

NATIONAL TEACHERS' TRAINING COLLEGE FOR GIRLS

Self Study Report for Accreditation to NAAC



2015-2016



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Principal Speaks

National TT College for Girls, Alwar has completed seven years in the pursuit of education process. In these seven years (Estd. 2008), the institution has worked with dedication to prepare teachers of Quality. At this juncture, the institute has two fold challenges; challenge of sustaining and improving Quality, and challenge of resource generation in view of the policy of the government to privatise the institutions of Higher Education.



In the present social and economic milieu, Quality is the key word; Quality in classroom teaching, Quality in institutional programmes, Quality in our own social, professional and personal lives. So, there is a need to reorient understanding about the relevance of our roles as teacher educators and teacher education institutions. Quality of life depends on quality of education that is why it is said that the teachers, who impart education, are nation builders. In this context, importance of teacher educators and education programmes meant for preparing school teachers can be better understood.

In schools, children enter at a tender age of 4-5 years and continues upto the age of 17-18 years, the most receptive and formative stage. Development of their understanding regarding social and physical environment, acquisition of life skills and their character formation are the major objectives of school education. Impact of teachers' knowledge, skill and attitude is definitely the most crucial input in the all round development of the child. More so, the responsibility become more crucial when students are to be prepared for competitive and increasingly dynamic society. The requirement of quality teachers is at the top today who can bear these multifarious responsibilities along with providing a meaningful direction and stability to the fractured society.

Teachers with focused vision with wider knowledge base and sharpened competencies is the need of the day. Above all, society need teachers who demonstrate national character, who not only have commitment towards one's personal and professional life, but also exhibits commitment towards learners, profession, society and above all excellence. Quality/Excellence cannot come in our tasks until and unless we are involved in our professional duties to such an extent that the issues to improve stay with us even when we are not in the institution. Once a teacher, always a teacher, everywhere a teacher. Teacher has to have a attitude to improve - improve students, improve institution, improve society rather than "attitude to criticise and complain". This gives happiness, enjoyment and above all internal satisfaction, which is a must to develop TEACHERHOOD amongst us.

In the present scenario, wherein privatization is taking deep roots, only quality teachers and quality institution can survive. Teacher preparation does not end with examination but it continues till one is eager to learn and improve. This is more relevant in the context of implementation of CCE programme in education. Future is yours and I wish that you deliver the best possible and keep burning the urge to become better and better.

Dr. (Mrs.) Geeta Dahiya,

Principal

Part-I: Institutional Data

Part-A

Profile of the institution:

- 1) Name and address of the institution :National T.T. College for Girls
Vijay Nagar, Alwar (Raj.)301001
- 2) Website URL : www.nttcgalwar.com
- 3) For communication, Office:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head /Principal	0144-2732406	-	alwarntt@gmail.com
Vice – Principal	-	-	-
Self Appraisal Co-ordinator	0144-2732406		alwarntt@gmail.com

Residence:

Name	Telephone Number with STD Code	Mobile Number
Head/ Principal	-	9414846104
Vice-Principal		
Self – Appraisal Co-ordinator	01442730101	9828501168

- 4) Location of the Institution: Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

- 5) Campus area in acres: **5213.22 Square Metre**

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

- 7) Date of establishment of the institution:

Month	&	Year
MM		YYYY
10		2008

- 8) University / Board to which the institution is affiliated: Raj Rishi Bharathri Matasya University

- 9) Detail of UGC recognition under section 2(f) and 12(B) of the UGC Act.

Month & Year (2f)	
MM	YYYY
-	-

Month & Year (12B)	
MM	YYYY
-	-

- 10)Type of Institution:

a. By funding

- i. Government ☐
- ii. Grant-in-aid ☐
- iii. Constituent ☐
- iv. Self – financed ☒
- v. Any other (Specify and indicate) ☐

b. By Gender

- i. Only for Men ☐
- ii. Only for Women ☒
- iii. Co-education ☐

c. By Nature:

- i. University Dept. ☐
- ii. IASE ☐
- iii. Autonomous College ☐
- iv. Affiliated College ☒
- v. Constituent College ☐
- vi. Dept. of Education of Composite College ☐
- vii. CTE ☐
- viii. Any other(specify and indicate) ☐

11) Does the University / State Education Act have provision for autonomy? Yes ☐ No ☒

If yes, has the institution applied for autonomy? Yes ☐ No ☒

12) Details of Teacher Education Programmes offered by the institution:

SN	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
1.	Pre-Primary	-	-	Certificate		
				Degree		
				Diploma		
2.	Primary/Elementary			Certificate		
				Degree		
				Diploma		
3.	Secondary/Sr. Secondary			Certificate		
				Degree		
				Diploma		
4.	Post Graduate			Diploma		
				Degree		
5.	Other (Specify)			Certificate		
		B.Ed.	Graduation	Degree	2 Years	Hindi
				Diploma		

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre- primary	-	-	-	-
Primary / Elementary	-	-	-	-
Secondary / Sr. Secondary	-	-	-	-
Post Graduate	-	-	-	-
Other(specify)	B.Ed.	F.No. /NRC/NCTE/F-7/RJ-1362/2015/108519/30-05-2015	-	100

Part-B

Criterion – wise inputs

Criterion I: Curricular Aspects:

- 1) Does the Institution have a state Vision: Yes ☒ No ☐
 Mission: Yes ☒ No ☐
 Values: Yes ☒ No ☐
 Objectives: Yes ☒ No ☐
- 2) a. Does the institution offer self-financed programme(s)? Yes ☒ No ☐
 If Yes
 a) How many programmes? One (B.Ed.)
 b) Fee charged per programme: Rs.27,000/-
- 3) Are there programmes with semester system? Yes ☐ No ☒
- 4) Is the institution representing / participating in the curriculum development / revision processes of the regulatory bodies? Yes ☐ No ☒
 If yes, how many faculties are on the various curriculum development / vision committees / boards of universities / regulating authority?
- 5) Number of methods / elective options (programme wise)
- D.Ed. NA
 - B.Ed. 01
 - M.Ed. (Full Time) NA
 - M.Ed. (Part Time) NA
 - Any other (Specify and indicate) NA
- 6) Are there Programmes offered in modular form? Yes ☐ No ☒

Number
- 7) Are there Programmes where assessment of teachers by the students has been introduced?
 Yes ☒ No ☐

Number

 01 B.Ed.
- 8) Are there Programmes with faculty exchange/visiting faculty?
 Yes ☒ No ☐

Number

 01 B.Ed.
- 9) Is there any mechanism to obtain feedback on the curricular aspects from the?
- Head of practice teaching schools: Yes ☒ No ☐
 - Alumni: Yes ☒ No ☐
 - Academic peers: Yes ☒ No ☐
 - Students: Yes ☒ No ☐
 - Employers: Yes ☒ No ☐
- 10) How long does it take for the institution to introduce a new programme within the existing system?
 B.Ed. 02 Years
- 11) Has the institution introduced any new courses in teacher education during the last three years?
 Yes ☐ No ☒

Number

 -

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

Yes ☒ No ☐

Number	Total Change
--------	--------------

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

Yes ☒ No ☐

14) Does the institution encourage the faculty to prepare course outlines? Yes ☒ No ☐

Criterion II: Teaching-Learning and Evaluation

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

- a. Through an entrance test developed by the Institution: ☒
- b. Common entrance test conducted by the University / Government: ☒
- c. Through an interview: ☒
- d. Entrance test and interview: ☒
- e. Merit at the qualifying examination: ☒
- f. Any other (Specify and indicate): ☒
- g. (If more than one method is followed, kindly specify the weightages: ☒

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

	2013	2014	2015
a) Date of start of the academic years:	26/07/12	04/09/13	13/08/14
b) Date of last admission:	25/07/12	29/08/13	14/08/14
c) Date of closing of the academic year:	16/05/13	10/06/14	14/07/15
d) Total teaching days:	135	116	129
e) Total working days:	216	200	212

3) Total number of students admitted:

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed. (2012-13)		100	100		60	60		40	40
B.Ed. (2013-14)		100	100		66	66		34	34
B.Ed. (2014-15)		100	100		70	70		30	30

4) Are there any overseas students?

Yes ☐ No ☒

If yes, how many?

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

- a. Unit cost excluding salary component: NA
- b. Unit cost including salary component : NA

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed. (2012-13)	80.3	60.8	80.0	48.4
B.Ed. (2013-14)	87.9	58.8	81.1	56.6
B.Ed. (2014-15)	84.7	60.8	87.1	56.4

- 7) Is there a provision for assessing student's knowledge and skills for the programme (after admission)? Yes ☒ No ☐
- 8) Does the institution develop its academic calendar? Yes ☒ No ☐
- 9) Time allotted (in percentage):

Programme	Theory	Practice Teaching	Practicum
B.Ed. (2012-13)	62.5	25.5	12.0
B.Ed. (2013-14)	58.0	29.0	13.0
B.Ed. (2014-15)	60.8	29.2	10.0

10) Pre – Practice teaching at the institution:

a) Number of pre-practice teaching days:	40
b) Minimum number of pre-practice teaching Lesson given by each student:	15

11) Practice teaching at school:

Number of school identified for practice teaching:	05
Total number of practice teaching days:	40
Minimum number of practice teaching lesson given by each student:	15

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

No. of lesson simulation:	06
No. of lesson pre-practice teaching:	06

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

Yes ☒ No ☐

- 14) Does the institution provide for continuous evaluation?

