CRITERION I: CURRICULAR ASPECTS

1.1 Curricular design and development

(1) State the objectives of the institution and the major considerations addressed by them?

Our B.Ed. college aims to provide quality teachers to serve in our schools and to fulfill our educational needs that have been well realized. The college is commissioned to supply the best quality teachers. Priority in curricular unfolding is for creating intelligent teaching community with infused commitment to create in turn the intelligent students community. Not just teacher making but to generate a new brand a teaching community with zeal for facing challenges out-molded traditional teaching practices.

Academic goal set in them gaining new ideas for concepts generally in the curriculum like, not to depend on bazaar guide, but to listen to lecture and generate their own ideas on the concept as they have mastered it. For example, the word "Learning repeatedly read and used in education is taught mostly as "**Self Learning**" for total comprehension so that it forms a schema in them. When our students are given responsibilities for yearly technical and cultural event DISHA or computer training to rural school children, it is meant function as rungs in the ladder. It is like "*academic escalators*" to lift their students community by improving themselves.

The institution strongly implements the following objectives for strengthening its curricular design and development:-

- To produce highly trained and quality teachers for bringing positive change in the society and nation at large.

- To use innovative teaching techniques and strategies in order to ensure intellectual development of the teacher trainees.

- To use relevant audio-visual materials and ICT enabled learning resources in order to provide rich academic experience.

- To provide efficient and effective teaching learning environment and upgraded resource rooms.

- To ensure best co-ordination between the institution and practicing schools.

- To train the pupil teachers in all the required teaching skills by bringing co-ordination between the content and methodology.

- To cater to the needs of disadvantaged by providing supplementary teaching material and infrastructural facilities.

- To motivate the pupil teachers for self learning.

- To undertake various community welfare and awareness projects.

- To provide eco-friendly ambience to the institution.

- To make value based teaching learning as the regular feature of the institution.

- To imbibe the futuristic approach in overall teaching-learning process, so as to be in fore-front of contemporary teacher training colleges.

- To bring about innovative paradigm shift by ensuring focus on learning strategies rather than teaching methodologies. To promote the substantial work in research and innovative practices for both faculty and students.

(2) **Specify the various steps in the curricular development processes.**

The curriculum design and development is provided by Lucknow University. The institutional goal and objectives are the most deciding factors in the transaction of curriculum into action. Hence, the faculty first makes an elaborate planning of annual calendar of academic activities which distributes all academic events evenly so that the students are given opportunity to develop competency and achieve the goal stated in the institutional motto of the college.

- We identify the individual differences.

- Plans and provides teaching strategies as per the special educational needs of the students. The faculty make available necessary teaching learning resources.

- The Principal calls meetings at regular intervals to monitor progress of curriculum and plan measures of curricular transaction.

- Allocating time for tutorials to have interaction with students.

- Organizing students farewell and alumni meets to receive their feedback.

- Management and staff is a regular feature of the institution to evaluate curriculum transaction.

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

The present curriculum in teacher education is based on the global trends, specifically focused on training to deal with the child centered education and covering all foundations of education. During curriculum transaction the faculty employs latest means of Educational Technology. Our library provides internet access to the students and faculty in relation to latest online journals, books, articles and research publications.

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

The curriculum itself is comprehensive and the choice of papers on environmental education, Computer Aided Instruction, Education for Human Rights and World Peace, special education etc, are given in the syllabus. For imparting value based education, following practices are the integral part of curriculum transaction.

- Organization of morning assembly.

- Short speeches on topics related to spiritual, moral and value education.

- Thought of the day, spoken and also written on the notice boards.

- Extension lectures by eminent persons.

- Spiritual congregation.

- Seminar on Technical Education.

The college organizes programmes like poster making, collage, slogan writing, awareness rallies on current issues of environment, health, women, values and social issues.

We have a full fledged Computer lab, ICT resource room & Language lab. Students are also encouraged to prepare lesson plans by integrating ICT and taking help of internet.

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

ICT Utility is normally restricted in application to Teaching-learning than in other areas in curriculum but it never restricts its availability due to lack of enthusiasm and understanding of its flexibility may be one of the limitations. To explore the possibility, the college has been encouraging the departments in adapting it in various forms and kinds.

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

- Providing lectures through power point presentations.

- Using over head and slide projectors for lectures.

- Sending information related to curriculum through mails.

1.2. <u>Academic Flexibility</u>

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

We encourage our pupil-teachers to use varied enriching experiences and teaching learning materials to make teaching-learning a reflective process. For implementing this we emphasize teaching practice in real situations using real teaching aids, Group discussions, Brain storming, Role playing, Instructional games, Storytelling and Problem solving. Various strategies applied during teaching are concept formation, concept-attainment, enquiry training, Heuristic approach, Individual and Group projects. During feedback the teacher uses various evaluative techniques.

(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?

We prepare an Yearly Academic calendar in the beginning of the session having flexibility in the curriculum for providing various learning

experiences like educational tours and trips, exhibitions, fairs, eco-club events, inter house competitions like quiz/ sports/ debate/ dramatics/ dancing/ singing etc. The college time to time organized different value based important days like Earth day, Environment day, Mothers day, Human Rights day etc. for students.

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

- The college time to time conduct personality development program for students

- Sports and cultural programs are included in the time table.

- Village Community interaction is also included in the curriculum.

- Practicing in rural and urban schools is made mandatory for trainers doing practice teaching program.

- The college conducts free medical camps, visits to orphanage and old age home etc.

- The trainees every year conduct "each one teach one" program in villages near by surroundings.

(4)   **How does the institution ensure the inclusion of the following aspects in the curriculum?**

MCSGOC Computer Science Department provides opportunities for students from other discipline in preparing power point presentation for seminar and the girls in the hostel teach other inmates in operation of computer and MS WORD to others using the computers available in the hostel.

1. **Inclusion of interdisciplinary/ multidisciplinary aspects in the curriculum:**

   - The curriculum and syllabus of B. Ed is based on different foundations of education.

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

   - Statistics & Action research are included in Psychology Practical.

2. **Multi Skill Developmental aspect in the curriculum:**

   To develop various teaching and personality skills of pupil teachers, they are made to get training in pre-requisite skills like– communication skills for better expression and presentation of content, questioning and evaluating skills, ICT skills for updating information and handling multi media for proper dissemination of knowledge. To enhance student's prowess in written expression, they are made to participate in various events like symposium, debate, essay writing and practicing linguistic skills in language lab.

The students of B.Ed are groomed in various skills of teaching before putting them in real teaching situation.

3. **Inclusive Educational aspect in curriculum:**

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

4. **Practice Teaching aspect in curriculum:**

The student teachers analyze pedagogically the content in the syllabus prescribed by the Board of Education, to be taught during the practice teaching phase. Practice teaching is the most crucial aspect of Teacher Education Programme. This important aspect of B.Ed is completed in three phases:-

- Knowledge Acquisition Phase: We provide a span of two weeks to give thorough theoretical background of Lesson

Planning and all the requisite teaching skills. The lesson plan construction is based on Harbart and Blooms approach. The instructional objectives are framed on the basis of Bloom's Taxonomy. The college organizes an internal workshop on practice teaching related skills, every year.

- Skill Acquisition Phase: The seven day programme includes two (2) Demonstrations Lessons by the subject experts, followed by discussion/feedback. It also includes training of the pupil teachers through (4+4) Mega Lessons in simulated conditions.

- Transfer Phase: After these two phases, students are prepared to teach in real classroom situation. Total time allotted for this phase is about forty five days.

Supervision and Evaluation of Practice Teaching:

- Each lesson of every student is supervised by the teacher educator and the observation is carried out at three levels.

- Before the delivery of lesson each lesson plan of every trainee is examined by the concerned teacher educator.

- The criticism lesson of each trainee is evaluated by the team of three teacher educators of different faculties namely science, social science and language. The marks awarded by the team are compiled and average is taken and a final score along with their rank is displayed on the notice board.

- Peer Feedback: 15 lessons are observed by the peers during practice teaching.

5. School Experience:

Our college has collaboration with the following seven schools for Practice Teaching:-

- Husainabad Inter College, Lucknow
- Jubli Inter College, Lucknow
- Rashtra Bharti Inter College, Lucknow
- Rajhans Public School, Lucknow
- Franklin Academy, Lucknow
- Siddhanath Inter College Lucknow
- Trinity Academy, Lucknow

6. Work Experience / SUPW:

The students of B.Ed are actively involved in work experience like School/Classroom Ambience, Candle making, Pot decoration, Interior Decoration including Drawing and Painting (ID&DP), ICT enabled projects etc.

7. Others:

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

1.3 <u>Feedback on Curriculum</u>

(1) **How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stake holders with reference to the curriculum?**

The institution encourages the feedback from students for bringing qualitative improvement for curricular transaction, instructional design, practice teaching and other co-curricular activities planned for them. Other stakeholders like alumni, employees and rural community are also encouraged to provide feedback during the session through meetings every fortnight and Facebook comments on college's page.

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

No changes are made by the college to the curriculum.

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

We are associated with Lucknow university and make no direct changes to the curriculum. We are in regular touch with the Board of

Studies, Lucknow University, Lucknow, follow their recommendations for B.Ed. the course and also send our suggestions for the curricular development/modifications.

1.4 **Curriculum Updates**

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

Curriculum is not the syllabus but the mode of transaction of syllabus that invites quite a number of opportunities for updating.

During the last 5 years, B.Ed. course has undergone curricular revisions by the Lucknow University. The changes were:

1. Statistics unit was excluded from the paper of Education Psychology and included in the Psychology practicals.
2. Psychology practical marks allotment was changed from a total of 100 to 50.

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

We do not revise or update the curriculum. It is decided by the university.

1.5 Best Practices in curriculum aspects

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

Dynamic curriculum is up in the sleeves of the providers is our belief and practice. The skill expected of the course is focused at the outcome and every stone is left unturned to reach it. Class Teaching, Teaching skill development, planning and organization of school based activities, experience in competition like "DISHA-Annual fest of MCSGOC". Many of our students who are versatile and want to showcase their skills. DISHA is a wonderful platform giving to them through MCSGOC.

(2) **What innovations/ best practices in curricular aspects have been planned/implemented by the institution?**

Use of Power Point Presentations for B.Ed. Use of instructional strategies like team teaching, each one teach one, co-operative teaching, brain-storming and group discussions, seminars, tutorials and workshops are regular feature of curriculum transaction.

CRITERION-II: TEACHING – LEARNING AND EVALUATION

2.1 <u>**Admission process and student profile**</u>

(1) **Give details of the admission processes and admission policy.**

The admission process for B.Ed. Course is conducted through a state level combined Entrance Test controlled by the UP Govt. Higher Education Dept.

For details refer to Criterion 1.2.4-3)

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

Apart from web based information available in our website www.mcsgoc.com which includes the details of admission procedure, information on the College background, Academic activities and opportunities application format the programmes are advertised through:

- Leading newspapers.

- Prospectus.

- Brochures.

- 3D shows & hoardings.

The information provided to prospective candidates about the programs is:

- Eligibility criteria.

- Duration of the course.

- Fee structure.

- Subjects offered.

- Events and activities of the institution.

- Vision and mission of the institution

The college is affiliated to Lucknow University and entire admission process is controlled by Lucknow university itself. So apart from the college's initiative the university does all formalities regarding admissions to the college.

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

Dr. M. C. Saxena College of Education forms an admission committee to ensure that the determined admission criteria are equitably applied to all applicants.

We maintain all the records of students at ERP system Fedena.

(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)**

After admission, during the orientation course an assessment test in English is given to find out their language proficiency. Accordingly, they are classified for remedial program conducted by the department of English. We are happy to see that they evince tremendous transformation in teaching competency and functional English which are the results of the one year training they received from our B.Ed. programme.

Dr. M. C. Saxena College of Education provides hostel facilities separately for male and female students in the college premises. The hostel facility is provided on subsidized rates for economically weaker students. The institution takes pride in helping economically weaker students by providing financial support, free books and uniform. The SC/ST cell has been constituted in order to provide stipend, scholarship and looking after other matters.

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

Yes, we assess the student's knowledge and skills before the commencement of teaching programmes through following events:-

- Objective Test.

- Debate contest.

- Essay writing competition (in Hindi, English and Dialect).

- Diagnostic evaluation is done in order to judge their reading, writing skills and knowledge of the subject.

The experienced teachers of Lucknow University is either invited to give model lesson to our young teachers in molding of students. They sit and observe their teaching to realize the approach and strategy in Teaching. Their observation is recorded and presented.

Micro Teaching

Theories and principles of Micro teaching are not only explained but individual demonstrations are performed by the teacher and selected and trained students.

Self Emolution

They are advised to select a concept (not big, but suitable to time frame) from their optional and made to write an episode which is scrutinized for practice.

Micro-Teaching Videos

The video clippings of past Micro teaching are shown to students by departments to provide the glimpse of the professional expectation.

There are cases of students weeping before going to Teaching Practice and being afraid of facing the real class through they are given experience in Macro-Teaching. Personal counseling and confidence building in them proved useful.

2.2 <u>Catering to diverse needs</u>

(1) Describe how the institution works towards creating an overall environment conductive to learning and development of the students?

Our college of education has students who learn from one another in an open learner environment from their classmates and their hidden inferiority complexes are gradually removed by creating a common thinking and feeling of brotherhood. Each one Teach one concept is also practiced by the students.

Dr. M. C. Saxena College of Education makes efforts towards creating a healthy environment conductive to learning and development of students in the following manner:-

• College provides best of infrastructural facilities in form of comfortable seating arrangement, well ventilated and lighted (power back up) classrooms, proximity to beautiful natural surroundings, reading room in the library and well equipped resource rooms etc. Highly qualified and resourceful faculty.

- A well planned academic calendar devoting a sufficient time to academic and other co-curricular activities encouraging every student to participate in one or more activities according to their interests and capabilities.

- In the beginning of the session an orientation programme helps the students to get acquainted to the course content, various co curricular activities and their respective committees and cells.

(2) **How does institution cater to the diverse learning needs of the students?**

Dr. M. C. Saxena College of Education caters the diverse learning needs of the prospective teachers by the following activities.

