Thomas Perumalil
Principal,
St. Xavier's College of Education,
DIGHA GHAT, PATNA.

STAFF PROFILE : SESSION 2014-2015
NAME OF THE COLLEGE : ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

S/N	Name	Designation (Present Post)	Subject	Date of Birth	Sex	Qualification	Research experience	Date of appointment in the present position	No. of years of Services in this institution	Total No. of Years of service	Pay Scale with basic & total emoluments
01	Prof. (Fr.) Thomas Perumallil, S.J. (Thomas Varghese)	Principal	Education	01.12.1952	Male	M.A., M.Ed., Ph.D.	6	16.06.2008	16	28	65,000/- Honarium Per month
02	Prof. Priestl Sinha	Professor	Education	24.01.1952	Female	M.A., M.Ed., Ph.D.	6	01.10.2010	27	31	37400-67000 106439/- Per month
03	Dr. (Fr.) P. Anthony Raj, S.J.	Reader	Education	09.06.1961	Male	M.Com., M.Ed., Ph.D., M.Sc., NET	1	20.08.2014	1	12	30,000/- Honarium Per month
04	Dr. Madhu Singh (Madhu Kumar)	Asstt. Professor	Education	25.04.1965	Female	M.Sc., M.Ed., NET, Ph.D.	6	01.10.2001	14	20	15600-39100 53747/- Per month
05	Dr. Vikramjit Singh	Asstt. Professor	Education	24.11.1981	Male	M.Sc., M.Ed., BCA, MBA, M.Phil. (Ed.), NET, Ph.D.	3	01.07.2014	1	6	15600-39100 41650/- Per month
06	Ms. Nemisha Srivastava	Asstt. Professor	Education	06.03.1980	Female	M.A. (Ed.), M.Phil., NET	2	01.07.2013	2	3	15600-39100 41672/- Per month
07	Mr. R.N. Roy Majumdar	Asstt. Professor	Education	21.07.1950	Male	M.Sc., M.Ed.	0	01.11.1998	17	28	9300-34800 45874/- Per month
08	Fr. Victor Ostia, S.J.	Asstt. Professor	Education	02.01.1955	Male	M.A., M.Ed.	0	16.08.2007	8	17	30,000/- Honarium Per month
09	Mr. Sushil Kumar Singh	Asstt. Professor	Education	05.12.1971	Male	M.Sc., M.A., M.Ed.	0	01.07.2010	5	16	15600-39100 41872/- Per month
10	Mr. Deep Kumar	Asstt. Professor	Education	16.06.1974	Male	M.A. (Ed.), B.Ed.	0	01.07.2010	5	18	9300-34800 36918/- Per month
11	Ms. Roselin Jerry	Asstt. Professor	Education	02.01.1990	Female	M.A., M.Ed.	0	01.07.1992	23	23	5,000/- Remuneration
12	Ms. Vijay Shree	Asstt. Professor	Education	25.10.1963	Female	M.Sc., M.Ed., NET	0	13.06.2012	3	4	15600-39100 42837/- Per month
13	Mr. Jay Prakash	Lecturer in Fine Arts	Fine Arts	04.12.1979	Male	BFA, Chitra Bhaskar	0	01.07.2012	3	10	300/- Per Lecture
14	Mr. Ranjit Benedict Ostia	Lecturer in Music	Performing Arts	22.06.1972	Male	Sangnet Baskar, B.Ed.	0	01.07.2012	3	13	300/- Per Lecture
15	Mr. Shyam Kumar	Physical Instructor	Physical Education	31.12.1978	Male	MPEd, M.Phil.	0	01.07.2013	2	11	300/- Per Lecture

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Principal,
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DIGHA GHAT, PATNA.

SUPPORT STAFF PROFILE : SESSION 2014-2015
NAME OF THE COLLEGE : ST. XAVIER'S COLLEGE OF EDUCATION, PATNA

Sl.No	Name	Designation (Present Post)	Subject	Date of Birth	Sex	Qualification	Research experience	Date of appointment in the present position	No. of years of Services in this institution	Total No. of Years of service	Pay Scale with basic & total emoluments
01	Bro. Hilary Goveas, S.J.	Treasurer (Sr. Administrative Officer)	Accountancy	23.12.1934	Male	Matric, Accountancy	0	01.09.2001	14	32	6000/- Honorarium Per month
02	Mrs. Claramma James	Principal's Secretary	Secretarial Course	10.01.1959	Female	Matric, Govt. Secretarial Course, Diploma in Computer Course	0	01.11.1991	24	31	5200-20200 31099/- Per month
03	Mr. Rajesh Kumar	Librarian	Library Science	14.10.1963	Male	B.A., B.Ed., M.Lib	0	01.04.1993	22	22	5200-20200 30511/- Per month
04	Mr. Vijay Khalkho	Technical Assistant	Computer Technology	15.12.1978	Male	BCA, Computer Training	0	01.04.2001	14	14	5200-20200 24302/- Per month
05	Mr. Noel Bernard	Office Assistant	Commerce	30.12.1983	Male	B.Com. Comp. Training	0	01.04.2010	5	5	5200-20200 18056/- Per month
06	Mr. Pankaj Shah	Peon		30.12.1979	Male	Matric	0	01.07.2014	1	1	8000/- Per month
07	Mr. Andreas Xalxo	Sweeper		12.12.1975	Male	Matric	0	01.08.2004	11	11	4440-7440 15001/- Per month
08	Mrs. Urmila Toppo	Sweeper		22.10.1970	Female	Primary	0	03.11.2005	10	10	4440-7440 15001/- Per month
09	Mr. Ranjan Remy	Sweeper		29.04.1978	Male	Primary	0	01.08.2010	5	5	4440-7440 14141/- Per month



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