Yes ☒ No ☐

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

Programmes	Internal	External
B.Ed. (2012-13)	30	70
B.Ed. (2013-14)	30	70
B.Ed. (2014-15)	30	70

- 16) Examinations:

a) Number of sessional tests held for each paper	02
b) Number of assignment for each paper	01

- 17) Access to ICT (Information and Communication Technology) and technology:

	Yes	NO
Computer	✓	
Intranet	✓	
Software/Courseware(CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (Specify and indicate)	✓ OHP, DLP	

- 18) Are there courses with ICT enabled teaching – learning process? Yes ☒ No ☐

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

- 19) Does the institution offer computer science as subjects? Yes ☒ No ☐
- If yes, Is it offered as a compulsory or optional paper? Compulsory ☒ Optional ☐

Criterion III: Research, Consultancy and Extension:

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

Number	02	25	%
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- 2) Does the Institution have ongoing research projects? Yes ☐ No ☒

If yes, provide the following details on the ongoing research project:

Funding agency	Amounts(Rs.)	Duration(Years)	Collaboration, if any
-	-	-	-
-	-	-	-
-	-	-	-

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

- 3) Number of completed research projects during last three years. **NA**
- 4) How does the institution motivate its teachers to take up research in education? (Mark ☒ for positive and ☐ for negative response)
- Teachers are given study leave: ☒
 - Teachers are provided with seed money: ☒
 - Adjustment in teaching schedule: ☒
 - Provided secretarial support and other facilities: ☒
 - Any other specify and indicate: ☒

- 5) Does the institution provide financial support to research scholars? Yes ☒ No ☐

- 6) Number of research degrees awarded during the last 5 years:

- a. Ph.D. **02**
b. M.Phil. **Nil**

- 7) Does the institution support student research projects (UG & PG)? Yes ☒ No ☐

- 8) Details of the Publications by the faculty (Last five Years):

	Yes	No	Number
International journals		<input checked="" type="checkbox"/>	
National journal-referred papers Non referred papers		<input checked="" type="checkbox"/>	
Academic articles in reputed magazines/news papers		<input checked="" type="checkbox"/>	
Books		<input checked="" type="checkbox"/>	
Any other(specify and indicate)		<input checked="" type="checkbox"/>	

- 9) Are there awards, recognition, patents etc received by the faculty? Yes ☐ No ☒

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

	Faculty	students
National seminars:	04	-
International seminars:	-	-
Any other academic forum:	-	-

11) What types of instructional materials have been developed by the institution?

(Mark ☒ for yes and ☒ for No.)

- Self – instructional materials: ☒
- Print materials: ☒
- Non- print materials (e.g. teaching Aids/audio – visual multimedia, etc.): ☒
- Digitalized (Computer aided instructional materials): ☒
- Question bank: ☒
- Any other (specifies and indicates): ☒

12) Does the institution have a designated person for extension activities? Yes ☒ No ☐

If yes, indicate the nature of the post.

Full –time ☐

Part – Time ☐

Additional Charge ☒

13) Are three NSS and NCC programme in the institution? Yes ☐ No ☒

14) Are there any other outreach programmes provided by the institution? Yes ☒ No ☐

15) Number of other curricular/co-curricular meets organised by other academic agencies/NGOs on Campus: **08**

16) Does the institution provide consultancy services? Yes ☒ No ☐ (free of Cost)

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

17) Does the institution have networking/linkage with other institution/organisations?

Local level	Yes
State level	-
National level	-
International level	-

Criterion IV: Infrastructure and Learning Resources

1. Built – up Area (in sq. mts.): **1578**

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

- a. Methods lab: ☒
- b. Psychology Lab.: ☒
- c. Science Lab(s): ☒
- d. Education Technology Lab: ☒
- e. Computer Lab.: ☒
- f. Workshop for preparing teaching aids: ☒

3. How many Computer terminals are available with the institution? **15 Terminals**

4. What is the Budget allotted for computers (Purchase and maintenance) during the previous academic year? **Rs.35,000/-**

5. What is the Amount spent on maintenance of computer facilities during the previous academic year? **Rs.33,175/-**

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

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial years? **Rs.10,000/-**

8. Has the institution developed computer-aided learning packages? Yes ☒ No ☐

9. Total number of posts sanctioned:

	Open		Reserved		
	M	F	M	F	Total
Teaching:	02	06	-	-	08
Non-Teaching:	03	04	-	-	07

10. Total number of posts vacant:

	Open		Reserved		
	M	F	M	F	Total
Teaching:	-	-	-	-	-
Non-Teaching:	-	-	-	-	-

11. a. Number of regular and permanent teacher (Gender-Wise):

	Open		Reserved	
	M	F	M	F
Lecturers	02	06	-	-
Professors	-	-	-	-
Readers	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-
Professors	-	-	-	-
Readers	-	-	-	-

c. Number of teachers from:

Same State	15
Other States	-

12. Teacher student ratio (program-wise):

Programme	Teacher student ratio
B.Ed.	1:13

13. a. Non- teaching staff:

	Open		Reserved		
	M	F	M	F	Total
Permanent	03	04	-	-	07
Temporary	-	-	-	-	-

b. Technical Assistants:

	Open		Reserved		
	M	F	M	F	Total
Permanent	01	-	-	-	01
Temporary	-	-	-	-	-

14. Ratio of teaching and non –teaching staff: **2 : 1**

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure): **Rs. 14,11,334/-**

16. Is there an advisory committee for the library? Yes ☒ No ☐

17. Working hours the Library:

On working days	06
On holidays	04
During examination	06

18. Does the library have an Open access facility? Yes ☒ No ☐

19. Total collection of the following in the library:

Books:	Textbooks	2602	3929
	Reference books	1327	
Magazines:	-	10	10
Journals subscribed:	Indian journals	08	08
	Foreign journals	-	-
Peer reviewed journals:	-	-	-
Back volume of journal:	-	-	-
E-information resources:	On line journals/e-journals	-	-
	CDs/DVDs	-	-
	Databases	-	-
	Video Cassettes	-	-
	Audio Cassettes	-	-

20. Mention the:

a. Total carpet area of the Library (in sq. mts.): **2000**

b. Seating capacity of the Reading room: **50 Students**

21. Status of automation of Library:

- Yet to intimate: ☐
- Partially automated: ☒
- Fully automated: ☒

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

- Circulation: ☒
- Clipping: ☒
- Bibliographic compilation: ☒
- Reference: ☒
- Information display and notification: ☒
- Book Bank: ☒
- Photocopying: ☒
- Computer and printer: ☒

- Internet : ☒
- Online access facility: ☒
- Inter-library borrowing: ☒
- Power back up: ☒
- User orientation / information literacy: ☒
- Any other (please specify and indicate): ☒

23. Are students allowed to retain books for examination? Yes ☒ No ☐

24. Furnish information on the following:

- Average number of books issued/returned per day:
- Maximum number of days/books are permitted to be retained:

By students:	For 15 days
By faculties:	As per requirement

- Maximum number of books permitted for issue:

For students:	Two books only
For faculties:	As per requirement

- Average number of users who visited/consulted per month: **1500**
- Ratio of library books (excluding textbooks and book bank Facility) to the number of students enrolled: **1327:100** (13:01 approx)

25. What is the percentage of library budget in relation to total budget of the institution: **Rs.35,578/-**

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

	I(2013-14)		II (2014-15)		III	
	Number	Total cost (Rs.)	Number	Total cost (Rs.)	Number	Total cost (Rs.)
Text books	170	24,480	20	4,000	234	49,180
Other books	75	14,474	40	6,395	226	21,370
Journals/ Periodical	05	1,190	05	1,090	08	6,840
	-	7,407		8,083		
Any others specify and indicate	-	-	-	-	-	-

Criterion V : Student Support and Progression:

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

Programmes	2012-13	2013-14	2014-15
B.Ed.	Nil	Nil	02

2. Does the Institution have the tutor – ward or any similar mentoring systems? Yes ☒ No ☐

If yes, how many students are under the care of a mentor/tutor? **01 : 13**

3. Does the institution offer Remedial instruction? Yes ☒ No ☐

4. Does the institution offer Bridge courses? Yes ☐ No ☒

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

B.Ed.->	2012-13	2013-14	2014-15
Pass percentage (%)	96	98	94
Number of first classes:	94	95	94
Number of distinction:	15	28	36
Exemplary performances (Gold Medal and university ranks):	-	-	-

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

	2012-13	2013-14	2014-15
NET	-	-	-
SLET/SET	-	-	-
Any other (specify and indicate)	-	-	-

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

	2012-13	2013-14	2014-15
Financial Aids			
Merit Scholarship	-	-	-
Merit Cum means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate	-	-	-