- Incorporating various teaching/ learning methods & strategies to enrich the teaching programme in the practicing schools.

- Creating a stress free learning environment by extending maximum support & resources available in the institution.

- Exposure to different styles of presentation of content for developing confidence in the prospective teachers.

- Special teaching programme for high achievers and remedial teaching for low achievers.

- Involving alumni for the task of being mentors to the low achievers.

- Involving students in quality management by taking their confidential feedback on teacher performance & transfer of syllabus.

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

Various subjects incorporated in the curriculum like Educational Psychology and Psychology practicals help to understand student behavior, their needs, interests and capabilities. We emphasize as to how the principles and other theoretical aspects can be applied comfortably in real classroom situations. The teacher educators use and motivate the students for preparing and using various projected and non projected audio visual teaching aids (catering to all five senses).

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

The administration gives full autonomy to teacher educators to attend seminars and workshops. The teacher educators are proficient in using different hardware and software available in the college. The institution and teacher educators are highly sensitive to the issues pertaining to the students. The administration and teacher educators immediately call up meeting and discuss the issues and problems faced by the students.

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

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

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

2.3   <u>Teaching –Learning Process</u>

(1)   How does the institution engage in the active learning?

Learning habit starts from childhood. The way to do it is by providing story books and novels. But Leisure time today is being wasted in front of TV. To develop the taste for learning, a few steps have been made like "**Peer Tutoring**", during which there is drive to participate effectively for peer recognition. They are encouraged to adapt it during their teaching practice, so that they are made to realize the importance through practical experience.

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

- Diversified methodology applied by the teacher educator's help the students to adopt new methods in their practice teaching.

- Pre-declared questions to be attempted for weekly test.

- Open book assignments enable the students to refer as many books as possible.

- Practice of micro skills in the peer group helps participation, confidence and skill development.

- To face teaching practice programme enable the students to overcome their lacuna during the first phase time to time feedback and active mentorship of teachers of practicing schools help to evaluate the performance spontaneously .

Practical assessment to be obtained itself is an active learning concerning practicals under these heads of different practicals :-

- Supervised Teaching
- Micro teaching
- Co-curricular work
- Psycho-Practical
- Productive work
- Seminar

Students are also encouraged to access Internet at computer labs so that they would get new and latest technologies information, concept regarding active learning. Students are grouped for better active learning conceptualization.

(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?

Encouraging them to participate in Inter-Collegiate forums, Debate induces many to gather facts by reading. Teachers provide personal guidance and direct them to specific learning materials. The student's magazine "**SMRITIYAN**" motivates them to read, gather items of interest and contribute. Approaches we provide for mostly indirect that induce learning because they can not be forced to learn under the supervised study hours. Providing books of common interest in the library like "**Grah Shobha**", "**Women's Era**", **Tvavel guide** etc. with

beautiful pictures of wild, nature and journey fascinate them to read interesting books from library. One of the daily prayer agenda is news presentation which expects them to read.

For making learning student centered following participatory learning activities are adopted by Dr. M. C. Saxena College of Education:-

- Probing questions.

- Self instructional material.

- Problem solving (providing latest topics).

- Puzzles, crosswords and sudoku.

- Individual assignments.

- Role playing and various instructional games, etc.

- Accessing Internet.

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

Education pursued more on the product of learning than on the process of learning. "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." - is attempted in theory, than in practice. To be successful, the mastery of the art of learning is the key. How far the instruction is instrumental in acquiring the skill in learning is the thousand dollars worthy question, Rather challenging,

but taken as a worthy challenge to try, since our college of education is the anvil where such techniques are to be imparted.

The various models of teaching practiced in Dr. M. C. Saxena College of Education are the Jurisprudential model, co-operative learning, lecture cum discussion, Programme learning, Advance Organisation model, Non-directive model, Psychological labs, Intelligence tests, Personality tests, free association, mental work and fatigue and memorization by Paired Association experiment.

Student seminars in B.Ed. course are conducted through poster presentation technique. The posters keep displayed for three days for the observation of peer group and will be graded on the posters for transparency in evaluation.

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

Theoretical background of some teaching models are part of the B.Ed course.

Mentor Model

Apart from personal and constant supervision by them during teaching practice, the mentor of the schools plays an active role in shaping their skill, in Teaching in unique ways individually. The printed schedule of observation and report guide given to the school Guide Teacher,

(Mentor) they orient the Student Teachers during teaching practice for both academic counseling to weak and practical Demonstrations in labs. Since for years they are assigned the task of mentoring, they produce satisfactory influence by personal supervision. Since they belong to our management the college has perfect control over their supervisory role.

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

Yes, the student teacher uses micro-teaching techniques for developing teaching skills. Following micro-teaching skills are practiced:-

- Skill of Introducing the lesson.

- Skill of Questioning: Probing question.

- Blackboard work.

- Explanation.

- Skill of Reinforcement.

- Skill of Stimulus Variation.

- Skill of Illustration with examples.

The teacher educator demonstrates each skill and the students are required to prepare one lesson for each skill as prescribed in the syllabus of Lucknow University, Lucknow. Students prepare 10 plans out of 7 skills and atleast one plan per skill is mandatory.

In addition to class lectures on teaching skills, the students often observe various skill performances in demo classes by teachers. In the demos by staff, the students are asked to mark the sub skills performed in a table. Even or uneven distribution of sub skills components are criticized in open forum to make them realize the difficulties in teaching performed in micro teaching.

CCTV in Micro teaching:

The whole teaching act is video graphed individually to record their skills, but more personal observation is made for self correction. Record, review, revise and replay sequence is carried out more for those who lack teaching skill.

MICRO TEACHING

Number of Lessons taken under each skill

Sl. No.	Name of Skills	Frequency of Lesson
1.	Probing question	1
2.	Introduction	2
3.	Explanation	2
4.	Blackboard Use	2
5.	Illustration with example	1
6.	Stimulus Variation	1
7.	Reinforcement	1

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

As prescribed by the syllabus the students fulfill the practical requirements of 40 observations in class. Each class, either teaching or observation has been an opportunity to learn in the lesson we insist. Before teaching practice the students consult their guide Teachers, collect their portion for Teaching in advance, draft their lesson plan with the help of their department staff using college library, laboratory, charts prepared by them.

They frame a new Time Table according to the student's influx and their subject and allot other co-curricular and extracurricular works. The students' teachings are recorded by the mentors on the feedback format provided on various observation classes also. The data is observed by the guide Teachers and discussed with mentors for improvement. Practice teaching process is as follows:-

- 20-25 pupil teachers are made a group per school.

- Each student teacher teaches one or two lessons per day.

- The school will be taken over by the college for preparation of time table and maintenance of time table for two weeks in two phases each.

- Teacher educators will observe and monitor classroom proceedings.

- Time table will be prepared for two weeks practice teaching programme at least 10 days before commencement of the programme.

- The student teachers then go to the respective schools to collect the teaching content from the subject teacher of the school. They take the advice of the school teachers if they feel any doubts in the content given to them and guidance regarding the students individual differences.

- The lessons will be observed by In-charge teacher educators, school teachers, peer students and super-supervisors nominated by the principal or the principal himself.

- Lesson plans have to be approved by the subject mentor before entering in to the classroom.

- Some sort of teaching aid is compulsory for every lesson practiced.

- At least fifteen lessons of the fellow trainee are to be observed and submitted to the mentor.

- Teacher educators give their feedback in a separate criticism book for all lessons in which student justification column is also provided.

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

The pupil teachers are engaged in all the practicing schools for 40 working days during teaching practice. During these days, they are actively involved in all school activities and programmes including

Time-Table, school registers, cultural and sports activities, students' grievances etc.

The lab and library are well equipped. The co-curricular activities are carried by Teacher educators. They also conduct special programs. They also assist in other associated academic functions for holistic Teacher formation. Such faculty cooperation is available and also availed extensively during planning and execution of teaching practice.

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

Full utilization of 40 days depends on the best planning and cooperation of the host institution. The encouragements they receive make their energy to spill over their capacities. Over loading with class teaching is discouraged, but activity oriented learning experiences are provided. The out of Teaching practice duration, is also being in operation. For quarterly and half yearly examinations, our student's assistance is being utilized.

With the list of activities to be performed, they are sent which includes.

- To arrange elocution competition on common areas.

- To set a drama club (English) on similar theme.

- To organize competition (Singing, Dance, Drawing)

- To conduct games and competition.

- To encourage to write "How you have enjoyed the Diwali" – etc.

We find these varied experiences make them 'Complete Teachers'. They understand teaching is not confined only within the 4 walls, but equally outside. They have to collect their students evaluation on the "tool" supplied, with their guide Teachers approval.

For every year we fix a theme for the college project. Preparation like Tool development, validation and duplication will be done in advance and they are oriented in the way to collect data. Open ended discussion on the items they conduct with the students to receive their comments, which we find more genuine because of their closeness and faith on the student teachers.

When they are in Teaching practice, their interaction with the students is considered to be their experience of exploration. Similarly the "Case Study" with special offers realistic experience in learning problems. They also conduct "Action Research" on the problem they have identified with the help of guide teachers.

The student teachers are taught how to identify their problem in Academic, Class Control and Activity management, which they will encounter daily in their teaching. Academic covers the content clarity, appropriate strategy, quality questioning, clarification with proper example and illustrations. Class control deals with interactions

maintenance of order attention and their behavior inside the class. The third dimension Activities mean, the nature, type of proposed activities that happened or have to happen, even the simple tasks to be done, work, solving problems etc. How he had done and the nature of student's response will be marked in the class activity observation.

So the quality of teaching opportunities made available to our students is uncompromisable. The best school environment, plenty of opportunities to promote their activities, facilities in computer laboratories, Physical education etc.

Managements are on watch out for the Best performer in Teaching Practice. Student Teachers with extra ordinary talents easily get in to good schools by such kind of contacts.

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

The main objective of our institution is to train the pupil-teachers in such a way that they become competent enough to deal with students of diverse learning needs. Student teachers work on Action Research for better understanding in teaching the students with diverse needs.

- We ensure that the pupil-teachers manage the classroom situation well by interacting with them, developing rapport and judging their socio-linguistic and academic background.

- As per the need of the content and for creating interest, the pupil teachers use relevant teaching aids.

- The institution provides all subject related teaching aids through resource rooms. Mentor teachers motivate the pupil teachers to make simple, useful and attractive teaching materials.

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

The Student Teachers are taught how to identify their problem in Academic, Class Control and Activity management, which they will

encounter daily in their teaching. Academic covers the content clarity, appropriate strategy, quality questioning, clarification with proper example and illustrations. Class control deals with interactions maintenance of order attention and their behaviour inside the class. The third dimension Activities mean, the nature, type of proposed activities that happened or have to happen, even the simple tasks to be done, work, solving problems etc. How s/he had done and the nature of student's response will be marked in the class activity observation.

To provide them knowledge and skills for using technology in practice teaching, lab in charges of Educational Technology Lab and Computer Lab conduct workshops before the commencement of Practice teaching.

- The students are highly motivated to use power point presentations, Over Head Projector, Slide Projector, LCD projector and other lab equipments.

- The teacher educators also use the above mentioned teaching materials during Demonstration lessons.

2.4   Teacher Quality

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

Method teachers sit together and discuss on plans made in different teaching methodology. Internal workshops are conducted under the

_____

supervision of the Principal for the preparation of lesson plan using new methodologies. Lesson plans made by teacher educators of other colleges also put to discussion and if anything is to be adopted would be done so.

The quality of teaching opportunities made available to our students is uncompromisable. The best school environment, plenty of opportunities to promote their activities, facilities in computer laboratories, Physical education, etc. is provided. Managements are on watch out for the Best performer in Teaching Practice and hook them in by even giving temporary appointment orders in advance. They even suggest such candidates to home tuitions for Rich families. Student Teachers with extra ordinary talents easily get into good schools.

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

20-25 student teachers are assigned to a practice teaching school. The decision of allocation has been on the basis that:

- Psychologically a small group is easy to be accommodated in a school, without disrupting their schedule.

- The teacher educator is able to give sufficient time to each student teacher for feedback.

- Arranging the time table in coordination with the school authorities is simple.

- Observing 20-25 lessons is not strenuous for a teacher educator and the teacher educator is able to give due justice while observing and giving suggestion.

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

Feedback is a regular mechanism adopted by the institution to inform the student teachers about their respective performances.

- Feedback is given on a one to one basis.

- The strengths and the weaknesses are analyzed and communicated to the student teachers.

- Check is kept to see if there is a marked improvement in the student teachers next performance.

- Guiding teacher educator reviews the written feedback given by the supervising teacher educator and discusses the same with the student teacher for further improvement. Criticism copy of pupil teachers at practice teaching school is prepared in which every

positive and negative comments / feedback, regarding their teaching at practice teaching school is made.

- Results of the Half yearly exam and discussion lessons are played on the notice board in the form of Rank list and Mark sheet. Answer sheets are shown to the students and their strengths / weakness are thoroughly discussed by the subject teacher.

(4)   How does the institution ensure that the student teachers are updated and the policy direction and educational needs of the schools?

We ensure that the student teachers get updated knowledge about policy matters such as SSA, RTE (2009), NCF (2005), evaluative techniques like CCE, admission policy, policies related to discipline, etc.

- Students are given information regarding various policy directions by displaying them on students' notice board and by giving verbal information.

- We also ensure that the student teachers understand the educational needs of Normal children, Gifted / Talented children and Children With Special Needs (CWSN).

- We emphasize, **"Every child is a Special child".**

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

A change in the school subjects or the curriculum gets reflected in the textbooks. The teacher educators and the student teachers are well conversant with these changes.

Regular interactions by the teacher educators with the school personnel give an insight to understand the requirements and expectations of the school. Teacher educators then accordingly guide the student teachers. Attending workshops and seminars with respect to school subjects and teaching methodologies helps to realize the needs of the school.

Inviting school teachers to workshops conducted by teacher educators provides an interactive platform to discuss the various problems.

(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 supports professional as well as personal development of the teacher educators through:

- Encouragement to enroll for higher education Participation in orientation and refresher courses Attending seminars, workshops and training programmes.

- Paper presentations at the local and national level conducting workshops Writing articles.