8. Is there a Health Centre available in the campus of the institution? Yes ☐ No ☒

9. Does the institution provide Residential accommodation for:

Faculty: ☒

Non – teaching staff: ☒

10. Does the institution provide Hostel facility for its students? Yes ☐ No ☒

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

Sports fields: Yes ☒ No ☐

Indoor Sports facilities: Yes ☒ No ☐

Gymnasium: Yes ☐ No ☒

12. Availability of rest rooms for women: Yes ☒ No ☐

13. Availability of rest rooms for men: Yes ☐ No ☒

14. Is there transport facility available? Yes ☐ No ☒

15. Does the Institution obtain feedback from students on their campus experience? Yes ☒ No ☐

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter –collegiate	<input checked="" type="checkbox"/>		01	<input checked="" type="checkbox"/>		02
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other	-	-	-	-	-	-
specify and indicate)	-	-	-	-	-	-

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association? Yes ☒ No ☐

If yes, give the year of establishment: 2015

19. Does the institution have a student Association / Council? Yes ☒ No ☐

20. Does the institution regularly publish a college magazine? Yes ☐ No ☒

21. Does the institution publish its updated prospectus annually? Yes ☒ No ☐

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

	2012-13	2013-14	2014-15
Higher Studies:	-	-	-
Employment Total	-	-	-
Teaching/Non-Teaching	-	-	-

23. Is there a placement cell in the institution? Yes ☒ No ☐

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

2012-13	2013-14	2014-15
03	04	04

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

- Academic guidance and Counseling:
- Personal Counseling:
- Career Counseling:

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/Committee: Yes ☒ No ☐

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

Governing Body / Management :	04
Staff Council:	05
IQAC/or other similar body/Committee:	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes.(mention only for three most important bodies)	(1) Examination (2) Practice teaching (3) IQAC

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

- Loan facility: Yes ☒ No ☐
- Medical assistance: Yes ☒ No ☐
- Insurance: Yes ☒ No ☐

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

2012-13	2013-14	2014-15
-	-	01

5. Furnish the following details for the past three years.

- a. Number of teachers who have availed the Faculty Improvement program of the UGC/NCTE or any other recognised organisation.

-

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

National	-	-	
International	-	-	

- c. Number of faculty development programmes organized by the institution.

2012-13	2013-14	2014-15
-	-	04

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

2012-13	2013-14	2014-15
03	-	04

- e. Research development programmes attended by the faculty

2012-13	2013-14	2014-15
-	-	-

- f. Invited/ endowment lectures at the institution:

2012-13	2013-14	2014-15
-	-	01

- g. Any other (specify the programme and indicate): **NA**

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

- a. Self-appraisal: ☒
- b. Students assessment of faculty performance: ☒

- c. Expert assessment of faculty performance: ☒
- d. Combination of one or more of the above: ☒
- e. Class Room supervision by the Principal: ☒

7. Are the faculty assigned additional administrative work? Yes ☒ No ☐
 If yes, give the number of hours spent by the faculty per week: **04 Hours**

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

Grant-in-add:	-
Fees:	Rs.27,00,000/-
Donation:	-
Self-funded courses :	-
Any other (specify and indicate:	-

9. Expenditure Statement (for last two years)

	2013-14 (Rs.)	%	2014-15 (Rs.)	%
Total sanctioned Budget	22,45,942	-	22,64,167	-
% spent on the salary of faculty	10,51,000	46.80	14,11,334	62.33
% spent on the salary of non – teaching employees	1,80,559	8.04	2,40,000	10.60
% spent on books and journals	1,190	0.05	1,090	0.05
% spent on development activities (expansion of building)	28,924	1.29	33,820	1.49
% spent on telephone, electricity and water				
% spent on maintenance of building, sports facilities, student amenities, etc.	1,03,116	4.59	33,300	1.47
% spent on maintenance of equipment, teaching aids, contingency etc.	72,440	3.23	50,000	2.21
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.	-		-	
% spent on travel	16,441	0.73	19,858	0.88
any other (E.S.I Gen Exp, printing, state affiliation fees):	46,289	2.06	63,537	2.81
Total expenditure incurred:	95,885	4.27	1,03,167	4.56

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

	2012-13	2013-14	2014-15
Surplus: (Rs.)	8,66,001	6,50,098	3,08,061
Deficit: (Rs.)	-	-	-

11. Is there an internal financial audit mechanism? Yes ☒ No ☐

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

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

- Administration: ☒
- Student Record: ☒
- Finance : ☒
- Carrere Counseling: ☒
- Aptitude Testing: ☒
- Examination / Evaluation/Assessment: ☒
- Any other (specifies and indicate): ☐

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

Yes ☒ No ☐

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

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

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

18. Is a grievance redressal mechanism in vogue in the institution?

- a. for teachers: ☒
- b. for students: ☒
- c. for non-teaching staff: ☒

19. Are there any ongoing legal disputes pertaining to the institution? Yes ☐ No ☒

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

Yes ☒ No ☐

21. Is the institution sensitised to modern managerial concept such as strategic planning teamwork decision – making, computerisation and TQM? Yes ☒ No ☐

Criterion VII: Innovative Practices:

1. Does the institution have an established internal Quality Assurance Mechanisms? Yes ☒ No ☐

2. Do Students participate in the Quality of the Enhancement institution? Yes ☒ No ☐

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

2015-16

	Category	Women	%
a	SC	17	%
b	ST	07	%
c	OBC	38	%
d	Physically Challenged		
e	General Category	34	%

f	Rural	62	%
g	Urban	38	%
h	Any other (Specify) SBC	04	%

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

Category	Teaching Staff (%)	Non-Teaching Staff (%)
SC	-	-
ST	-	-
OBC	02	02
Women	06	03
Physically Challenged	-	-
General Category	06	04
Any other (Specify) SBC	-	-

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

Category	At Admission		On Completion of the course	
	Batch- I	Batch-II	Batch- I	Batch-II
SC	17		17	-
ST	07		07	-
OBC	38		38	-
Physically Challenged	-		-	-
General Category	34		34	-
Rural:	62		62	-
Urban	38		38	-
Any other (Specify) SBC	04		04	-

Part – II: Evaluative Report

Executive Summary

The management committee of National Academic Foundation Samiti is committed for developing educational facilities for girls in Alwar city and its suburbs. Keeping this motive in mind and looking to the need of a degree college for girls in the city the Samiti started a degree college in Alwar during the session 2003-04, in the name of National College for Girls, Vijay Nagar, Alwar. This institution is now multifacultied and has been raised to post graduate level.

The promoters of the “National Academic Foundation Samiti” has substantial experience in the field of teaching, management and professional consultancy services, which put them in a unique position to understand and appreciate the academic aspirations of the students and to train them for career opportunities. The management Committee has realised that there is a dearth of girls B.Ed. institution in the city. In view of the objective to provide quality education to girls the society has resolved to obtain recognition for the course from NCTE. In order to give effect to this resolution, National TT College for Girls has come into being. It had submitted a proposal to NCTE for recognition of B.Ed. course, with intake of one hundred students.

It was proposed to start the new institution in the earmarked surplus portion of National College for Girls premises. Most of the part of new college was to be housed at the first floor and some portion of ground floor was also to be utilised.

Vision:

To make National TT College for Girls, Alwar, a Centre of Excellence after being an accredited institution by the National Assessment and Accreditation Council (NAAC) and to open Post-graduate Level and Research based Teacher Education Programmes for producing competent and prospective teachers for secondary, higher secondary and higher levels education.

Mission:

- To facilitate the trainees for their active participation in the teaching- learning transaction by accepting learning as a meaning making process.
- To teach and train the trainees to give equal priority on both scholastic and non-scholastic areas of learning along with learning and practice of teaching skills focusing on Micro Teaching Skills.
- To encourage and stimulate both trainees and faculty for organization of an active participation in Seminars, Workshops, and Conferences with the purpose of coming out with healthy practices both in instructional and research perspectives.
- To undertake Action Research Projects basing on the classroom, organisational climate and community related problems having bearing on teaching-learning directly and indirectly.
- To inspire the faculty for pursuing higher research degree programmes, faculty and career improvement programmes and publications for creating and maintaining research culture in the institution consistently.
- To act as a Centre for Extension Activities and Consultancy Services.
- To remain in touch with the state and national level Educational Agencies in the field of Teacher Education for ensuring quality and transparency.

Values:

- To develop capacity building competency among the student teachers to contribute for development of the nation as teachers,
- To teach and train the students to face the global requirements in order to adjust with the “world of skilled work” and the “world of competent- learning” in the age of liberalization, privatization and globalization,
- To develop emerging values among the student teachers in order to meet the social, cultural, economic and environmental realities ranging from local to global levels with emphasis on co-operation and mutual understanding in a multi- diversified country like India,

- To universalise the Use of ICT in the educational process of the institution with making computer training mandatory for all the student teachers,
- To make this institution a Centre of Excellence through the adoption of the quality strategies gradually in a long term perspective.