- The institute also gives seed money to faculty and staff for undergoing expenses for professional / career development.

Recent publication of college staff and students are as follows:

Research Publications in International Journals:

1. Challenges of Education in Rural sector.

2. Student unrest – A retrospect.

3. Role of Learning style in Teaching-learning process.

Research Publications in National Journals:

1. A study of achievement motivation in context of their educational achievements in Secondary School Students.

2. Educational for the sensation.

3. Role of Innovation in Education.

4. Place and Utility of Science Labs in Senior Secondary Schools.

5. The effect of SC/ST female labour economic condition on their children's education.

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

Yes, the institution appreciates and motivates teacher educators for their good performance by felicitating during:

- Alumni function
- Teacher's day
- Annual day
- Positive encouragement is given after completion of any activity.

    This boosts the morale of the teacher educators.

The college also has a concept of the best faculty of the year award.

2012-13	Mr. Avinash Misra
2011-12	Miss Anjali Singh
2010-11	Mr. J. N. Pathak

2.5   Evaluation process & reforms

(1)   How the barriers to student learning identified, communicated & addressed?

To those without any basic knowledge on Technology (computer illiterate) free training is offered, from making their e-mail ID to creating Fedena account. If they find problems in the medium of instructions, viz. English, they are advised to continue or change groups accordingly.

The barriers identified are language skills, communication skills, teaching skills & preparations of teaching aids.

We overcome the barriers through :

- Personality development programme.
- Bilingual teaching.
- Skill development programme.
- Workshops on preparation of teaching aids.
- Interaction with mentors.

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

B.Ed. evaluation consist of four parts

Part I – Theory Papers

a) Six compulsory theory papers of 100 marks each-600 marks

b) 1 Electric paper 100 marks (marks not be counted forwards division.

Part II- Psychology Practical

Practical consisting of Psychology practical, action research and viva voice- 50 marks

Part III- Practice Teaching - Practical Teaching – 200 marks

Part IV- Activities/work experience

a) Co-curricular activities.

b) Presentation of assignments from theory papers.

These activities will be evaluated through grade system.

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

- Weekly tests are graded immediately after the test.

- The Half Yearly Examination (Model Examination) results are declared within two days of conduction of exams.

- Results of the Half Yearly Exams and discussion lessons are displayed on the notice board in the form of rank list and mark-sheet. Answer sheets are shown to the students and their strengths/weaknesses are thoroughly discussed by the subject teacher.

- Throughout the academic session students are continuously assessed for their overall behavior in academics, co-curricular activities, general conduct, discipline, regularity (attendance), through observation and other evaluative tools. Faculty members act as

- Judges for these co-curricular activities.

- Assignments received from B.Ed students are properly checked by the concerned teachers and are returned back by giving adequate remarks for improvement.

- At least two assignments are given to student teacher for each paper.

(4)   How is ICT used in assessment and evaluation processes?

Computer Assisted instruction CAI the follow up practice of programmed learning material using computer is introduced from the beginning and made obligatory in the college. Every one views the CAI package available in the college (Prepared by the previous group) for learning the Technique and are be motivated. The concept of aiding self instructing among learners though Technology is only the hardware application, but the concept of challenging the learner and interacting with the learning material is being taught.

- Dr. M. C. Saxena College Of Education have an ERP (Enterprise Resource Planning) system at www.mcsgoc.fedena.com on which all information regarding academic/non academic activities, circulars, feedback etc. is accessed by B.Ed. students online.

- Internal assessment, basic functioning and correspondence is computerized.

- Online feedback at www.surveymonkey.com form helps students and faculty in further assessment of the entire programme.

2.6   Best practices in Teaching/ Learning Evaluation

(1)   Detail any significant innovation in teaching / learning / Evaluation introduced by the institution?

- Seminar presentations are made compulsory to the students.

- Weekly test question will be declared one week before the test.

- Assignment on every paper is given by faculty on which students submit analysis / answers by the consulting libraries/internet in due course of time.

- A new concept of ERP system is also included at Dr. M. C. Saxena College Of Education through which students get circulars / information / assignments / question papers online. Students can access their online fedena account from anywhere and submit their reports / answers accordingly.

- Feedback mechanism is also online.

(2) **How does the institution reflect on the best practices in the delivery of instruction, including the use of technology?**

The teacher educators are updating themselves with latest outcomes of research work in above areas and revise the strategies at par with the research developments. So the technological resources of the institutions help the teacher educators to implement the innovative practices.

- The institution practices the Block Schedule Approach in the teaching learning process.

- The teacher educators are provided with departmental computers and internet facilities to enable them to do their reference work from the internet.

- The teacher educators do the reference readings from the digital libraries.

- The teacher educators also access essential teaching aids and other materials which are required for teaching learning activities from the Internet.

CRITERION- III RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of research

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

- Research and teaching are interdependent activities. Our institution creates environment supportive of research for the teacher educators. Teacher educators are provided with the necessary resources and opportunities to keep abreast with latest issues in their field and to integrate the results of their own and others' research into the course content.

- Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials, relevant technology, sabbaticals and flexibility is provided in time schedule.

- Teacher educators are encouraged to share their work with colleagues through periodic staff enrichment programs. Staff enrichment programs provide exposure to methodologies, techniques and topics from fields outside their own. Support is provided for teacher educators to participate in professional conferences at regional, national, and international levels.

- The institution encourages teacher educators to conduct researches

- Teacher educators are encouraged to register for Ph.D.

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

The thrust areas prioritized by the institution are:

- Education related problems which have relevance to educational difficulties and problems faced by the teachers. The main aim is to identify the problem areas, find remedies and suggest remedial measures.

- Environment related problems like studying the carbon foot prints, the effect of pollution on the health of the children etc.

- Mentoring of the students at risk- diagnostic and remedial steps.

- Inclusive education.

- Problems faced by the teachers in the classroom like absenteeism, lack of interest in particular paper, lack of attention, causes of anxiety before the examination amongst the students, causes of lack of confidence while reading English prose etc.

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

Yes, the institution encourages action research as it is part of syllabus with a purpose to orient and train the students in conducting action research.

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

The major issues covered by action research are :-

- Absenteeism

- Using atlas and map in social science

- Class bunking

- Language related issues

- Problem identifying differences in mathematics.

- The trainees learned to understand the school problems which can have a scope of application of action research and thereby how to conduct action research.

- The staff of the college also conducted an action research in learning style preference of dropouts.

- The action research outcome helped the trainees develop their confidence and a sense of achievement.

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

The details of the Conference / Seminar / Workshop attended and / organized by the faculty members are as follows:-

Papers presented in International Seminars

- Professional Ethics for Professional development of teachers.

Papers presented in National Seminars

- Conservation of Awadh culture in British period.

- Technical education in Teacher Training Programme.

- Importance of Environmental education.

- Significance of semester system in present prospective.

- Relevance of ICT in Teacher education.

- Challenges of education in Rural India.

- Significance of Value education in Indian Society.

- Use of Technology in education.

- Vocational education in Rural sector.

- Technical education and value.

- Teacher education – scenario and possibilities.

- Vocationalisation of Higher education.

- Relevance of education technology in teacher education.

- Education for the sensation.

- Vocationalisation and value.

- Position and Direction of present education in India.

- Human rights – Position & Directions.

- Teacher Education – Scenario and Possibilities.

- Reservation Policies and Social development of Dalits.

- Relevance of Technical Education in Teacher education.

- Challenges of education in Dalit students.

Workshops Attended:

- Practice in teaching.

- Techniques of writing of research papers.

- Creating Learning environment through instructional material.

- Techniques and Experiments in Research construction.

- Action Research.

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.

Teacher educators have developed instructional and other materials that are used to aid in the transference of information. Teacher-educators make use of instructional materials to aid in the learning and

teaching of subject matter for the B. Ed class. These instructional materials include:

- Year Plan/monthly plan and Question paper prepared by each teacher educator.

- Documents prepared for each activity on various topics.

- Power Point presentations (visual aids).

- Articles.

- Materials for project development.

- Self learning instructional material like Programmed learning, CAI and Evaluation- Application of Statistics.

- Teacher educators are committed to ensure that all campus information, resources and technologies are fully accessible to the student teachers. This commitment reflects a goal to provide the most effective learning environment for all student teachers.

(2) **Give details on facilities available with the institution for developing instructional materials?**

We have all the hardware technology like:

- LCD projectors

- Slide projectors

- OHP

- Personal Computers

- Tape recorders

- V.C.D / D.V.D players

The ICT resource room and Computer Lab have developed materials like:-

- Slides (for Slide projectors)

- Educational CDs and Cassettes

- Self instructional material (Linear and Branching programme on English Language).

The institution provides all raw material for developing charts, maps and models, etc.

(3) **Did the institution develop ICT/Technology related instructional material last five years? Give details?**

- Content based PowerPoint presentations of each paper have been prepared by the teacher educators for all paper.

- The principal of the college developed DVDs of Laboratory method class and different micro teaching skills.

- Prospective teachers prepare PowerPoint presentation on any one topic of their choice.

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

The details on various training programs and/or workshops on material development (both instructional and other materials) are:

- Workshop was organized by the institution for the student teachers on model - making and how to use them effectively and innovatively in lessons.

- Workshop on developing CAI material was conducted for the student teachers.

- The internal training by our own faculty for our self we organize quiet comfortably. The principle behind the following strategies is given by the Director with practical demonstration.

  The following techniques are utilized for special students.

  - Fish-Bowl technique–a small group discussion interactive Technique.

  - Peer tutoring for gifted for lead teaching and developing self confidence.

(5) **List of journals in which the faculty members had published papers in last 5 years?**

- The opinion: An International Research Journal of Arts & Social Science.

- Shodh Pravah: A six monthly international research journal.

- Manadakini Research Journal of Indian Culture Social and Educational Stream.

- Shodh Sandarsh- A National Research Quarterly Journal.

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

Awardee	Award / Honour	Affiliated by	Year
Dr. Sanjay Singh	Best Faculty Award	IGPGC, Amethi	2005
Mr. J. N. Pathak	Best Faculty Award	MCSCOE, Lucknow	2011
Miss Anjali Singh	Best Faculty Award	MCSCOE, Lucknow	2013
Mr. Avinash Misra	Best Faculty Award	MCSCOE, Lucknow	2012

(7) **Give detail of the minor / major research projects completed by staff members at the Institution in the last 3 years.**

No minor / major research projects completed by staff members at the Institution in the last 3 years.

3.3 **Consultancy**

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

No, the institution does not provide any professional consultancy services. The teachers provide consultation to students teachers at their own level.

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

Yes, the faculty members of the institute are competent to undertake consultancy.

Areas of competency of the staff members are:

- Guidance

- Counseling

- Job selections

- Action Research

Steps initiated by the institution to publicize the available expertise:

The available expertise are not publicized formally however, by word of mouth our experts are always in demand. We have an e-library with many electronic journals stored in the CD's. These Journals can be referred at any time.

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

Basically, the consultancy done by the staff members of the institution is honorary.

(4) **How does the institution use the revenue generated through consultancy?**

Not Applicable.

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).**

We contribute to the community through extension and out reach activities like awareness rallies and door to door guidance related to Sarva-Shiksha, Women and Child Health, Aids, First Aid, Drive against Alcohol, Hygiene and Environment, etc.

The local community has been benefitted by the above mentioned activities. The people have become aware of social evils and their impact on their lives.

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

We have a strong institution-school networking wherein the schools provide facilities and infrastructure during practice teaching, providing feedback to our pupil teachers and inviting them in their non-formal activities like fair, exhibitions, etc.

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

The institution would like to take up various plans for providing community orientation to B.Ed students.

- Series of lectures from visiting professors.

- Legal literacy programme from legal advisors.

- Orientation of our students on latest curricular developments and teaching materials.

- Orientation of about the contemporary needs and interests of the students.

- Extension lectures on current topics like Research Proposals, ICT, Health/First Aid, Human Rights, RTI Act, etc.

- Women and Youth related issues by specific group / person.

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

No project done.

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

The students are engaged throughout the session in various curricular and co-curricular activities including morning assembly regularly. Through these activities, the institution inculcates among the students social and citizenship values like punctuality, discipline, uniform, cleanliness and beautifying of the college premises, judicious use of electricity and water, care for private and public property. Through various sports and cultural programmes, tours and excursions the students inculcates the spirit of healthy competition, co-operation, co-existence, dutifulness, significance of participation; and imbibe life skills, communication and teaching skills.

3.5   Collaborations

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

Dr. M. C. Saxena College Of Education has linkage with many national level institution which increase academic and curricular activities in the college. Dr. M. C. Saxena Group Of Colleges itself have six colleges MCSCOP, MCSCET, MCSIEM & MCSCMS and better coordination among them with Dr. M. C. Saxena College Of Education gives

wonderful result in term of academic & development. Our teachers educators and student teachers participate actively in the seminar / symposium / workshops based on education conducted by University of Lucknow, Lucknow and colleges same profile. We have gained a significant improvement in the efficiency of our teacher educators.

(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.

Yes, we had started a collaboration with Institute Sepul.. Nopember (ITS) Surabaya. Collaboration for Innovation and partnership. Indonesia recognizing the benefits to their respective organization from the establishment of international link, conclude this memorandum of undertakings.

The Intent of MOU:-

The intent of MOU is to develop, cultural and social cooperation and implement effective collaborative education programme and to promote mutual understanding between the two organizations.

Areas of Potential Collaborations:-

Both organization agree to develop the academic collaborative activities like as- Exchange of academic and administrative staff, exchange of academic information and materials. Both organizations also agree to develop the research and projects mutual interest on a basis of equality and reciprocity.

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

    a) These linkages contribute towards consultancy, extensions and publications.

    b) The implementation of any of the types of cooperation started in the item 2 shall depend upon the availability of resources and financial support at the organization concerned.

    c) Financial details about the bilateral visits will be solved by the written agreements between the two parties.

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

The success of our institution lies on our linkages with the school sector. It's a relationship of mutual benefit and professional development. On one hand the schools provide us infrastructure, human resources and material inputs during practice teaching and invite us in their non-formal activities like exhibitions, fairs and functions. On the other hand we invite them in various college activities and acquaint them with latest know how related to teaching-learning.

(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.**

Yes, the faculty of our institution is engaged with school teachers in planning real practice teaching schedule, time table, allotment of

classes and classrooms, keeping a track with the syllabus to be covered, maintaining discipline, attendance and providing feedback.

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

Collaboration with schools has already been discussed in previous points. We actively participate and invite other college in inter college competitions. We invite university faculty for extension lectures and we also participate in the programmes like youth festivals, workshops, seminars as organised by the University.

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?

- The faculty has been encouraged by the management and principal to conduct action researches based on educational problems.
- Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials and relevant technology, sabbaticals, releasetime.

- Every teacher- educator is encouraged to be a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit of these students.

- Senior faculty members have been providing their valuable insights to those newly setup B.Ed colleges regarding the functioning, infrastructure required, resources needed etc.

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

- Whenever the faculty members come across some problem in the educational field, immediately that problem is tried to be tackled by taking up an action research like to study of effectiveness of co-operative learning over conventional method of teaching–learning in mathematics method amongst B. Ed students was effectively conducted and the impact of the study was analyzed and similar technique of co-operative learning was then tried in different methods too.

- The institution has provided whatever help is necessary for the school and its students is provided in the form of guidance, providing teaching aids, conducting English speaking classes, personality development for the lesser privileged students to name the few.

- Our B. Ed students undertake remedial teaching to students weak in studies, teaching aids are provided, and coaching in English speaking is given.

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.**

Yes, the institution has all the physical Infrastructural facilities as per NCTE norms. The institution has adequate and spacious rooms for Principal office, Administrative office, multipurpose hall, Library, staff room, faculty rooms, classrooms, Resource rooms and Labs, Girls common room, teacher's cubicles, canteen, store room, washrooms, sport's room, hostels, etc. Total built up area is 3510 sqmtrs excluding hostels and canteen.

Total investment in physical infrastructure is apprx. 2 crores which includes Building, Furniture & Fixtures, Lab equipments, Computers, Books, Teaching aids etc.

Expenditure:

	2010-11	**2011-12**	**2012-13**
Building	7,25,000	2,62,850	2,93,980
Laboratories	180,500	18,000	54,600
Furniture	9,20,000	78,815	87,590
Equipment	1,75,325	2,52,563	1,31,216
Computers	3,70,000	1,41,320	1,10,000
Transport	30,000	32,450	35,400
	2400825	785998	712786

(Master Plan: Please refer Annexure)

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

All the required items/articles are put to maximum use in academics – theory, practical, work experience and in co-curricular activities.

For ensuring optimum utilization of available infrastructure of the institution, we have devised a machinery in the form of following committees. Each committee is headed by a responsible faculty member with 3 to 4 members for planning, designing and operating the present resources:

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

Dr. M. C. Saxena College Of Education have the following facilities available inside the college premises:

1. Badminton court.

2. Multipurpose Hall for seating capacity > 200 persons.

3. Huge playground for outdoor games like Cricket, Football etc.

4. Recreational rooms for indoor games and co-curricular activites.

5. Peripheral area in the college is also available which can be used for co-curricular / extra curricular activities like Rangoli,

Mehndi, Candle making, Collage competition, Poster making etc.

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

Dr.M.C. Saxena College of Education is a seprate Education college established by Society for the Advancement of Environmental Sciences, physical Infrastructure is not shared by other Colleges/Programs.

(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.)

Common rooms are available for the male and female student teachers. Separate washrooms are available for the male as well as female student teachers. Society for the Advancement of Environmental sciences also established 300 bedded hospital, Dr. M. C. Saxena College of Medical Sciences as a college of MCS group. Faculty and students have free access to medical college and hospital for their medical aid.

(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.

Separate Girls & Boys Hostel for students of Dr. M. C. Saxena College Of Education equipped with all essential facilities including Geyser, T.V. recreation rooms, Hygienic washrooms and Gym in Boys hostel. Hostel also access 24 hours wifi connectivity. Students in Hostel have access to college hospital, Mess & Canteen facility.

All rooms in hostels are airy and spacious equipped with fans/ coolers/ heaters/ Bed/ Chair/Table and Almirah.

4.2 <u>Maintenance of Infrastructure</u>

(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.**

Expenditure incurred in the last 3 years for the maintenance of the following is as follows:

<u>**Expenditure:**</u>

	2010-11	**2011-12**	**2012-13**
Building	7,25,000	2,62,850	2,93,980
Laboratories	180,500	18,000	54,600
Furniture	9,20,000	78,815	87,590
Equipment	1,75,325	2,52,563	1,31,216
Computers	3,70,000	1,41,320	1,10,000
Transport	30,000	32,450	35,400
	24,00,825	**7,85,998**	**7,12,786**

Budget Allocation:

	2010-11	2011-12	2012-13
Building	6,00,000	2,50,000	2,00,000
Laboratories	2,00,000	50,000	50,000
Furniture	8,00,000	50,000	60,000
Equipment	1,50,000	2,00,000	1,25,000
Computers	3,50,000	1,25,000	1,25,000
Transport	50,000	50,000	50,000
	21,50,000	**7,25,000**	**6,10,000**

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

For ensuring optimum utilization of available infrastructure of the institution, we have devised a machinery in the form of following committees. Each committee is headed by a responsible faculty member with 3 to 4 members for planning, designing and operating the present resources:

- Look after the college assets by maintaining a stock register and carrying out stock checking at regular intervals.

- Headed by a member of the Management, committee finalizes the job work to be done after proper analysis of quotations.

A committee to dispose off and auction the badly damaged and unusable materials.

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

- All the furniture, furnishing and other accessories are eco-friendly and we have sufficient human resource for maintaining optimum hygienic conditions.

- A garden committee is always actively involved in beautification of college campus. Two gardeners and two cleaners are there to look after the campus lawns, plantation, trees, shrubs and overall cleanliness. The institution strives to impart education to the students in an eco-green environment.

- All rooms when not in use are kept under lock and this is the key to reduce electricity consumption.

- Each room in the new wing is well ventilated, requiring no lights to be used. None of the trees in the campus have been cut/ uprooted during the process of new construction.

Also in keeping with the concern of maintaining the quality of the environment, an Environment club has been set up. The club conduct Electricity and Paper audit, which helps in bring out a qualitative and quantitative improvement in the use of resources such as electricity and use of paper. Student teachers also conduct the 2 minute ecologist session during assembly. Our main theme has been on environment and all our activities revolved around this theme.

Dr. M. C. Saxena College Of Education is also running Bio-Gas Plant of capacity producing 300 pounds of Biogas daily which is used as alternative energy source in the college.

4.3 **Library as a Learning Resource**

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

A qualified fulltime librarian is appointed at MCSCOE library. He is qualified sufficiently to catalogue and assign the accession number and keep them in their allotted space. When demanded by the reader, he helps to identify them and issue after making the necessary entries. Now-a-days he makes his laborious work easier with computer software **LIBSYS**. Staff is also appointed to assist the Librarian. The Library is equipped with Xerox machine. Internet facility is also available in the reading room.

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

Resources available to staff and students are:

No. of books	:	4901
Titles	:	1724
Journals	:	10
Magazines	:	23
Audio-visual aids	:	85
Internet	:	Yes

The library maintains an organized registers for new books and the stocks of the library are indented in stock and accession registers. In the past years accession was done on the subjects but now our librarian has updated the register and has accessed the books according to the numbers.

Online journals and National / International Journals are available in the library. **DELNET** facility is also available. The library is the place of enrichment of knowledge – our students make complete use of the library. CD / Internet material for B.Ed. education is also available in the library and entry register is deployed in the library for security purpose. Library is also under scrutiny by CCTV camera, the recording of which is periodically reviewed by librarian and staff.

READING ROOM:

Our library facilitates the reading with a ventilated and a bright room. The reading room has a new arrivals rack where new books and journals are displayed for the students and staffs. This way the students are updated with the new arrivals. The library is about 110 sqmtr in area. The working time of the library is from 9.30 a.m. to 5.30 p.m. The students are allowed to refer books even during lunch break.

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

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

The library advisory committee consists:

Chairman	Dr. Sanjay Singh
Convener	Mr. Vishal Saxena
Member (Faculty)	Mr. J. N. Pathak
Member (Students)	Ms. Shanti Kumari

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

Yes, library is fully computerized. We use the software "**LIBSYS**"

(5) **Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

Yes, the institution has computer internet and Xerox machine available for full time use and frequently used by the staff member and students

as per their needs time to time Library is fully automated using Libsys Library Automation. Software & circulation desk. Internet facility is also available in library in which students / faculty search / use online material / journals / article of B.Ed. education.

Library has computer, internet and Reprographic facilities, and the basic requirements and also we have DVD player and TV to view the Micro teaching of the past years recorded in the CD discipline wise for Training the new entrants in the preparatory period. They are encouraged to do critical observations to make a list of do's and don'ts. The internet facilities are made available to students and staff in the computer laboratory and open during lunch break and in the evening. The first training given to them is to make each one to have an e-mail ID for those who do not have so that communication from college with students gets easy and faster.

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

The need for this utility is restricted since not many find any opportunity to use it, excepting in writing assignments with recent inputs of information and faculty search for updated information for research work. Scholars from institutions which do not have web access are permitted to use it on no payment. We have a **DELNET** membership and it is used by the library only.

(7)   Give details on the working days of the library?

The library is available throughout the year except on national holidays.

The working hours of the library is from 9.30 am to 5.30 pm.

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

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

The library notice board usually the new arrivals will be displayed for information.

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

The institution have a book bank facility and it is properly being utilized. The book banks are issued to the students on request.

The book bank is being created from the public contributions but they are of general nature than specifically to our need. We mostly encourage the old students to donate the books in mother tongue which is in very popular usage by many.

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

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

4.4 ICT as learning Resource

(1) Give details of ICT facilities available in the institution and how the institutions ensure the optimum use of the facility.

Hardware

- 29 computers

- System Specification-   CPU Dual Core 1.8 GHz.

    RAM 1 GB DDR-2

    HDD 80 G.B. SATA

    TFT/CRT-16 Inch/15 inch (Multimedia)

    Win XP-2

- Server- Specification   H.P. Prolon

    6 GB RAM

    Xen Processor 3.2 GH

    HDD 160 G.B.

- 2 Printer   Cannon LBP

- CD ROM

- CD Writer

Software

- Microsoft Volume Licensing Software

    1. Operating System – SP-2, SP-3, XP 2007, 2008

    2. MS- SQL 2010

- C, C++

- Visual Basic

- Adobe

- VLC Player

- Multimedia Player

The above list provides the stock of instrument and hardware that support the software operations for teaching learning and other educational activities. They are not kept very clean under lock and key, but damaged repaired, replaced and some condemned after use. Unless obsolete they are used to the maximum. Yet of them some find a safe and secure place, because their requirement is not that frequent.

Most of the equipment is nearing worn out stage because of constant usage and being handled by the novice students who had no experience at all. The place where the equipment are kept is not having any special provision of 100 being dust free may be one of the reason attributed by the suppliers, yet it has proved the worthiness. Neither the hardware nor the software that assured any quality contribution, but the human ware at the back of everything. Their commitment and hard working on which we have a strong belief and trying to build our strength. Technology is made use of in all walks of a Teacher making. Computer, internet connectivity utility is open to them after given familiarity in use. Some who do not have even an e-mail ID are mixed with expertise in using PowerPoint slide through photo shop

poses really a challenge that forbid uniform and schedule training to all. Those who have mastery in programming language, being utilized to develop in fractional software package on payment.

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

Computer education is included in the syllabus as compulsory paper. Very few students opt for this course every year. Only those students who opt the subject are able to study the course. Teacher educators have attended a 15 day computer learning programme during the Summer vacation covering the subject MS Office.

Four of the staff members have completed their training in BASIC and obtained Diploma in software technology and PGDCA degree.

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

Dr. M. C. Saxena College of Education uses latest technological innovations to the best of their use.

During practice teaching the trainees use smart class technology

- Classes are equipped with smart boards and projectors.

- CD's, transparencies, slides and presentations are prepared by the faculty.

- PC lab is available in college which is equipped with LCD computers and languages enhancement software where students enrich their communication and professional skills.

(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 areas in which the trainees use technology in practice teaching are browsing the web for different types of lesson planning, referring to educational websites etc.

- Drawing content from internet for Lobby decoration for the given themes.

- Using Power Point and other Techniques in practice teaching schools.

- Downloading images relating to topics from the internet to display on flannel board etc.

Every year MCSCOE conducts technology based workshop, the detail of workshops are given below:

SI. NO.	THEME	DATE	NO. OF PARTICIPANTS
1.	**Microteaching Skills**	8th and 9th November 2010	100
2.	**Material Aids**	4th and 5th October, 2012	100
3.	**Action Research**	20th October, 2012	100

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 institution offers its library facility free of cost. Students are allowed to read and copy the contents of the books during the library hours. We are invited by other institutes to open a workshop which is organized time to time by the MCSCOE.

(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?

These Audio-Visual materials are available in the institution-

- Charts

- Maps

- Tape recorder

- CD Player

- OHP

- Audio , video CD's

- Power point presentation

- Flannel boards

- Working model

- Real objects

- Static models

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

The Micro Teaching of students are video Recorded for Feedback and retained for the new comers for preparation before they start micro teaching.

(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 general and method laboratory available in our institution are

- Psychology lab

- E.T/ ICT lab

- Computer lab

- Science Lab

- Art and craft resource centre

The general laboratory for sciences have the equipment, chemicals, apparatus, charts, models specimen etc required to conduct the prescribed practical by the State Board syllabi.

The computer laboratory finds more users since in Elective and in optional the students flock in for various training and usage. Not only for scheduled practical's, but for their utilizations like web surfing e-mail communication, creating power point shows preparing for on line seminar submission etc. for maintenance of computer, and Accessories the Annual Maintenance contact with the local firm helps us. One of our technician is to a certain extend extends the helping hands in Hardware problems. Because of constant usage and extension the breakage of equipment is on the ascend, but maintained to meet our work demands.

The optional lake psychology lab, Science laboratories, Educational Technology lab are kept in order and utilized periodically.