A view of NTTCG may further be seen from the comments offered on key aspects, hereunder:-

- The NTTCG plans, actions and strategy of implementation are in tune with its duly stated purpose, vision, mission and values. It obtains and uses feedback from stakeholders, in curriculum development and institutional planning. It modifies course of action to meet the emerging needs, and develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum.
- Teaching–Learning and Evaluation processes are in tune with current trends interlinked and with all possible facilities.
- The students are engaged in active learning, given comprehensive learning experiences; enabled to manage diverse learning needs and challenges.
- The practice teaching is a joint venture of the school staff and mentor teachers. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilised in improving the performance of pupil teachers.
- Use of new technologies is quite good in teaching-learning. The NTTCG has promoted and undertaken Research and Extension. It provides maximum possible opportunities for professional development and engages its teachers in research, encourages them to present/publish it in academic forums. The teachers are actively engaged in training and developing instructional and other teaching-learning materials.
- Strong college-school-community networking and linkages with national research and academic organizations are in place. The college reaches community and conducts many extension programs and encourages its faculty to provide consultancy services.
- Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualified faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. The computerised well equipped library is rich with adequate learning resources and mechanism to review the library related services and learning resources decision making are in order.
- The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work-situation among the students is another feature.
- The NTTCG has a well-established functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects of the college. Participatory work culture and transparency are norms of governance.
- Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand.

Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are judiciously allocated and effectively utilised. Budgeting and auditing procedures are regular and standardise. The NTTCG maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture.

Criterion wise analysis

Criterion I: Curricular Aspects:

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the institution and major considerations addressed by them. (Intellectual, Academic, Training Access to the Disadvantaged, Equity, Self Development, Community and National Development Issue of ecology and environment, Value Orientation, Employment, Global trends and demands etc.)

The institution has set the following objectives with major considerations to be addressed by them through the B.Ed. Programme.

Objectives:

- a) To prepare the trainees to be competent teachers with better acquaintance with the skills of teaching, various innovative methods and approaches, mastery over the subject matter with proper zeal and interest.
- b) To adopt inclusive and equity based approach in the organization of both the scholastic and co-scholastic activities in order to give justice to one and all.
- c) To facilitate each trainee for development at her own pace.
- d) To teach and train the trainees about the constitutional values & for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the Constitution of India.
- e) To enable the trainees for facing the challenges of globalization, liberalization and privatization by teaching them to be inquisitive, creative, innovative, scientific and adoptive in their nature and approach.
- f) To prepare the trainees for becoming good social human beings with keeping a healthy co-operation and mutual understanding with their fellow beings .
- g) To train the trainees about how to be a man of balanced personality with having their own value system in relation to social, cultural, economic and environmental aspects at local, regional, state and national levels.
- h) To teach and train the trainees how to act as nation builders and change makers of the society after being involved in the teaching profession.

Accordingly, the following major considerations may be addressed:

- 1) Provision for skills of teaching for better pedagogical competence with appropriate methods of teaching for different subjects and practice of innovative methods, approaches and activities.
- 2) To provide special facilities to the disadvantaged category of trainees with the actualization of equity in the implementation of the B.Ed. Programme.
- 3) To teach the trainees about the emerging core values essential for national development across the organization of both scholastic and co-scholastic activities.
- 4) To acquaint the trainees on the issue of ecology and environmental degradation with awaring them with its preservation and protection through the organization of community outreach programmes.
- 5) To teach the trainees about the erosion of human values and its restoration through the organization of both scholastic and co-scholastic activities.

- 6) To aware and orient the trainees regarding the availability of employment avenues or opportunities available in the national and international markets in the teaching profession in particular and other professions in general available because of Liberalization, Privatization and Globalisation (LPG).

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

The following procedures are adopted as the various steps in the curricular development process for effective curriculum transaction.

- a. Allotment of core subjects and method subjects to the faculty members through the convention of Academic Committee Meeting before the commencement of the academic session.
- b. Conduction of Teaching Aptitude Test pertaining to the rudimentary aspects of education and training, teaching profession, and methodological competences .
- c. Meeting of the Academic Committee in regular intervals to know the progress of the syllabus .
- d. Conduction of the feedback session with the trainees by the principal in the presence of the faculty members.
- e. Conduction of periodical tests for determining the learning progress of the trainees.
- f. Conduction of seminar cum-workshops for giving orientation to the trainees about Micro Teaching Skills, Pedagogical Analysis, Lesson Planning, etc.
- g. Super vision of the classes by the principal in order to monitor the teaching progress and class room performance of the faculty members.
- h. Interactive discussion by the principal with the trainees to know their learning difficulties faced by them in relation to the hard spots faced by them in different papers and to get feedback about their progress.
- i. Discussion with the Academic Experts with reference to their areas of specialization for clarification of the hard spots identified by the faculty members and by the students as and when required and also with the members of the Board of Studies (BoS) of the affiliating University.

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

In the newly implemented B.Ed Curriculum from the academic session 2015 – 16 developed by our affiliating university as per the NCTE Regulations-2014 focuses on the global trends in teacher education from its theoretical stand point.

At the local level NTTCG always strives to include the recent emerging trends and technology within the broad curricular framework.

Common thrusts of nation are included in the teacher education for understanding and analysis.

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

The University curriculum followed by NTTCG lays emphasis on the environment, ICT issues, national issues and value education. It tries to inculcate core values such as fostering global competencies, national integration, inculcation of basic values, quest for excellence and personality grooming etc. For this purpose, series of co-curricular and extracurricular activities like republic day celebration, Annual Sports day, yoga camp, educational tour, environment awareness rally, various workshop, quiz, debate, Pot making competition, etc.

Ecology and Environment Pollution:

Environment pollution is a cause of deep concern not only for our nation but also to the world at large.

Most of PTs opt Environment Education (Code-11) in second year as an optional subject.

Inter-house competitions are conducted on the themes which include environment related issues.

As a part of SUPW, PTs are encouraged to exhibit their creativity in making useful items from waste material which is least expensive and very useful. This also provides the PTs the concept of making Teaching Aids out of waste material.

The college organizes variety of programmes on environment, which include:

- Environment awareness rally, street plays & speeches. - Celebrating Van-Mahotsava (5th June). - Planting saplings.
- Organizing competitions (Poster Making, Slogan writing, Rangoli, Best out of domestic Waste, Table Decoration, Collage etc.)

Value Education:

On the value education front, good stress is laid on cultural, religious, educational, democratic values as well as on personal conduct and character.

Time to time lectures are organised on the need for upholding values with emphasis on –Why value system is needed?

Educational CD's based on value and peace education is shown to PTs.

PTs are asked to compile philosopher's quotations. The photo frames prepared by PTs are put up at a prominent place in the college.

PTs are guided during the course of study as how to implement the value system in their practical life and practice them with their own family members. Difficulties felt by them in implementation are taken up by faculty as classroom discussion.

1.1.5 Does the Institution make use of ICT for Curricular Planning? If yes, give details.

In the EPC-3 (Critical Understanding of ICT) the curricula prescribed by the university, ICT component is taken care of.

Starting from the preparation of the proceedings of the Academic Committee meetings, preparation of Time-table, Academic Calendar, Teaching to the trainees through the use of OHP, Power Point Presentation, downloaded copy of the e-learning materials, conduction & publication of House Tests, the institution makes the use of ICT for its Curricular Planning. In addition to this, the trainees are exposed to the use of Computer Laboratory for partial fulfilment of their learning needs.

1.2 . Academic Flexibility

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

For making teaching a reflective practice, this institution has instructed its faculty members to facilitate the students for their active participation in the teaching-learning process in one point and in academic or curricular and non-academic or extracurricular activities and programmes in another point. Besides, the students are also exposed by them to problematic situation for enabling them to exercise their mental ability with greater degree of zeal, interest and initiative to solve the learning tasks presented before them as problematic tasks.

Apart from this, the institution organises seminars and discussion programmes for encouraging the students to take active participation as action results in reflection and vice versa.

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

The institution provides instructional programmes both in Hindi & English medium of instruction for catering the varied learning needs of the students for ensuring adequate flexibility and scope in the operation of the curriculum. Our Institution is providing instructional programme in 14 method subjects --- Hindi, English, Geography, History, Economics, Civics, Home Science, Sanskrit, Social Studies, Biology, Chemistry, General Science, Book Keeping, Commerce practice with providing separate laboratory facilities in Physics, Chemistry, Zoology, Botany etc.

1.2.3 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 technological revolution centred on IT has re-shaped every sphere of the society especially education and transformed the social landscape of human life. Since NTTCG is an affiliated college, it has to follow the curriculum framed by the affiliating University. The university modifies the curriculum from time to time taken into consideration the modern global trends. With the thrust on IT, the curriculum for B.Ed. continues to be evaluated, modified and reframed by the affiliating university to meet the demands of the present day society. The introduction of Educational Technology as a foundation paper by the University is a concrete step in this direction. At the local level, NTTCG strives to include the recent emerging trends and technology into the broad curriculum frame work. NTTCG has introduced the value added courses during the last three years. These include:-

- a) The first is effective communication in Classroom Process. The communication skills in teacher education require illustrations, explanations, concepts, probing, and simulation variation viewed in terms of communication. This includes verbal as well as written communication skills.
- b) ICT is an integral part of modern education. NTTCG is equipped with a good computer laboratory. The PTs are given assignments to be carried out with the help of computers. NTTCG possesses number of charts, pictures, models; even slides and CDs which are available to the PTs for use during practice teaching and otherwise. NTTCG is imparting knowledge of the computer through theory classes as well as providing enough time to gain practical knowledge. Computer aided Instruction is a regular feature of our B.Ed. program. The lectures in the classes are supplemented by technology. The curricula content for B.Ed. is mostly transacted among PTs by transparencies/ power point presentations
- c) The library is equipped with 03 computers, printer, scanner, photocopier and internet facilities which help PTs in accessing information.
- d) Yoga camp, personality development programs, develop life skills in PTs.
- e) Present day education is no longer confined to the four walls of the class room. Realising this trend and need PTs are involved in outdoor activities; participate in Inter-collegiate events and social services. Community based orientation is given during the outreach program. PTs visit nearby localities and spread awareness among the community people on issues such as gender discrimination, women empowerment, environment, female feticide, HIV/AIDS, RTI Inclusive education, equality etc. This inculcates a sense of social responsibility and social service in PTs.

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

- i. **Interdisciplinary / Multidisciplinary**
- ii. **Multi-skill development**
- iii. **Inclusive education**
- iv. **Practice teaching**
- v. **School experience / internship**
- vi. **Work experience / SUPW**

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

a) Interdisciplinary/Multidisciplinary

- No subject is taught in isolation. The subjects of B. Ed. have interdisciplinary nature which combines philosophy and sociology to understand the complex reality of education as a social task.
- Approach is interdisciplinary where concepts of psychology are used in teaching skills and classroom management evaluation.
- Principles of Philosophy are applied in teaching of curriculum and instructions at the campus.

In addition to above:

- On the interdisciplinary/ multidisciplinary aspects, NTTCG tries to arrange lectures of experts from diverse fields. Lectures are also organized on diverse aspects of the same theme and PTs express their views rationally.
- The approach of teaching is critical in nature and it relevantly combines developmental aspects in knowledge generation i.e. recent trends in the area are generally introduced to the PTs.
- In the selection of the themes/topics for organizing activities and for the total grasp of syllabus at B.Ed. level, it is the practice of NTTCG to consider interdisciplinary and multidisciplinary approaches.

b) Multi skill development:

- The PTs have to compulsorily take part in the multi-skill activities that are organized by the college.
- Along with the prescribed curriculum extra-curricular and co-curricular activities are conducted for multi skill development.
- Internal submission is compulsory for all. Each pupil teacher has to do a Case Study, Action Research, Book Review etc.
- The PTs have to participate in different cultural activities that are organized throughout the academic year.
- The PTs prepare slogans, posters, banners, street plays on different moral and social issues and display/ play it before the community and school children.
- Some skills of presentation like pictorial explanation, sequential development of concepts and associated aspects are given importance.
- In future, efforts are afoot to initiate PTs into the technique of preparing 25% of their teaching plans by using information technology for better and effective teaching-learning processes.
- Demonstration is an important activity in the multi-skill development. This is in the regular practice of NTTCG.

c) Inclusive Education:

Inclusion in the context of education is the practice, in which PTs with special educational needs spend most or all of their time with non-disabled PTs. Implementation of this practice varies. Inclusive education is also a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school systems. National TT College articulates that all PTs learn and get benefitted from education. On the normative part:-

- NTTCG adapts to the needs of PTs, rather than PTs adapting to the needs of the institution.

- Individual differences between PTs are treated as a source of richness and diversity and not a problem.
- The diversity of needs and pace of development of PTs are addressed through a wide and flexible range of activities.

NTTCG relies upon following factors to promote and determine the success of inclusive classrooms:

- To begin with, the faculty recognizes their PTs as their most important multicultural resources.
- PTs are engaged in the teaching and learning process, facilitate experiences in which PTs learn from each other's experiences and perspectives.
- Content is presented from a variety of perspectives and angles in order to be accurate and comprehensive.
- Faculty brings the perspectives and experiences of the PTs themselves to the forefront in the learning experience.
- Faculty makes content and its delivery relevant for the PTs- facilitate experiences in which they connect it with their everyday lives.
- Faculty uses well-constructed plans and identifies specific accommodation, modifications and goals for each PT.
- Faculty encourages PTs to ask critical questions about all information they receive from them and curricular materials and models.
- NTTCG works for promoting family-school partnership via PTA. x PTs participate in the co-curricular and other interactive activities.
- Special attention is paid in the campus for the inclusion of the physically challenged PTs.

d) Practice teaching/Internship:

- Internship of PTs which is an integral part of B.Ed. program is arranged in various schools of Alwar every year.
- They undertake at least 40 lessons (20 in part-1 & 20 in part-2) during practice teaching session. At least ten lessons in each subject should be supervised. College staff and the local school staff supervise and provide substantive guidance and suggestions to the PTs, personally and in groups, at different stages of internship. Peer evaluation is also encouraged during practice-teaching; it helps them a lot in understanding real classroom problems and solves them through Action Research.
- Apart from teaching, PTs are encouraged to involve themselves in all the school activities like conducting the assembly, arranging sports events and decorating bulletin board, celebrating festivals etc.
- PTs conduct case study and psycho-practical on school children in the practicing schools.

e) Work experience/Socially Useful Productive Work(SUPW):

- Provision for SUPW is made during the academic session. One period per week is allocated in the Time-Table for SUPW.
- Separate room (workshop) for SUPW activities with sufficient materials is provided.
- These activities are assessed internally and marks are reflected in the final examination mark sheet issued by the affiliating University.

f) Any other:

- Two periods per week are allocated for co-curricular activities and two periods per week for ICT.

- PTs undertake extension activities such as AIDS awareness, exhibition, illiteracy eradication drive, social survey, environment campaign etc.
- Inter house competitions are frequently organized and prizes/certificates are awarded to the winners to provide motivation.
- PTs are encouraged to participate in inter-collegiate events too.

1.3 Feedback on curriculum

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

The Institution encourages feedback & communication with reference to the Curriculum from the following:

From the Students the institution gets feedback through the administration of questionnaires on the “Feedback on the Curriculum” and “Feedback on the performance of the faculty”. It accelerates communication through interactive discussion with the students by the Principal along with the faculty members. With regard to the Alumni, the Institution interacts with them about the different aspects of the Curriculum. As the Curriculum has been modified recently as per the guidelines of University of Rajasthan for Secondary level Teacher Education Curriculum, the institution has decided to prepare a questionnaire relating to the different components of the newly implemented Curriculum for B.Ed. programme to yield feedback from them. After that, communication will be done how to solve the problem of difficult concepts covering different papers of the syllabus faced by the trainees. Regarding the feedback from the employers the members of the Teaching staff headed by the Principal use to discuss in the staff council meeting in the presence of the Secretary of the Institute, other members of the management. Besides, the Principal, convey the information regarding the outcomes of the discussion done in the academic committee meeting on transaction of the curriculum. The institution keeps the record of filled in Self – Appraisal formats collected from the members of the teaching staff with interpretation of the information given by the faculty members from which a picture on their curricular progress and professional development would have been obtained. In addition to this, the institution also collects feedback from the non-teaching staff regarding the progress of the curriculum from its scholastic and co-scholastic aspects, time factor, principle of balance between work and leisure, their interest of participation in the organization of different co-scholastic or co-curricular activities. The institution uses to take the opinion of the parent guardians after discussion with them as and when they come to meet the principal regarding the learning progress of their wards. Besides, they are also invited to attend different programmes organized in the institution. The principal discusses with the Headmasters of the schools regarding the B. Ed Curriculum during her visit to contact them for practice teaching purpose of her trainees and obtains feedback from them. The institution also discusses with the other stakeholders especially those who are educationally interested and academic peers regarding the present status and future existence of the curriculum in relation to the training needs and requirements of the trainees as well as the demands of the society at present and for the future.

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

In the academic committee meeting, feedback obtained from the faculty and the Principal regarding the transaction of the curriculum would have been discussed. In order to strengthen the feedback analysis system, feedback sessions with the students by the principal and staff would have been conducted to know

their problems and learning difficulties which are discussed in the academic committee meeting to take the step of improvement for the trainees.

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

Every year the affiliating university organises the B.O.S meeting, which is attended by the representatives of all affiliated institutions. Suggestions for curriculum improvement received from feedback at different levels are examined in staff meeting and those found appropriate are discussed by the college representative in B.O.S meeting.

1.4 Curriculum Update

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

A radical change has been marked in the structure and organization of the curriculum newly implemented from the academic session 2015-16 under University of Rajasthan. The following observations have been made with regard to the structure and organization of the newly implemented curriculum and the old curriculum.

Previous Curriculum for B.Ed. course under Rajasthan University (From 2005-06 to 2014-15)	Newly implemented Curriculum for B.Ed course under Rajasthan University from the academic session 2015-16 to till date
Total allocation of marks for the course – 900 marks	Total allocation of marks for the course – 1800 marks
Areas of the Course (a) Compulsory Paper (Four Papers – 400 marks) (b) Optional Paper(Two Method Paper-200marks) (c) Qualifying Compulsory Paper(Computer & Special Paper-200 marks) (d) Internal Assessment -150 marks (e) External Assessment-150marks	Areas of the Course(part 1) (A) Compulsory Paper(Four Papers - 400marks & Five Paper -250marks) (B) Internal Assessment -150marks (C) External Assessment-75marks Areas of the Course (part-2) (a) Compulsory Paper(Four Papers - 200marks & Five Paper -200marks) (b) One Optional Special Paper - 100marks (c) Critical Understanding Of ICT- 100marks (d) Internal Assessment -150 marks (e) External Assessment-75marks (f) Open Air/SUPW Camp-100marks

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

The feedback from the PTs pertaining to the curriculum is also communicated to the university by NTTCCG. Feedback from the practicing schools is collected and analysed and if any suggestion requires immediate implementation, it is done without delay. The college seeks and gathers views of various stakeholders and assesses the same from the view point of updating curriculum and/or its revision. It has already been

submitted that the college has a system in place for seeking inputs from various stakeholders. PTs also share their views on the relevance/irrelevance of the topics/items prescribed. Difficulties faced by PTs in understanding particular concepts/contents are also discussed at appropriate platforms in NTTCG. The Principals and teachers of practicing schools come forward with their views on the suitability of aspect like time budgeting, type of aids used, teaching skills, effectiveness, lesson plan etc.