Labs and other facilities are properly maintained and observed by regular staff which includes authority / faculty / lab staffs and if any type of deficiency/ maintenance is required then it will properly maintained on priority basis. Once in a year all staffs of laboratories have been thoroughly checked and maintained. The whole campus is in proper vigil of CCTV cameras.

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

- The college has a multipurpose hall for conducting field based activities such as practice teaching programme, village community interaction programme, social visits etc.

- We have a sports ground for students in which they play cricket matches, badminton, Basketball etc.

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

- Yes, all the classrooms are equipped with all latest technologies including OHP, Smartboard etc. for better delivery of teaching aid to the pupil teachers.

- Modernization with Technological outfits is definitely our high goal and ambition.

- The Black boards are converted to Glass Boards which find the mostly used Technology but normally least cared for. The notice board and flannel Board are used for displays of information otherwise needed; the LCD, Amplifier, computer etc are housed in the Main hall and used instantaneously than being fixed in one place. Two LCD are often in more to various classes from computer lab to seminar Hall etc. We believe more the knowledgeableness of the lecturers in the preparation and utilization of technology than on the hardware alone. We are yet to understand the term "modernize the class room" than otherwise what we utilize Technology in various forms in teaching learning process.

4.6   <u>Best Practices in Infrastructure and Learning Resources</u>

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

Few presentations were prepared and different teaching methods which were modeled by our Best faculty. The presentations are used as demonstration lessons during orientation and before going to practice teaching.

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

The college records all its extension lectures in CD's which are repeatedly used every year. The new batches to avail the facility to listen to the best of the lectures. We use TV, Radio, Taperecorders, OHPs, Slide projectors, CD players, cameras etc. which keep us abreast with technologically change in World. Our classrooms are ICT enabled and we have ICT laboratory too.

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

- Recordings of best methodology classes(DVD)
- VCD/CD/PPT/PDF files of extension lectures and topics taught to the students of B.Ed. course are available.
- The best practice in using infrastructure and learning resources is the extension activity.
- We use the college resources like material resources, human resources , information drawn through internet regarding their course details etc. to provide maximum benefit to those students.
- On every Saturday, Principal confidently took the students' feedback on the performance of faculty and syllabus covered by them.

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?

B.Ed. admission process involves a common entrance test for all candidates conducted by State Government. The Entrance test includes General Mental Ability, Teacher's Aptitude and Reasoning . Candidates who qualify in the written examination opt. for the college in the counseling programme. In case of fulfilling all the eligibility criteria, the students are admitted to the college.

The student preparedness for the programe begins right from the start when students come for inquiry for B.Ed. admission. The academic scores in the previous examinations are scrutinized; an informal interview is taken to find out the aptitude and interest of taking teaching as a profession.

- Orientation programmes are held for the student-teachers whole heartedly feel the option of 'Teacher by choice'.

- Practical knowledge of Micro-teaching skills , Lesson planning , Methods, Techniques added as spices of teaching , models of teaching are imparted to the students.

- The trainees are given timely and appropriate guidance to ensure the proper development of knowledge and spirit.

- The new entrants are given orientation programme comprising of the need of systematic procedure of action research.

- Timely lectures by experts are arranged in the premises.

- Workshops for test construction are arranged for the students

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

- The campus environment is conducive to learning and is motivating for all.

- The campus has airy and spacious rooms, ideal library with Reading room, ICT lab, Psychology lab, Common room and Canteen to cater to their various needs. The institution maintains a congenial relationship with all students. The trainees are monitored by respective teachers allotted for their performance in the areas of decoration, cultural activities, methodology expertise. Motivation and guidance by the Principal also lead to the development of their performance.

- Bilingual method of teaching is adopted by the teachers.

- Weekly tests and assignments are conducted to ensure their progress.

- Grievances are also brought in to notice by the class representative elected at the very beginning of the session.

- Personality development and motivation classes are also an added advantage to boost up their morale.

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

Year	Dropout rate	
	Female	**Male**
2010-2011	1	1
2011-2012	1	2
2012-2013	0	1

The major cause of dropouts had been that the students have been employed somewhere.

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

Helping and encouraging the students to climb the ladder of teaching profession has been the motto of Dr. M. C. Saxena College Of Education. The students are encouraged to learn new methodologies in teaching, explore different areas of research and take projects.

Admitted / Qualified NET / SLET Students

Year	No. of students appeared in NET	No. of students qualified NET/SLET/CENTRAL/STATE GOVT.
2010-2011	9	1
2011-2012	11	1
2012-2013	5	NIL

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

Year	% age of students opting further studies	% age of students opting teaching
2010-2011	08	12
2011-2012	15	18
2012-2013	04	06

Selected few go for Masters Degree in their subject in post graduation. Some students get into government job. Our placement cells plays a major role in placing our B.Ed. bright students in the reputed schools / colleges in the city.

(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 student teachers seek help from the institution for various types of resources. The alumni also access these resources very often for their professional enhancement. Student teacher who opt for further studies avail of these facilities on a regular basis. The institution also conducts training workshops for the alumni in innovative practices, Resource persons are also invited for the same.

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

Year	2010-11	2011-12	2012-13
Placements through Placement Cell	05	10	02

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

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

One way of advertising our best products to the saleable public market in placement is through the annual function of "DISHA".

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

We send our students for teaching practice every year in various schools and they offer jobs to all those practising student teachers who impress them with their teaching abilities.

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

The career committee comprises of the Principal and teacher educators who look after the smooth functioning of the Placement cell.

The institution maintains a separate notice board for display of Placement related information.

For the campus orientation and interviews the institution provides resources like our teacher educators on the panel to help in interviews, rooms for testing and conducting interviews, ICT facilities for orientation sessions, refreshments and stationery to the schools.

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?

Academic calendar is made according to the suitability of dates and activities carried out.

The curricular, co-curricular and extra curricular programmes are planned at the end of each academic year for the forthcoming year so that they can be smoothly implemented. Prior to the planning the previous year's work is reviewed and feedback is taken from the teacher educators, student teachers and also from the practice teaching schools. Staff meetings are held on every 2nd and 4th Saturday to discuss and ensure that the activities are carried out as per the

planning and all the teacher educators get familiar with their respective roles in the various activities. Thus a good co-ordination and team work helps in the effective functioning of all the activities.

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

There was no need to bring changes in curriculum planning and we do not make changes to the curriculum in any manner.

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

Tutorial groups are formed to help reach out to all the students. Groups comprising of 15 – 17 student teachers are formed under each teacher educator. The student teachers are provided with personal and academic guidance The teacher educator makes an effort to improve study skills and provide training in time and stress management.

Each teacher educator updates the Principal and the rest of the teacher educator about any student requiring special help so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive and beneficial manner.

The student teacher who are academically better are selected to be mentors for helping the students at risk academically to cope with their studies under the guidance of a teacher educator.

(4) **What are the various provisions in the institution with support and enhance the Effectiveness of the faculty in teaching and mentoring of students?**

- The teacher educators are constantly in the track of upgrading themselves in various subjects. They are deputed to attend workshop & seminars.

- Internal workshops are also arranged for effective teaching.

- The Principal encourages and supports to enhance the skills needed to guide students.

- Encouragement is provided to the teacher educators to publish papers in journals.

- Various activities are encouraged to build team spirit.

(5) **Does the institution has its Website? If yes, what is the information posted on the site and how often is it updated?**

Dr. M. C. Saxena College Of Education have a website **www. mcsgoc.com** On this website all information of college is posted, which includes college infrastructure, facility, services, students related information, College news, University information. Dr. M. C. Saxena College Of Education also has ERP solution "FEDENA" on which every students have account and all college related information / Notice / Circulars are displayed. Students also put their comments / feedback on FEDENA.

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

The low achievers are identified by their performance at various tests such as the Content Test, Essays and Semester Examination. Diagnostic testing is further conducted by asking students to prepare for a unit. A test is then conducted to identify students who are at an academic risk. The tutorial group teacher keeps a check on the performance of students under him/her.

Advanced learners in the class are identified and assigned as mentors for the low academic achievers. During the study circle the advanced learners study and help the low academic achievers by guiding and sharing notes and solving queries.

The academically low achievers are identified from each tutorial group and adopted by the teacher educator. Timely guidance is given to keep them at par with the other student teachers

(7)   What specific teaching strategies are adopted for teaching?

Advanced learners- For advance learners, we adopt the following teaching strategies. Involvement in seminars, power point presentations, peer tutoring and assigning them extra responsibilities according to their capabilities.

Slow learners- For slow learners, we arrange for their peer tutoring, tutorial classes and remedial teaching. For catering to the various needs of individual differences of students, the teachers give them assignments and organise trips and excursions.

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

The various guidance and counseling services available to the students are as follows:

- **Tutorial groups**: Guidance is provided by the teacher educator to the group of students assigned to him/her. The tutorial group teacher is responsible for the overall performance of the student. In the tutorial problems faced by the student teachers are discussed and help is provided in finding solutions for the same. The tutorial group teacher guides students in their academic as well as personal problems.

- **Mentoring**: guidance is given on a one to one basis. Special counseling is given both at a professional and personal level.

- **Career Counselor**: Career counseling is also available at Dr. M. C. Saxena College Of Education by the faculties to the passing out the B.Ed. students so that they can outshine in their lives.

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

There is a grievance redressal cell headed by a senior teacher and other members. The students can bring their grievances to their notice either

verbally or in written. The college has a complaint/suggestion box which is used by students. It is regularly checked and solutions are found if there is any problem. Students can approach directly to the Principal also. In the last two years no major grievance of students came forward by any student. Petty issues of hostel etc. were brought to notice which was solved by authorities at initial level.

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

The progress of the student teacher are monitored and advised by the teacher educators in-charge of different portfolios.

- The attendance records are maintained by teachers in-charge of conducting the assembly and a report is given to the principal and the concerned tutorial group teacher if a student teacher is absent.

- The performance of student teacher at practice teaching is monitored by the in-charge of Practice Teaching.

- Feedback at length is given to the student teachers section wise with respect to essays and exams. Guidance on how to improve upon answers is given on an individual basis.

- Action Research projects are guided on an individual basis. They work in tandem with their guiding teacher educator in charge.

- The extension teacher educator in charge along with the Student Managers ensures the smooth conduction of activities relating to extension work.

- The Library staff keeps track of the hours of study completed by each student teacher in the library.

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

Before sending the students for practice teaching, it is ensured that they are competent enough to do the task.

- Orientation to practice teaching skills is given.

- Guidance of methods of teaching is given.

- Micro teaching skills are practiced under the guidance of the respective teachers.

- A model lesson is delivered by the teacher educators.

- A workshop on the preparation of Teaching aids is conducted.

The follow up support in the practice teaching is -

- Every lesson is observed by the supervisor and is given a feed back.

- Personal feedback is also provided in case of necessity.

- Observation of peer is also made compulsory and each student observes at least 10 lessons.

The supervisors give a report of the details to the principal.

5.3   Student Activities

(1)   Does the institution have an alumni association?

Yes, the college has an alumni association since the year 2012. The list of office bearers for the session 2013-14 is as follows:

Chairman	Dr. Sanjay Singh
President	Mr. Avinash Misra
Vice President	Mr. Santosh Kumar
Secretary	Miss Dipti Dwivedi
Members	Mr. Sunil Kumar and Miss Aradhana

Election of this committee was held on 15th October 2013 and previous alumni association was elected on 21st August 2012. Activities of all alumni association:-

1. Maintaining a community on Facebook group by the name of Dr. M. C. Saxena College Of Education. The URL to join it is www.facebook.com / groups / 188246111250843

2. Alumni meet organization.

3. Making the latest updates of alumni.

4. Sharing teaching, experiences of alumni with current teacher students.

5. Publication of Smritiyan. (Students' yearly magazine)

Top Alumni of Dr. M. C. Saxena College Of Education

Gauzia Khan	Started an Intermediate school, Lucknow
Jeba Rizvi	Teaching at Unity Inter College, Lucknow
Parul Agarwal	Teaching at Baby Martin School, Lucknow
Neha Mishra	Teaching at Police Modern School, Lucknow
Shilpi Jaiswal	Teaching at MS public school Pilibhit
Priyanka Srivastava	Teaching at Sunrise Public I C, Lucknow
Sandeep Lohni	Teaching at Govt. College, Uttaranchal
Ankita Srivastava	Teaching at CMS Lucknow
Tannu Saxena	Teaching at Lucknow Modern Public School
Saurabh Gupta	Teaching at started SD school, Lucknow

Alumni of Dr. M. C. Saxena College Of Education is always in touch with college and regularly interact with B.Ed. students to dell up their teaching as well as co-curricular needs as per demand of schools.

(2) **How does the institution encourage students to participate in extra curricular activities including sports and games? Give detail on the achievements of students of last two years?**

The principal and the teacher educators motivate the students to participate in various extracurricular activities including sports and games. Every day of importance like Literacy day, Children's day,

Teachers day are celebrated. The students are encouraged to display posters on various themes like Eco-Friendliness, Eminent leaders etc.

The programmes conducted are completely managed by the students. They are incharge of organizing the morning prayer and also celebrate festivals. Dr. M. C. Saxena College Of Education (a part of Dr. M. C. Saxena Group Of Colleges) regularly organises cultural, technical and sports extravaganza: DISHA in which students of Dr. M. C. Saxena College Of Education participate and with great zeal, enthusiasm and dedication. DISHA includes two days outdoor and indoor sports meets in which students participate in games like Cricket, Volleyball, Carrom, Badminton, Chess, Table Tennis etc. Also indoor activities like collage making Flower show, Mehandi Designing etc. take place. DISHA is supported by a Fashion show in which B.Ed. students participate with a great zeal.

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

Articles are invited by students to post on online ERP Fedena which can be viewed and read by the whole community of Dr. M. C. Saxena Group Of Colleges. Publication of annual magazine "**SMRITIYAN**" is also co-ordinated by students of Dr. M. C. Saxena College of Education. Publication of

previous Academic session SMRITIYAN 2013 was carried out by our students.

Students are creatively involved in these activities:-

1. Poster Designing (on Children's Day, Earth day etc.)

2. Rangoli designing

3. Diya decoration and Pot designing

4. Candle making etc.

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

Student-Teacher Council

Chairman	Dr. Sanjay Singh
Convener	Ms. Anjali Singh
Faculty members	Mr. Ashok Singh Yadav, Mrs. Anjana Mishra
Student male	Suresh Kumar Saroj
Student female	Pratibha Kashyap

Functions:

- Co-ordinate between students' parents and teachers.

- Monitoring of all academic and co-curricular activities.

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

of activities after organization, bringing into notice the problems faced by the students. The council manages all activities related to our annual programme "**DISHA**".

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

Academic Committee

Chairman	Dr. Sanjay Singh
Convener	Dr. Mala Tandon
Faculty	Mr. Gyan Prakash
Students members	Sunil Kumar, Shraddha Pandey

Functions:

- It recommends and ensure that the new technology is accepted and implemented.

- Related reference material, books, journals, manuals and software are made available at the earliest.

Examination / Practice Teaching Committee

Chairman	Dr. Sanjay Singh
Convener	Mr. Avinash Mishra
Faculty male	Mr. Ashok Singh Yadav
Faculty female	Mrs. Anjana Mishra

Functions:

- To organise Half -yearly, Pre final teaching and final practical exam.

- To organize Practice teaching in different secondary schools.

Internal Quality Assurance & External Activities Cell

Chairperson	Dr. Sanjay Singh
Convener	Dr. Mohit Saxena
Faculty members	Mr. Ashok Singh Yadav, Ms. Anjali Singh
Administrative Officer	Mr. Amit Khare
Management Representative	Mrs. Smita Saxena

Functions:

- Promoting Faculty and students to volunteer in National and International seminars and paper presentations.

- Maintaining high standard and teaching through the use of ICT.

- International / National tie up and collaboration with other organizations.

Mahila Utpidan Jaanch Committee

Chairman	Dr. Sanjay Singh
Faculty male	Mr. J. N. Pathak
Faculty female	Mrs. Anjana Mishra

Functions:

- The committee helps to maintain amicable environment for women in the Dr. M. C. Saxena Group Of Colleges' community.

- We maintain and draft a code of conduct for achieving the same.

Student-Teacher Council

Chairman	Dr. Sanjay Singh
Convener	Ms. Anjali Singh
Faculty members	Mr. Ashok Singh Yadav, Mrs. Anjana Mishra
Students	Suresh Kumar Saroj Pratibha Kashyap

Functions:

- Co-ordinate between students' parents and teachers.

- Monitoring of all academic and co-curricular activities.

Library Advisory Committee

Chairman	Dr. Sanjay Singh
Convener	Mr. Vishal Saxena
Faculty member	Mr. J. N. Pathak
Student member	Miss Shanti Kumari

- To have the library requirements from staff and students.

- To arrange the facilities as per the requirement.

- To adopt measures of proper functioning of library.

Discipline / Admission Committee

Chairman	Dr. Sanjay Singh
Convener	Mr. Avinash Mishra
Faculty male	Mr. J. N. Pathak
Faculty female	Ms. Anjali Singh

Functions:

- To maintain discipline in the college.

- Make students aware about the college's code of conduct and rules.

- To stop ragging in the college campus.

- To complete the process of admission.

Co-curricular Activity committee

Chairman	Dr. Sanjay Singh
Convener	Mr. Gyan Prakash
Faculty members	Mr. Amit Khare, Mr. Avinash Mishra
Students member	Mr. Surya Kumar Acharya, Miss Shalini Pandey & Miss Shalakha Kumari

Functions:

- To organise co-curricular activities involving maximum number of students throughout the session.

- To prepare students and send them to different other institutions to participate in different co-curricular activities.

- To organise **DISHA** cultural and sports festival.

- To organize sports activities in the institution, involving maximum number of students.

- To organize Annual Athletic Meet of B.Ed students.

- Organisation of tours to various places of historical, educational and social importance.

Alumni Committee

Chairman	Dr. Sanjay Singh
Convener	Mr. Jitendra Nath Pathak
Faculty male	Mr. Gyan Prakash
Faculty female	Ms. Anjali Singh
Students members	Mr. Umesh Kumar, Ms. Aradhana Shukla

Functions:

Meetings of different committees were held as per requirement during the last session. For major issues meetings of various committees were held with Principal and President.

Placement Cell

Chairman	Dr. Sanjay Singh
Training & Placement Officer	Ms. Renu Diwan

Functions: Co-ordinating in placement activities of students.

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

There is systematic approach every year to conduct Academic Auditing with feedback from students and staff.

Student's Evaluation of Teachers

A tool has been developed by MCSCOE and employed every year to collect data, Tabulated, consolidated and discussed with faculty for quality enhancement. Positive suggestions are exchanged and freedom to defend and discuss Teaching-learning problems is encouraged.

Peer Evaluation of Colleagues

Pair from different disciplines with the check-list evaluates the staff and submit it for appraisal. With the student's feedback, the staff reacts to the feedback in unison. This approach confirms the responses and counter checks the validity of the response to a certain extent.

The institution has developed a data base of the feedback formally collected from its graduates and employers. The feedback form seeks information on the usefulness of the B.Ed. course with respect to various subjects in the curriculum, the practice teaching and other

activities conducted throughout the B.Ed. program. The data collected is utilized to improve upon the programs or to bring about necessary modifications wherever possible.

5.4 **Best practices in student support and progression**

(1) **Give the details of institutional best practices in Student support and progression?**

As a policy, we wish to be different from the traditional path trodden by institutions without giving new meaning according to the changes happening and expected in the society because of the influence of globalization and privatization. The enormous amount of competitions that have aroused in every field demand quality in man power, not just qualification is well understood by the system.

- We provide constant support for student progression and provide guidance and counseling services to students.

- Scholarships for SC/ST through Government

- The institution provides financial aid for educational tours and excursions.

- The management provides them woolen during winters.

- The management honors the students having merit positions in the examinations with Rs. 5,000/- each.

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?

Institutional Vision:

- To create dynamic and synergistic centre of excellence empowering young minds to attain global competence.

- Imbibe right attitude, values, ideals & ideologies.

- Achieve academic excellence through hard work critical thinking and effective decision making.

- Facilitate quality among their pupils through appropriate skills & methodologies.

- Exercise responsible leadership in the total formation of their pupils.

Mission:
- Dr. M. C. Saxena College Of Education is a part of Dr. M. C. Saxena Group Of Colleges which was established in 2004 and is continuously striving and committed to its mission in Education leading and Advancing knowledge through quality policies, quality education and rigorous training.

- The adapted pedagogical style which is more student-centric than teacher-centric, nurturing creativity and innovation through challenging project works, participative learning and an

environment conducive to sparking ideas helps in inculcating leadership, qualities, global acceptability to become competitive Human Resource.

- Intellectually well developed, socially concerned morally upright & spiritually oriented citizens for the nations.

- Maintain resources & facilities that allow each program to meet its expected outcomes.

- To analysis and development of leadership and educational policy.

Objectives:

- To make the course professional and practical.

- To bring about effective integration of different units of knowledge and corresponding training essentials for future teachers.

- To make the trainee teachers more competent to meet the social, academic and national needs.

- To inculcate in the trainee teachers a cultivation of positive attitudes.

- To bring about all round development of students to meet the challenges of the modern era.

- To make the trainee teachers motivators to inspire the future generations.

- To equip the students with the skills needed in the age of globalization, liberalization and privatization.

Values:

- Contributing to national development.

- Fostering Global Competencies among students.

- Promoting the use of technology.

- Quest for excellence.

- Environmental sensitivity.

- Democracy & Humanness in all dealings.

(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?

MCSCOE is governed by Lucknow University (Govt. University). The Principal of college and Faculty all are chosen from the Lucknow University's Higher authorities.

The institution's mission includes goals and objectives related to social cause, serving the student community, prepare them for school and adhere to values and traditions.

(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)

Management believes in developing a good rapport between the Management, Principal and the faculty. The Management acts as a true leader and ensures the effective and efficient transaction of teaching learning process by delegating powers at various levels and creating various committees.

Management holds the torch through its properly elected Governing Body having nine (9) active members from its employees i.e. the college Principal, two (02) representatives from teaching faculty and one (01) from non-teaching.

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

The management, with the help of Principal creates various committees for the smooth functioning of the college activities. The incharges and members of these committees are informed and notified about their roles and functions.

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

The feedback is filled by the students, staff and faculty anonymously which is reviewed by the management personally. The validity of any feedback is mostly on the face value either on data sheets or personal contacts. The Chairperson/Head of the institution calls the meetings of the committees, review the activities and provides suggestions.

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

The Principal with the constant support of the management and teacher educators endeavor to identify the barriers and facilitate them to reduce it to the minimum and increase the efficiency to achieve the mission and vision of the institution. Review meetings are arranged after every activity. The feedback obtained through these meetings is communicated to the concerned teacher educator involved in the respective portfolio to find out solutions to the drawbacks identified (if any) during the execution of the activities. All activities are pre-planned and are entrusted to each teacher educator with the responsibility of executing the task effectively and efficiently.

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

There is informal dinner arranged at Chairman's residence for all faculty and staff twice in a year where thoughts are also exchanged along with foods and refreshments served.

The Management grants permission for attending various programmes for professional growth of the faculty. The Chairperson/Head of the institution formerly acknowledges and appreciates every commendable work.

(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 the students.**

The Head of the institution has a very crucial role to play in smooth functioning of the institution. The Head is personally involved in all the college activities and looks after general administration. He ensures that all the infrastructural facilities and material resources are used optimally by the staff as well as the students. He provides leadership role in the following activities:

- Cultural Programmes.

- Sports/Games activities.

- Organising seminars/workshops/extension lectures, etc.

The success of an organization depends on how effectively the head of the organization has lead and guided the organization. The institution has risen to greater heights under the able and humane leadership and guidance of the Principal. The principal has constantly sought support and encouragement from the Management board. The entire curricular

as well as co curricular activities are organized under the governance of the Principal.

Some of the adopted strategies for facilitating the course are follows:

- The Principal in concurrence makes decisions regarding the papers that will be taught by the teacher-educators.

- Decisions are made regarding major portfolios to be handled by the teacher-educators.

- Specific targets are set for various portfolios and task on time and time on task is the philosophy adopted by the Principal.

- To monitor the progress of work done in each portfolio, meetings are held with all the teacher educators. Opportunities are given to share problems faced by the teacher educators in executing tasks assigned. The problems are discussed and solutions are sought through brainstorming.

- Total freedom is given to approach the Principal when the teacher-educator is faced with any problems with respect to the execution of the portfolios.

- The respective portfolio teacher educators in-charge plan activities and discusses it with the Principal to bring about the suitable changes (if any). Implementation of the plan takes place only after getting the consent of the Principal.

- The Principal acts as a link between the teacher educators and the management. Any financial help, sharing of infrastructure and other help from the management is sought through the Principal.

- Principal's encouraging attitude and progressive mindedness has helped not only the institute but also the teacher educators and student teachers to evolve

- The humane and understanding approach of the principal makes it easy to carry out various portfolios smoothly.

6.2 Organisational 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.

Refer to Criterion 5.3 – 4 and 5.3 - 5

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

See Next Page

Organisational Structure

Chairman

↓

C.E.D.