Being affiliated to the University of Rajasthan, NTTCG may only approach the University for seeking any changes in the curriculum. As stated above, the Principal of NTTCG and the college staff members also communicate their suggestions directly to the university through B.O.S. Action is taken in two forms: straight action at the level of institution wherever possible and feasible. Or else, NTTCG communicates the authorities like affiliating university and the NCTE to familiarize them with the need and suggestion for change.

1.5 Best Practices in curricular Aspects

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

NTTCG follows an updated curriculum that the University has prescribed. The Best practices adopted by the institution in this regard are:

A) Quality sustenance:

- Statutory Academic Bodies provide guidance which NTTCG introduces without delay.
- NTTCG follows sustainable curricular practices which lead to academic effectiveness and excellence.
- Innovative practices of teaching are adopted for transacting curriculum.
- Feedback is obtained about the curriculum design from different resources as described in 1.3.1. and modifications/changes are suggested/enforced, as the case may be.

Since faculty plays the essential role in transaction of curriculum they are valuable source of feedback. Faculty evaluates the curriculum through the classroom interaction, internal assessment, checking of files, projects, assignments etc. NTTCG took actions for sustaining and enhancing quality.

B) Quality enhancement:

NTTCG undertook following actions for quality enhancement:

- NTTCG undertakes performance appraisal through internal assessment & assignments, formally and informally and effects/initiates changes for providing reinforcements.
- Faculty empowerment through participation in seminars/conferences.
- Organizing workshops with the help of educationists for faculty empowerment:
Workshops are conducted by academic experts to provide guidance and quality input for teaching particular topics like teaching skills, ICT in classrooms, use of audio visual aids, constructivist approach etc.
- Promoting IT in Lesson planning and in preparation of teaching-learning materials

1.5.2 What innovations/best practices in “Curricular Aspects” have been planned/implemented by the Institution?

NTTCG develops and deploys action plans to achieve the objectives and effective implementation of the curriculum. The QEC ensures that some of the lectures must be delivered by faculty through PPT. The PTs are also encouraged to deliver their teaching lessons using different types of teaching materials i.e. PPT and transparencies. NTTCG has started to make this practice operative for all the PTs, therefore, PTs are motivated:

- To join the primary courses of computers.
- In almost all the teaching classes before the end of period, ten minutes are given for doubts expressed by the PTs and for addressing critical aspects of the contents and discussion.
- High quality lesson plans are given publicity among the PTs..
- The methodology of teaching is more practical in nature. PTs are guided to organize seminar, group discussion, peer teaching/evaluation etc.
- Teacher educators generally refer educational journals, abstract and periodicals, e-journals/ e-books from the various e-libraries online and introduced it to the PTs. PTs are also motivated to use such resources for further learning.
- The teacher educators collect more information from websites to find useful teaching ideas, or more academic articles. They consult magazines & journals in the college library. This is the way the teachers get enriched.
- Exploring our own classroom practice is yet another innovation that is under experimentation. The details are as under:
- **Teacher Diary:** After each lesson teacher educator writes their own assessment in the diary. They also describe their own reactions, difficulties, feelings and observations on the part of the PTs. At the end of the unit they discuss/ report to the principal regarding topics covered by them.
- **Faculty Peer observation:** Teacher educators are evaluated by their colleague who came into their class to collect information about their lesson with the help of observation schedule. For example, the colleague is asked to focus on what the PTs contribute most in the lesson? What different patterns of interaction occur? And how the faculty/PT deals with such typical situations etc.
- **PTs observation:** Teacher educators are also evaluated by few PTs supervisors on a set observation schedule.
 - (1) Ordinary lesson
 - (2) Demonstration lesson
 - (3) Criticism lesson
- **Recording lessons:** Video /audio recordings of classroom provide valuable information for self assessment. Video recordings are found practical for considering aspects of teacher talk, effectiveness of talk, its relevance, clarity of instructions and explanations, teacher’s responses to students, responses of students etc. Video recordings were found to be useful in showing the teacher aspects of her own behavior/performance.
- **Student feedback:** NTTCG believes that the opinions and perceptions of PTs add a different and valuable perspective to the entire system. Their opinions and perceptions would add a different and valuable perspective. Therefore, PTs are asked about their views on individual teachers’ performance. This is done with simple feed-back forms.

The above mentioned information brings forth the patterns occurring in teaching through observation. All this provides insight for thinking, planning and execution of ideas for changes and their implementation.



(Our Student in the Class room)



(Arranging Water pot for Birds)



(Plantation on the Earth Day)



(Plantation on the Earth Day)



(Our Students are busy in Psychology Lab. in taking tests)



(“Surya Namaskar” in Morning Assembly)



(“Yoga” Camp Organised by NTTCG)

Criterion II: Teaching-Learning and Evaluation

Admission Process and Student's Profile

2.1.1 Give details of the admission process and admission policy (criteria for admission, Adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Admission in B.Ed. colleges of Rajasthan state are carried out on merit basis giving due consideration to the reservation policy of the Govt. of Rajasthan. Conduction of the test is entrusted to one of the University of the State, in the session 2015-16 the entrance test was conducted by the M.D.S University Ajmer. The university declared the result of the test and invited application from the successful candidates citing the preferential order of B.Ed. Colleges. These applicants were then allotted to different colleges, depending on their merit and desired preferential order. At present the reservation criterion is as follows:

S.C 16%, ST 12%, OBC 21%, SBC 1%, PH 3%, extra 5% to SBC

- As such the institution has no control over the admission they are carried out on state level.

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

As described in Para 2.1.1, the state Government entrusts the whole task of conducting the entrance test, declaration of result, and allotment of colleges to any state university to successful candidates in pursuance of the given responsibility that university constitutes a board for this purpose the entrance test is advertised by that board in state level news papers and also on the website of the Board. This test is called P.T.E.T and on scheduled date it is conducted in different districts of the state.

Every teachers training institution has its website at which description of different facilities available in that institution along with the name of faculty members is displayed. Candidates successful in the test may decide their preferential order of institution by logging on these websites.

The eligibility criteria for appearing in the P.T.E.T is 50% marks at U.G or P.G level for general categories and 45% for reserved categories.

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

From among the successful candidates, students are allotted to different institutions. The allotted students are given specified time period to report at that institution. The institution verifies all original documents and identity of the candidates and ensures their eligibility and online the admissions are reported to the P.T.E.T Board.

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

Admissions are carried out by the P.T.E.T Board keeping in view the merit position, reservation criteria and candidates preferred institutions. The Institution only checks the original documents and identity of the candidate and sends on line information to the P.T.E.T Board.

2.1.5 Is there a provision for assessing student's knowledge / needs and skills before the Commencement of teaching programmes? If yes give details on the same.

The knowledge of the candidate is assessed through entrance test (P.T.E.T) consideration to his/her need is given on the basis of the preferential order of institution offered by him.

2.2 Catering to Diverse Needs.

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

The management committee of the college has provided all necessary infrastructure facilities to the students. Besides well equipped laboratories, the committee always strive for providing competent faculty. Free access to computer laboratory and internet is available to the student and teachers.

Students are motivated to regularly visit the library and remain in touch with the educational journals. Every year an appreciable number of books are added to the college library. PTs are provided practical training of power point presentation to boost their confidence level.

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

Diverse learning needs of the trainees are catered by making the learning material available in Hindi and English. Free access to internet facility is provided to have approach to the website of various national and international educational agencies. This institution also subscribe to several educational journals to keep the students in touch with latest developments in the field of education. Classrooms instructions are given both in Hindi and English.

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

In the teaching process teacher has to deal with a diverse lot, having different I. Q. level, the subject matter is dealt with in such a manner so that it is comprehensible to all. Although sharp students are encouraged to develop further, special attention is given to those lagging behind, to make them equal to their peers. Equal treatment is given to all trainees without any distinction as the bare of their mother tongue or region to which they belong or caste creed or region.

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

The teacher educators have been selected from the candidates having very good academic record and knowledgeable. Their class room performance is assessed by regular watch by the head of the institution. Besides this their knowledge ability is assessed on the basis of their presentation in local seminars and receiving confidential feedback from the trainees.

Confidential feedback from the trainees also provides information for making opinion about the sensitivity of the teacher to cater to the diverse need of students. Any deficiency found in this regard is brought in the notice of the teacher and is asked to improve on that count.

2.2.5 What are the various practices that help student teachers develop knowledge and Skills related to diversity and inclusion and apply them effectively in classroom Situations?

Throughout the training programme the student teachers are motivated to constantly develop their knowledge. They are also taught about the skills to present the same subject matter in diverse ways during classroom teaching.