↓

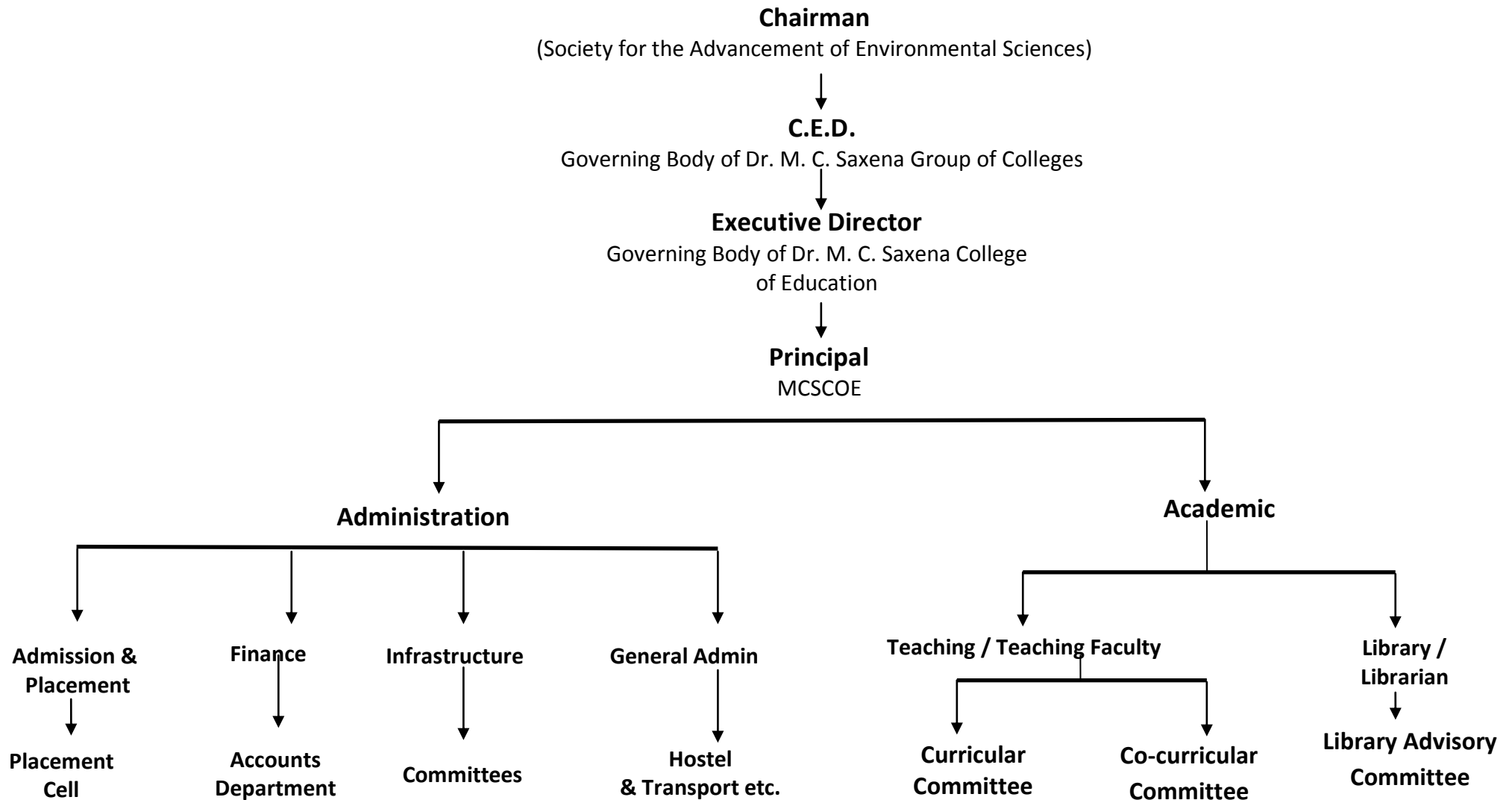| Executive Director of MCSCET	Executive Director of MCSCOP	Executive Director MCSCOE
↓	↓	↓
Director	**Director**	**Principal**
↓	↓	
HOD	**HOD**	
Faculty **Staff**	**Faculty** **Staff**	**Faculty** **Staff**
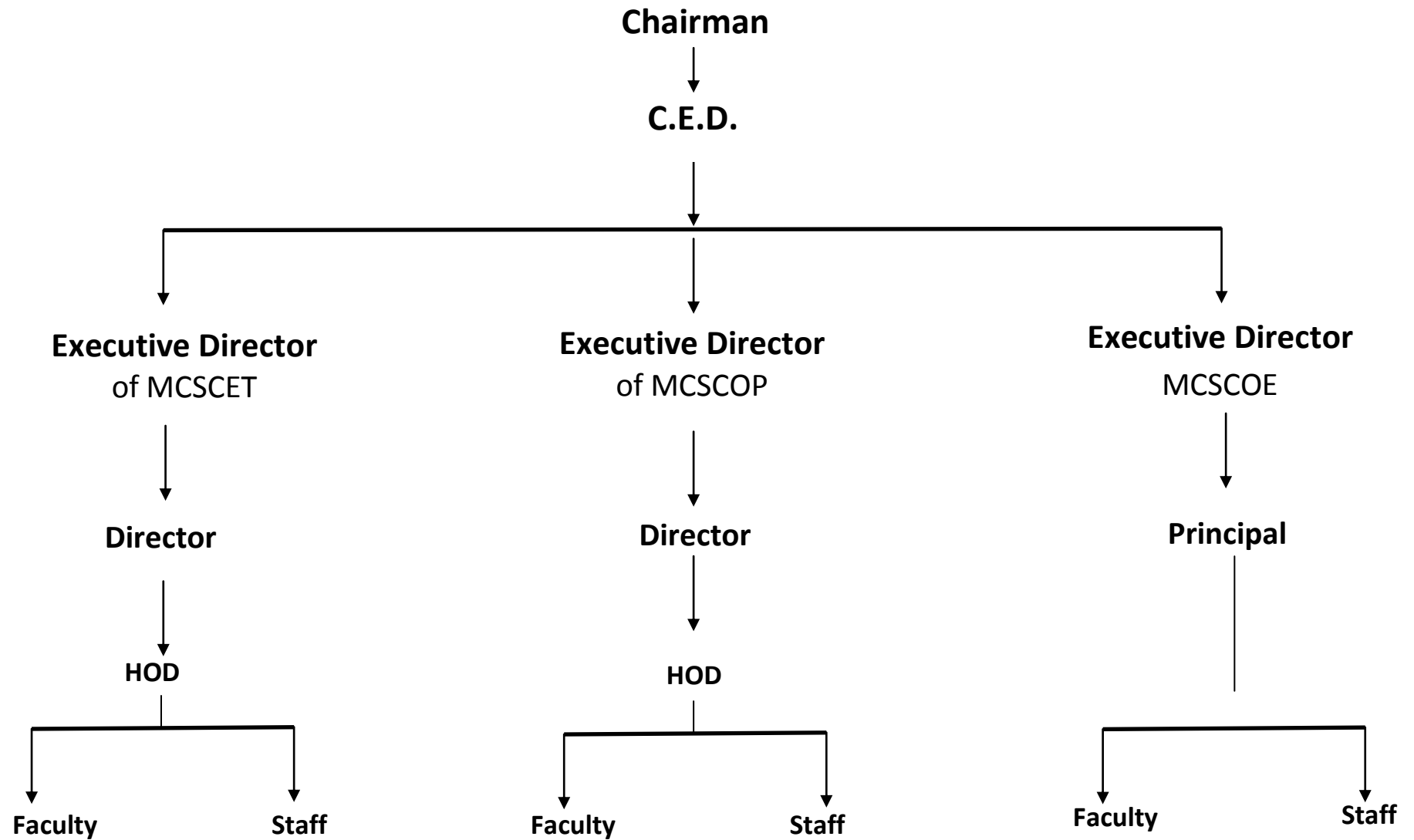
The objectives are:

- To be autonomous and independent in Academic Activities, Governance and Management of its own system for developing as an institution of Excellence.

- To reach sustenance in matters of Finance through appropriate planning, consultancy and entrepreneur developments.

- To have mutual partnership among institutions of higher education for Renovation and Rejuvenation and To establish partnership with institutions of reputation both National and international levels for staff-student exchange and mutual benefits

- To be accountable in all matters and maintain transparency in management, Academic and finance.

- To evolve a self regulatory mechanism with internal and external components of auditing, supervision and regulatory nature.

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

Most of the curricular and co-curricular work is done by different committees. They are fully authorized to work independently. The Management has delegated powers to the respective incharges / conveners to plan and execute work successfully with the help of suggestions from other faculty, Principal and Management. To ensure that the responsibilities are defined and communicated to the staff, the Head of the institution circulates different notices and notifications of committees and incharges.

Decentralised Structure

Chairman
(Society for the Advancement of Environmental Sciences)

↓

C.E.D.
Governing Body of Dr. M. C. Saxena Group of Colleges

↓

Executive Director
Governing Body of Dr. M. C. Saxena College
of Education

↓

Principal
MCSCOE

Administration

- **Admission & Placement** → **Placement Cell**
- **Finance** → **Accounts Department**
- **Infrastructure** → **Committees**
- **General Admin** → **Hostel & Transport etc.**

Academic

- **Teaching / Teaching Faculty**
  - **Curricular Committee**
  - **Co-curricular Committee**
- **Library / Librarian** → **Library Advisory Committee**

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

- The institution's goal is to prepare efficient teachers for the society. It seeks help from the schools to provide a ground for the student teachers to practice and develop their teaching skills. Permissions are obtained from the practice teaching schools before the start of the academic year.

- To recognize the help and co-operation extended by the schools that support practice teaching program, the institution often conducts training programs for the teachers working in the practice teaching schools.

- The institution is constantly in touch with the University of Lucknow for being an affiliated college under them. Admissions are done according to the rules specified by the Higher Education Department of U.P. govt. and through a Joint Entrance Test. The teacher educators are granted approval by the university. The institution conducts the university examinations by functioning as a centre for the B.Ed. examination. Teacher educators are deputed for setting question papers, as examiners and moderators, besides the

institution also sends the teacher educators for the refresher courses conducted by the University of Lucknow, Lucknow.

- The institution co-operates with the other B.Ed. institutions by deputing teacher educators to attend seminars conducted by them. It also invites teacher educators from other institution in the programs conducted by our institution.

The institution also works with the support and co-operation of other department of our institution. The computer staff offers its help by training our students with computer skills. The office staff and computer operator of the institution is involved with the printing of college magazines and newsletters.

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

Student evaluations of teachers are done annually. The evaluation is done for quality enhancement. The institution collects the feedback from students, alumni, teacher educators for finding its strengths and drawbacks of the institution. With the feedback obtained form the various feedback forms the information is collected regularly and shared with teacher educators and the management. The Principal and the management take the necessary action to improve its processes and functioning.

(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).**

- It is ensured that each work is executed under the team of two to three teacher educators.

- Every work is executed with the judicious distribution of work so as to involve maximum number of teacher educators and bring out the quality work.

- Teacher educators are given full freedom to express their views and problems faced by them.

- Staff enrichment programmes like internal workshop on lesson planning, research work are conducted, They are encouraged to have their library hours.

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

6.3   Strategy Development and Deployment

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

Every program like Inter Collegiate Cultural and technical, annual festival, DISHA, has a feedback form circulated to collect the response of participants under various norms set. Normally during pre-planning

session for every activity with staff, the norms are drafted and stated even in the invitation.

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

b) Accounts section is completely computerized. All activities are maintained in separate files like practice teaching, community camps, social work, alumni. etc.

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

Budgetary allocation of funds being done basically from the expenditure of the last year which provides the financial frame work for various activities.

Collective planning and integration of programs of new and old, important and unimportant academic and outreach are analyzed for allotment of resources for sustaining the changes resulting from the action plan.

Action plans are generated during the common discussion, after Symposium / Workshop

- The institution motivates the teacher educators for the continuous enhancement of their skills and academics.

- The institution provides financial support to organize seminars, workshops, donations, health checkup camps & Community camps.

- The top management not only controls but also cares for every need of each employee which motivates the teacher educators towards achieving the mission and vision of the institutions.

- The institute invests on the growth and development of the teacher educators.

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

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

- The mission of providing quality training is achieved by conducting Practice teaching, micro teaching, seminar workshops, evaluating there on the parameter of high quality are ensured by the conducting weekly tests, assignments, model examination.

- Various activities like cultural & social are included in the program to create awareness of the local & global problem.

- The institution provides funds and sponsors by arranging transport & refreshment etc.

- The institution provides a good infrastructure, well equipped laboratory and library for quality teaching and research work.

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

Academic calendar is prepare by the Principal in coordination with all the teacher educators. The plan schedule of the practice schools are also known in advance to ensure smooth functioning of the teaching activities. It includes all curricular and co curricular activities in a very systematic manner so that tasks are conducted smoothly throughout the year.

The management as well as the Principal gives full support for arranging the activities effectively.

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

In order to achieve the objectives of the organization it is very important first to communicate and drill the objectives deep down into the minds of the people who will be instrumental in achieving them. The college communicates the objectives at all levels in the following ways:

- The Principal along with the teacher educators frame the mission, vision, objectives and values after a lot of deliberations, the same is discussed with the management for the final approval.

- The mission and objectives are achieved by conducting various curricular and co curricular activities. All activities revolve around the vision, mission & objectives of the institution. Teacher educator tries to implement the activities in an innovative manner so that students are able to understand the objectives of our institution very clearly. Teacher educators encourage student teachers to inculcate the values and positive attitude among them.

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

Vision and mission statements are used to express and communicate the institution's specific purpose and goals. The Principal closely monitors whether the activities are being held according to the vision & mission of the college in the following ways:

- Before the start of the academic year several meetings are held by the principal along with the teacher educator to reinforce the mission and objectives of the college.

- The required personnel, material and finance are released by the management whenever required.

- Tutorial group teachers are constantly interacting with the student teachers on a one to one basis, thereby giving substantial feedback about the entire program. Suggestion box and feedback mechanism is used also help to a great extent in continuous evaluation. The

evaluation system gives substantial feedback which is analysed and the further action for improvement is taken.

(7)   How does the institution plan and deploy the new technology?

Lectures are delivered through Power Point presentations. To our students the use of computer is being taught from creating their e-mail ID to web surfing for fulfilling their practical requirements.

- The institution is equipped with technology.

- The trainees are encouraged to use OHP, LCD for delivering lesson in practice teaching.

- They are encouraged to prepare animated CDs for effective Presentation.

- B.Ed. Scholars are trained to make power point Presentations in seminars.

- The institution library has internet facility and reading room.

- Teacher educators have made Power Point presentation for delivering lessons.

6.4   Human resource management

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

- The institution nominates and sponsor the teacher educators to attend Seminar, workshop held by various colleges.

- The teacher educators are inspired to write articles for college bulletin.

- The institution encourages the staff to pursue higher education by giving paid leave for examination. The Principal provides a helping hand to the teacher educators to publish papers in journals.

- The teacher educators are encouraged to pursue research and clear NET examination.

- The institution encourages the teacher-educators to pursue higher education such as post-graduation in another discipline and doctorate degree.

- The teaching and non-teaching faculty are granted permission to attend training programmes for ICT upgradation.

- Teacher-educators are encouraged to write articles for various magazines and research based bulletins.

- To adapt to new technological advancements experts are also invited.

- Study leaves are also sanctioned for higher studies.

- The Management encourages the teaching faculty to upgrade their qualification, attend in-service programmes/courses like orientation and refresher courses, seminars and workshops.

(2) **What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does**

the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The faculty of the college fills Performance Appraisal Report related to general information, teaching, details of innovation / contribution in teaching during the year, improvement of professional competence, research contributions, extension work / community services, the students' result, individual achievements, adapting new practices and contributions in other activities. The Principal and the Management evaluates it keeping in mind the general behavior of the faculty and students' feedback.

Performance assessment is structured in our system as continues performance and in built as

- Academic Auditing
- Students Evaluation of staff
- Seminar/Symposium presentation
- Student-Staff project-during Teaching practice
- Initiation of innovative performance like Earth day / Water Day the unique wareness programmes.

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

The institution follows all the directions of U.P. Government completely for the welfare of the staff. All the teaching staff members are provided

leaves as per State Government rules. The staff members are provided seed money on Seminar / Workshop etc.

The teaching staff members are also given study leave for attending in-service programmes.

- The female teaching faculty is entitled for 6 months maternity leave and 10 medical (earned) leave for every staff.

- The class IV employees are given incentives during various festivals and complete uniform every year.

(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 conducts seminars for improving the competencies of the regular school teachers.

- Our management invites experts from different fields to conduct workshops, visitor's talks, and training programs for the student teachers and all the teacher-educators also attend the programs to sharpen their skills and enrich knowledge.

- Our non teaching staff has always been on the move towards smooth functioning of our B.Ed. academic process. Therefore the institution has continuous supervisory and monitoring mechanism to evaluate efficiency of non-teaching staff members. They are trained to use and install computer, the LCD, OHP and other equipments in the classrooms.

- Our librarians, computer department staff also attend workshop and seminars conducted at the college which help their professional growth and development.