Practical training for developing these skills in the student teachers is provided by asking them individually in the class room to speak on pre allotted subject.

The individual qualities are further refined through micro-teaching, simulated teaching and demo lessons.

2.3 Teaching-Learning Process

2.3.1 How does the institution engage students in “active learning”? (Use of learning resources such as library website, focus group, individual projects, simulation, peer teaching, role playing, internships, practicum etc.)

National TT College of Education engages its PTs in active learning by encouraging and motivating them to participate in the interactive teaching – learning process. For achieving this purpose, following learning resources are optimally used:

- **ICT:** The PTs generally do their work in the computer laboratory. They develop skills relating to internet access and retrieving information, internet mailing, using multimedia, preparing power point presentation and transparencies.

- **Library:** Comfortable sitting arrangements are made in the Reading Room. PTs are encouraged to use library as much as possible. In addition to the need based visits to library there is a provision of library period in the time table conducted under the supervision of concerned faculty members.

In the Library period PTs are motivated to refer the available books, national dailies, Journals & Magazines as much as possible. Sufficient number of latest texts and reference books are available in library.

Book bank facilities available in the library are utilised by the PTs who are entitled to make use of them. Internet connectivity is available in the library and computer laboratory. PTs are encouraged to surf the internet, as accessing internet makes them self-seekers of knowledge. The skills relating to internet address, internet mailing, retrieving information through websites, this is the routine activity of the PTs. They can also browse online Journals/Magazines. These can be browsed and downloaded by faculties & PTs. Our Library is continuously enriched by procuring more and more books in every session.

- **Website:**

NTTCG has its own website www.nttcgalwar.com. All the information is updated from time to time.

- **Individual Projects**

PTs are assigned projects individually as well as in groups to facilitate learning while- doing. PTs are also encouraged to conduct Action Research Plan on the classroom/institutional issues.

PTs are encouraged to work on projects on different subjects like teaching methods,

ICT, case studies on special children, program instruction etc.

- **Role-Playing**

PTs are also engaged in active learning through role-playing. Various issues of socio-economic and educational importance are shown to the PTs through skits or short stories like female foeticide, child marriage, child labour, importance of education, awareness about protection and preservation of environment etc. before they undertake a role-play activity.

Teaching through role play method is used in language teaching and Social studies, History.

- **Peer Teaching:**

PTs are encouraged to conduct peer-teaching. The peer teaching empowers them to undertake the task of teaching with their fellow PTs, freely in a friendly environment.

Peer observation and discussions are also conducted.

Simulation classes are organised, prior to teaching practice, to help PTs overcome stage fear and provide confidence to face a real classroom situation confidently. For this, PTs are encouraged to face actual-class room like situations at the campus itself before undertaking practice teaching in the schools.

Videography of simulation helps PTs in acquiring various skills required to be successful teachers and provides them with confidence essential for the teaching which they do in live situation at the allotted schools.

- **Internship**

PTs finally have to face the actual classrooms as part of practice – teaching program. PTs have to teach at least 20 lessons in each teaching subject. Each pupil teacher delivers 40 lessons in total in the two teaching-subjects put together according to old B.Ed. syllabus. Now according to new B.Ed. Curriculum 2015-16 PTs take 20 lessons in first year and 20 lessons in second year.

During the internship period, PTs are engaged in teaching activity and involved in other activities like organizing morning assembly, engaging free periods, taking students to the play ground, etc. they help school authorities in the curricular as well as co-curricular activities.

Internship helps PTs to practice the skills they learned in their theory papers which includes- attendance register, anecdotal records, receiving of fee, preparation of time-table and blue print etc. During this stage, they learn through practical exposure and self-experience too

➤ **Practicum:**

Practicum is a part of the B. Ed. Curriculum under the new two year scheme, in the first year practicum carries 380 marks which include 305 marks for internal and 75 marks for external assessment of final lesson. In the internal assessment (150) marks are allotted for block teaching, Microteaching and internship teaching and for rest (155) marks assessment is to be made through assignment and internal examination.

In the second year, Practicum carries (495) marks, distributed as 420 for internal and 75 marks for external assessment of final lesson. Out of 420 marks of internal assessment 120 has been allocated for internal examination 150 marks for day to day lesson planning 100 marks for physical activities including first aid, SUPW etc. and 50 marks for EPC. Records maintained:

NTTCG maintains relevant records of each pupil teacher. These include the records of Teaching Skill Development (Micro plans), Lesson Plans, Psychology Practical file, PPT, Transparencies, Action research plans, First-Aid box, Case study of special children, Survey Report, Blue print of question paper, Socially Useful Productive Work, Feedback Tutorials, Co-curricular Activities and sports events.

2.3.2. 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?

Self Management: PTs are exposed to manage their teaching learning process (TLP) by themselves. They are given projects in various topics which make them to use library and other resources; which encourages them to interact and establish linkages with the peers and teachers. Teachers act as facilitators and guide.

Skill Development: The activities organised for developing skills include conduction of morning assembly, physical exercise, meditation and yoga sessions, cultural program, celebration of festivals and birth anniversaries of eminent personalities and ensuring discipline therein. NTTCG organises workshop on “*Preparation of Teaching Aids*” every year in which PTs have to prepare the teaching aids on their own.

The above mentioned methods contribute to self-management of knowledge and skill development. Some other activities in the same context are listed below:

- 1. Project based learning:** PTs are encouraged to actively learn the subject matter. Projects are given to the PTs, through which they come to know how to solve a particular problem and study that problem in-depth. PTs acquire knowledge by undertaking projects on different subjects and on different topics of the same subject. By working on the project they experience the difficulties and learn to overcome these through problem solving method. This develops analytical skills and provides confidence at the end of the task.
- 2. Computer based learning instruction:** PTs are given computer aided instructions in various subjects. PTs also have to prepare projects relating the “Application of Hardware Technologies in teaching”. This provides them with the knowledge of using computer during teaching.
- 3. Tutorial based learning:** PTs also have to attend one tutorial class given to them per week. In tutorial classes, PTs are encouraged to speak on or work on any important topic relevant to the field of education. In tutorial groups, every PT has to accomplish his /her task with the support of team.
- 4. Practice Teaching:** The PTs have to go for Practice Teaching in different schools. During practice Teaching they sincerely participate in morning assembly and co curricular activities conducted in the school in a planned manner.
- 5. Internship:** The PTs undergo internship, where they come across the real working of the school and get field-based experience. This provides them a unique learning Experience. NTTCG to provide them school experiences at large i.e. time table & blue print preparation, Maintaining attendance register & anecdotal records of students etc.

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

A view of the methods used in the college may be judged by the following facts:

Method used Subject/Lessons taught

- Model for subject –Language, Science, Commerce & Maths
- Concept Attainment Model: Social Studies & Language
- Advanced Organizing Model: Science & Social Studies
- Computer Aided Lesson- : All Teaching Methods
- Problem-Solving Method: Science, Commerce & Math
- Supervised Study Method: Language, Commerce & Math
- Debate and Discussion: Social Studies, Science, Commerce & Language.
- Multimedia Approach: English, Computer & Social Studies,
- Story Telling Method: Language & Social Studies,
- Role-Play Method: Language, Commerce & Social Studies.

Innovative Method:

Some important innovations introduced by NTTCG are as under:

Seminar: - NTTCG organises seminars relating to all compulsory papers. PTs present papers with the help of prepared material, O.H.P. and projector. After the presentation, the whole group turns into an open forum for raising questions and adding their own experiences. This makes the seminar a good learning experience.

Work Shop: - Workshops are held for the PTs where they get ample of training and practical experience in preparation of teaching aids, blue print, transparencies, programmed Instructional material (frames), power point presentations, work experience etc.

Reflective Teaching: - Exploring our own classroom practice is yet another innovation that is under experimentation. The details are as under:

Teacher Diary: After each lesson teacher educator writes their own assessment in the Block Teaching dairy. They also describe their own reactions, difficulties, feelings and observations on the part of the PTs. At the end of the unit they discuss/ submit a report to the principal regarding topics covered by them.

Peer observation: Teacher educators are evaluated by their colleague who came into their class to collect information about their lesson with the help of observation schedule. For example, the colleague is asked to focus on what the PTs contribute most in the lesson? What different patterns of interaction occur and how the faculty/PT deals with such typical situations etc.

PTs observation: Teacher educators are also evaluated by PTs supervisors on a set observation schedule.

Recording lessons: Video /audio recordings of classroom provide valuable information for self assessment. Video recordings are found practical for considering aspects of teacher talk, effectiveness of talk, its relevance, clarity of instructions and explanations, teacher's responses to students, responses of students etc. Video recordings were found to be useful in showing the teacher aspects of her own behaviour/performance.

Student feedback: NTTCG believes that the opinions and perceptions of PTs add a different and valuable perspective to the entire system. Their opinions and perceptions would add a different and valuable perspective. Therefore, PTs are asked about their views on individual teachers' performance. This is done with simple feed-back forms (source-UGC feedback). The above mentioned information brings forth the patterns occurring in teaching through observation. All this provides insight for thinking, planning and execution of ideas for changes and their implementation.