(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.)?**

Our institution totally follows the norms of NCTE/UGC/State Government and Lucknow university.

- Staff recruitment policy is as per the HEC/NCTE/ Lucknow university norms through proper procedure – post sanction, advertisement in two National Newspapers (Hindi and English), forming Selection Committee and conducting interviews. Recruitment is done on merit basis.

- The salary structure and service conditions of the regular employees are as per NCTE/LU/UGC norms.

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

We don't recruit Part time/Adhoc faculty.

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(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 associations)**

Staff tour is one of the annual features to places like hill stations Nainital, Jaipur, Shimla etc.

The Management supports the faculty to attend seminars, conferences, workshops, etc. by giving them duty leave. The Management also provides study leave to faculty members pursuing M.Phil and Ph.D. It supports faculty for joining State, National and International professional associations.

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

The institution provides separate staff rooms with all essential facilities. We provide a rich academic environment, library with more than 5000 books and e-library on books in Education. We offer free access to web.

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

Students can address their grievances through the Student Council.

- There is a provision for the students to drop their grievances and suggestions in the Suggestion Box.

- The Principal conducts a mid-term review and an Exit Meeting with the students at the end of the year. There is a questionnaire through which the students express their views regarding the efficiency through which the teacher-educators deliver the course content, guidance and counseling services provided and other competencies of teacher educators.

- Feedback form is designed and relevant information is collected from the alumni of the college.

- The teacher educator visits the schools for supervision and also gives effective and personalized guidance to teach the lessons. Problems faced by student-teachers in practice teaching schools are handled by the practice teaching in-charge teacher-educators.

- The management closely monitors the work done by the college through the principal. The management also informally conducts meetings with student teachers to know the efficiency of the college and to address the problems faced by student teachers and faculty.

(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.**

Effective distribution and delegation of work to all the teacher educators in the institution ensures that the goals and objectives are met and proper monitoring and check is done with respect to every portfolio. The Principal ensures that work load is evenly distributed and every teacher-educator is exposed and given experience in handling diverse jobs. Some of the policies and practices are as follows:

- The principal at the start of the academic year plans the portfolios to be given to the teacher educators. The decision is made judiciously taking into consideration the previous portfolios handled by the teacher-educator.

- Portfolios are carried on by teacher-educators for three years and then are exchanged and given to other staff as per the decision made by the principal. In this every teacher educator gets hands on experience in handling different portfolios and every teacher educator develops competency in handling any portfolio. Dossier helps teacher educators as a guide to carry out the activity smoothly.

- When a portfolio is given to a teacher-educator, the portfolio has to be handled by that teacher-educator in totality including the administrative and monitoring of the work. However ,help can be taken from other staff.

- During functions and other activities all the staff is involved and work is delegated so that one person is not overburdened and that everybody's involvement is ensured.

- Care is taken by the Principal that no teacher-educator is overburdened with work and that work is distributed evenly.

- Language teachers are entrusted with the responsibility of bringing up the college magazine, the newsletters and the research bulletin through the language clubs.

- All the teacher educators are involved in visiting the practice schools for supervising practice teaching lessons of the student-teachers.

- The Principal motivates teacher-educators to undertake research projects in their field of interest.

- The Principal gives opportunity to every teacher educator to attend seminars, workshops and present papers at local and National / International level seminars.

- The Principal monitors the work done by each teacher-educator in their portfolios. General assembly is held every second and Fourth Saturday to welcome suggestions from other teacher-educators. Also problems can be expressed and ideas are brain stormed to solve the problems.

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

The staff and their family get together at Chairman's residence which ties the management and staff closer for better unity and team work. The staff is rewarded by the Management when our students secure top positions in exams.

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 backbone that frames the entire activity is pivoted around the effective financial or resource management. Careful planning during Budget, auditing regularly the accounts checks and counter checks are the mechanics but in a human resource developmental process it differs. There are recurring and non recurring aspects which fluctuate depending on the needs and activities. So the demand for expenditure starts from the Student Teacher council or following the events in calendar of activities.

Resource mobilization basically arises from fee collection, scholarship from Government and Fee subsidy for SC/ST. Management is the main source for granting as funds, advances or loans to emergency or for

development. At no point, the activities stagger because of lack of funds.

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

The institutes has not received any donation since last 3 years.

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

Yes

The operational budget of the institution is adequate to cover the day-to-day expenses however if there is a deficit then an internal loan is taken from the Society for Advancement of Environmental Sciences (*Parent society*).

(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)**

For details of budget – kindly see criterion 4.2-1

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

Two phases of auditing are conducted by MCSGOC, one internal and another external. Before any major work like construction, repair and maintenance, approval has to be obtained from the concern department and on completion of the Task, there will be supervision and approach. The final audit will be done by MCSGOC. The weekly accounts are checked by the finance officer apart from the internal auditing. **Till date the accounts in income and expenditure has not attracted any objection.**

Outcomes of the last two audits are given as below:

	2011-2012	**2012-2013**
Total Income	51,25,000.00	52,25,000.00
Expenditure on administration & Maintenance	13,74,076.00	13,75,216.00
Salary & Allowance to Teaching and Non-Teaching staff	33,82,362.00	37,52,000.00

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

Yes the institution has computerized its finance management systems.

The institute operates its accounting system in a complete computerized environment.

The payroll package and the day to day transactions are entered in package called Tally.

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6.6 **Best practices in Governance and Leadership**

(1) **What are the significant best practices in Governance and leadership carried out by the Institution?**

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

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

CRITERION VII: INTERNAL QUALITY ASSURANCE SYSTEM

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.**

Yes the institution has established Internal Quality Assurance Cell (IQAC) The year of establishment of the IQAC——— 2011

Composition of the Internal Quality Assurance Cell

Chairperson	Dr. Sanjay Singh
Convener	Dr. Mohit Saxena
Faculty members	Mr. Ashok Singh Yadav, Ms. Anjali Singh
Management Representatives	Mrs. Smita Saxena

Major Activities Undertaken -

- Documentation of all major activities.
- Best Practices initiated.
- Encouragement to research activities.
- Organization of workshops/seminars.
- Maintenance of ERP Fedena.

- Technological Advancements

- Academic Calendar

- Formal feedback system

- ICT in Education

- Career Centre

- Innovative Teaching Techniques

- Faculty Enrichment

- Library Enhancement

- Community work

- Attendance

- Discipline

- Results

(2)   Describe the mechanism used by the institution to evaluate the achievements of goals and objectives.

The comprehensive B.Ed. curriculum is activity based and intensive theory based as well a lot of activities and scholastic achievements are to be worked and evaluated simultaneously.

Spot evaluation to annual evaluation is being applied where ever/ whichever is applicable.

Seminar presentation, poster presentation, community activities etc. are evaluated through spot grading while scholastic evaluation is done through weekly test, assignments and model and annual examination.

- The attainment of the objectives in the area of co curricular activities is also checked through formal and informal mechanisms like:

- Seminars, debates, discussions, brainstorming, collaborative and cooperative learning methods, practice teaching lessons, and project work (viva-voce).

- The objectives to be attained through the extra curricular activities are evaluated through extension activities, community services, assembly and cultural programs are also tested.

- The technique adopted is observation and the criteria used are:-

Student participation,

Involvement

Interest,

Social skills, Motivation etc.

After the activity is conducted a report is maintained then a review meeting is conducted where Dr. M. C. Saxena College of Education reflect upon the success, failures, shortcomings and problems encountered so that these issues could be modified to make the program more effective in future. Comments are maintained wherein thrust areas are mentioned; precautions to be taken are also mentioned for further reference. The teacher educators are the backbone of the teacher education program. The quality of their transactions will decide the quality of the student teachers hence to

maintain quality in their performance following evaluation mechanisms are being used:

- Self appraisal by teacher educators.

- Student appraisal on teacher educators.

- Monitoring and appraisal of teacher educators by the principal.

- Appraisal by the management.

- Peer feedback.

- In addition we have the grievance redressal committee, and a suggestion box which helps in understanding the problems and addressing it to realize the objectives.

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

MCSCOE ensures quality in all its academic endeavors by:

- Emphasizing quality improvement, particularly with focus on the results and student's development;

- Involving the teacher educators directly in all academic improvement processes by conducting general assembly on 2nd and 4th Saturday of every month. Discussions with respect to reviewing work done, evaluating, and bringing modifications wherever necessary;

- Timely feedback on one to one basis and support rendered to improve student teachers educational performance;

- Use of technology in the academic spectrum;

- Report about institutional performance and achievements are available to stakeholders.

- Modifications are brought about to meet the dynamic educational environment through the use of ICT, conducting of workshops, using innovative teaching methods in the class room.

- Accomplishing Learning objectives framed by the teacher educators'

- Peer observation of practice teaching lessons by students.

- Observation of teacher educators lectures by the Principal during the academic year.

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

- The institution ensures total quality management in all its aspects. The management board conducts regular meetings to deliberate on issues like academic performances, discipline, upgradation of resources, and monitoring of the support staff.

- Professional growth of teacher educators: the teacher educators are given encouragement to participate in various seminars, workshops, academic professional development and Substantial amount is spent to enhance the administrative abilities of the teacher educators by providing departmental computers so that the teacher educators become techno savvy.

- The institution ensures various partnership programmes towards quality enrichment to meet the dynamic social needs.

- Project monitoring is done by a panel that actively monitors all the administrative and financial management.

- Fiscal monitoring is done through audits.

- Regular reports related to activities conducted are to be submitted by the Principal to the management board.

- End of year program report is a consolidated report of the entire year's work which is to be presented to the management board by the Principal.

- Expenditure report is to be submitted with respect to all expenditures incurred during an academic year.

- Budget allocation takes into account all expenses for an academic year. Further preparation of Balance Sheet of the organization is done through a certified Chartered Accountant.

(5) **How does the institution identify and share good practices with various constituents of the institution?**

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

Best practices are also discussed at various platforms like research forum, management meetings with Principals wherein brainstorming and deliberations happen. The creative lessons given by our student teachers are observed by the secondary school teachers.

7.2   **Inclusive Practices**

(1)   How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national polices and the school curriculum.

The theory content of the B.Ed. curriculum has provision to understand child psychology, individual differences, learning disabilities, national policies and the implications. The prospective teachers have to study these content to qualify in the examination. Other than this, the practice teaching programme gives them insight and direct experiences to deal with individual differences in the classrooms.

Celebration of World disabled day and other such days give them awareness in accepting the under privileged as part of the society. We celebrate World Water Day "March 22", World Earth Day "April 22" and World Environment Day "5th June" etc.

(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.

Academic curriculum of the B.Ed. program has topics on gender issues. The student teachers are encouraged to learn about inclusion and gender issues through extension activities and through our Society for Advancement of Environmental Sciences, various activities are conducted like:-

- Dramatization

- Paper reading

- Seminars

- Workshops

- Debates

- Street plays

(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.**

Activities like community outreach projects (Polio Awareness, First Aid Rallies, Aids Awareness, Girl Fotecide, etc.), tree plantation, National Communal Harmony week, Red Cross day, Slogan/Poster/Collage making on social issues, etc. has been organised in order to foster positive social interaction, activity based learning and self motivation.

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

Exposure to different types of schools such as govt. schools, semi-govt., private schools, and public schools during practice teaching.

- Social visits to homes of under privileged , extension activities, village interaction community programme etc.

- The teacher educator plans various activities by making groups and to work with cooperation is emphasized irrespective of caste, creed, culture, religion, socio-economic background etc.

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

Though the seats are reserved for physically challenged but no student with severe exceptionality/disability has joined the college so far. If in future any severely disabled student joins MCSCOE then the college is committed to pay special attention to the enrolled student.

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

The college has a well established "MAHILA UTPIDAN CONTROL COMMITTEE" headed by the Principal Dr. Sanjay Singh and supported by these faculties:-

1. Mrs. Anjana Mishra   2. Mr. J. N. Pathak

Committee is committed to take care of all related issues with utmost importance but till date no complaint has come forward to the committee.

7.3   Stakeholders Relationships

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

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

- website : www.mcsgoc.com

- College brochure

- Administrative records

- College bulletin

- Face book pages

- Fedena ERP solution etc.

The principal of MCSCOE presents progress report of college in the meeting of governing body / meeting with management. All major performance of students / faculty / college is displayed on notice board / Fedena / Website. All important information is also announced during the morning assembly.

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

The college always welcomes feedback of students and stakeholders for better improvement and functioning of the college, development of academic activities. Every suggestion / info / data is properly analysed and discussed among teachers and faculty and also in the meeting and governing body. Positive conclusion would be implemented on the functioning of the college so that qualitative and quantitative improvements are made.

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

One year course duration reduced to 234 days of working days, is too short a time to bring in radical changes. We try our best in our sincere efforts to achieve the quality education, with support from outside; we believe more on our internal strength and confidence to achieve it.

We want that the college should produce future teachers who can think differently and can change the world with their hard work, sincerity and commitment towards their profession.

Suggestions from students, alumni etc. are taken to the suggestion box installed in the department and also through e-mail to principal's personal email ID.

Mapping of Academic Activities of Dr. M. C. Saxena College of Education

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
Admission and orientation	■																																						
Theory		■	■	■	■	■	■	■														■	■	■	■				■	■	■	■	■	■	■	■			
Tutorials/ Seminars									■					■														■									■		
Sessional Work-Test & Assignments																					■						■												
Practical Work								■														■	■					■											
Preperation of Internship: Demonstration/ Observation of lessons/ Micro Teaching/ Simulations										■	■	■																											
Practice Teaching/ Internship													■		■	■	■	■	■																				
Co-Curricular Activities																										■	■												
Working with Community/ Project Work																				■										■									
Mid/End-Term Examination																					■																	■	■

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

Dr. M.C. Saxena College of Education

(Approved by NCTE, Min. of HRD, Govt. of India & Affiliated to Lucknow University, Lucknow)
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Declaration by the Head of Institution

I certify 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 Principal of the institution
with seal

Principal
Dr. M.C Saxena College of Education
Lucknow

Place: Lucknow

Date: 21.12.2013

* Dr. M.C. Saxena College of Engg. & Tech.   * Dr. M.C. Saxena Institute of Engg. & Management   * Dr. M.C. Saxena College of Pharmacy *