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

As there is a unit entitled 'Models of Teaching' in a paper named "Learning and teaching" including the meaning, components and families and the models of teaching – Flander's interaction analysis system, the institution have no provision for additional training in models of teaching. However, the trainees are instructed to teach in the class room during their practice teaching period and the teachers are requested to supervise the lesson plan of the student teachers as per the fundamental components of a model of teaching.

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

Each student teacher uses seven micro-teaching skills. Accordingly, each PTs does the practice of seven micro teaching skills and prepare six lesson plans.

Teaching skills and prepare lesson per each skill out of the following envisaged in the new curriculum and PTs prepare these skill on one subject in First year and they prepare these skill on second subject in Second Year–

- a) Skill of Set Induction,
- b) Skill of Questioning,
- c) Skill of Stimulus Variation,
- d) Skill of Explanation,
- e) Skill of Black Board Writing,
- f) Skill of use of Audio – Visual Aids, and
- g) Skill of Reinforcement.

2.3.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers / school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Performance: Each Student delivers one lesson per day of the method subject and is observed by the teacher Educations and the peers. In total students 40 lessons, 20 of each teaching subject in two sessions of practice teaching. As for the guideline of new curriculum one is teaching session in the arranged in the first year and the second session in the second year. Lesson plans are checked by teacher educator before the pupil teachers deliver the lesson in their respective classes. These are observed by the teacher educators and they maintain the record. Feedback is teacher from the school pupils and is discussed with the school headmaster, Subject teacher, teacher educators, students teacher to monitor their progress of required them two lesson per day are arranged.

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

The process of internship in schools or school internship in which practice teaching is a major thrust occurs in the following ways as the procedural steps of the entire practice teaching protocol –

- a) **The principal** of the institute meets the heads of the schools for taking their consent for the said purpose,
- b) **Discussion** with the teachers-in-charge of school allotment with the student teachers for their preference in opting the schools out of the selected schools, c) Preparation of the allotment list of student- teachers for different schools with the selection of group leader and allotment of one teacher educator as the supervisor,
- d) **Sending** the letter with the allotment list of the student teachers to the school heads through the group leader for prior discussion regarding the allotment of classes with proper adjustment in the time table ,
- e) **Interactive** session with the student teachers by the principal and faculty members before sparing the student teachers for their school internship,
- f) **Visit** of the schools by the faculty members as the supervisors allotted for different schools to meet the student teachers, supervising their class room performance with the use of teaching aids and appliances and the prepared lesson plan. After that the supervisor reports his / her observations in the supervisors' observation book regularly,

g) **Periodical** visit by the principal of the institution to different practice teaching schools for interaction with the student-teachers, school heads and the subject teachers available for development in the said purpose.

h) **Conduction** of the 'Feedback Session' with the student-teachers in the institution after completion of their school internship by the principal in the presence of the faculty members.

Along with this practice teaching programme, the concept of school internship from its functional stand point refers to the pre-school experience of the student-teachers comprising; (i) The experience of the student teachers in planning the lessons for teaching, (ii) Teaching performance in the class room, (iii) Experience of the PTs as their duty as a class room teacher, (iv) Interaction with the subject teachers and other teachers of the school in several occasions, (v) To know and gain the work culture of a good teacher, (vi) To obtain experience on the organizational climate and classroom morale of a school, (vii) To gain the experience how to motivate the student towards teaching by being level specific in approach, (viii) Participation in different co-curricular activities organised in the school, (ix) To know the disciplinary code of conduct of a school, and (x) To get facility for mixing with the parent guardians and the community members.

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

The serving teachers of the practice-teaching schools are effectively involved in the internship sessions right from developing the lessons plans down to delivery of the lessons, and even beyond the classrooms.

Firstly, the permission for performing practice teaching at the respective schools is obtained from the DEO, (District Education Officer). The permission is then passed on to the respective schools.

Before the commencement of the school based activities, a meeting of NTTCG faculty is arranged with the Principal and teacher coordinator of the concerned school. The sole aim is to orient them about the practice teaching to be undertaken by our PTs at their schools and to guide them by acting as counsellors and coordinators. Then exact programs are finalised there on.

The PTs consult the serving teachers for identifying/delimiting the content area to be taught during practice teaching sessions. Once the teacher concerned has identified the content to be delivered during practice teaching the PT starts preparing lessons plan related to their subjects.

Similarly suggestions given by the serving teachers of the practice-teaching schools are welcomed. Particularly quantum of the content to be taught and the method suitable for the learners are decided with mutual help. It provides continuity to the ongoing teaching process of the subject in the school from the point of view of school curriculum.

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

Pupil Teachers are taught about individual differences and trained in the ways to handle these. They are encouraged to participate as much as possible in the school activities.

PTs use different skills for introducing and developing their lesson plans.

PTs take the help of educational technology for improving efficiency & effectiveness of their teaching. OHP and other audio-visual teaching aids are used for addressing the diverse learning needs of the students in their respective schools by the PTs.

PTs are trained in the technique of presenting content from different perspectives and connect it with the students' milieu.

PTs are advised to motivate their students for asking questions on the contents being taught.

Prior to the commencement of internship also, the teachers of the schools where internship is conducted are also contacted by our faculty members and PTs, so that the diverse learning needs of the entire class are well taken care of.

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

NTTCG puts ample emphasis on the use of modern technology in teaching-learning process. It has incorporated new technology into its B.Ed. program.

The E.T. Laboratory equipped with Projector, Computers, Video/Audio CDs, DVDs on different school subjects are at the disposal of the PTs and faculty members. The faculty exemplifies their use and PTs are trained in the art and technique of giving lessons by using latest technology in education.

PTs are motivated and encouraged to use ICT. They are required to use the computer and develop their own presentation. PTs are free to take material and equipments (OHP, Projector etc.) required for practical or to be used as teaching aids from the college labs for effective presentation of their lesson.

PTs are supposed to deliver at least one lesson-plan using computers (PPT) during simulation. Use of laptops in classrooms is encouraged. For this they are given bonus points in their grades.

2.4. Teacher Quality:

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

The plan of the practice teaching classes are developed through joint collaboration with co-operation by the student teachers and with the faculty as supervisors from the institution, subject teachers of the concerned school keeping in the knowledge of the concerned school heads and principal of the institution

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

The ratio of student teachers to identified practice teaching schools is approximately 1:15. The following criteria serve as the basis in taking the decision of student teachers distribution in the listed schools.

NTTCG selects nearby schools for practice teaching and internship programme.

Availability of schools depends on the consent of the DEO and the school authorities concerned. Usually 40-50 PTs are assigned for practice teaching in a particular school but it depends on strength and classes available in the school. The

PTs are divided into well composed groups for practice of teaching in different schools. The ratio of the PTs and practice schools depends on the number of staff and strength of students in the practice schools. The availability of Teachers/Faculty members for observing the lessons minutely is another concern to be considered.

Availability of the teaching subject (s) is also taken into consideration. Strength of students on roll in standard 6th, 7th, 8th, 9th which are the important standards for practice teaching programme and medium of instruction (s) are another criterion for making decision. Thus, ratio of PTs to identified practice teaching schools may vary and thus could be at variance.

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

Various sources for getting feedback on curriculum/practice teaching are:

Teacher educators/ mentor teacher/school teacher/peers. NTTCG has in place a mechanism of getting feedback from the students along with the process of using it for performance improvement.

The teacher educators observe the lessons delivered by the PTs in the practice teaching schools and record their remarks/observations/suggestions on the lesson taught on that particular day on the lesson plan diary itself. It is followed by discussion, if required, after the lesson is over.

The Internship schedule is so prepared that all PTs come to know the feedback on previously taught lessons in the practice teaching schools as well as get their lesson plans approved for next day teaching schedule. Problems are discussed and. clarifications are provided. This helps the PTs to know their weakness observed

by supervisors and also to incorporate the suggestions for improvement in their lesson delivery subsequently.

Feedback is provided to the PTs after the delivery of their lesson plan each day. The feedback thus provided covers all the areas affecting teaching-learning process.

The feedback is basically related to the techniques used by the PTs concerning previous knowledge, introducing the lesson, questioning technique, use of audiovisual aids, quality of audiovisual aids, Blackboard writing, their overall performance personality, dress up, gestures, pronunciation, interaction, discipline etc.

PTs go through all the remarks given by the teacher-educators/mentor teacher/school teacher/peers and incorporate the changes suggested by the teacher educators after discussion. PTs are encouraged to improve their teaching by incorporating the changes so suggested.

Feedback is also received reciprocally by the PTs, the teacher educator, the mentor and peers by holding a meeting for motivation, improvement and discussion of some points raised by the PTs.

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

PTs are provided with the latest information about the class, subject/content area and school by the teacher educators and subject teachers of the school concerned. Whenever a directive/order is issued for schools by state or govt. authorities it is passed on to the staff and PTs of NTTCCG through a circular. Any changes in curriculum, examination reforms, and teaching methods are also conveyed to the PTs in the classrooms as part of curriculum teaching. And institution also use latest techniques like seminars, workshops, journals newspapers, internet facilities. The teacher Educators ensure that the PTs consult the school teachers regarding requirement of the curriculum and education needs of the schools.

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

The teachers and students get scope to participate in the in house seminars, workshops, and also in the seminars and workshops conducted at local level.

2.4.6 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.).

Our institution sends the faculty members for attending workshops, conferences, seminars, orientation programmes for their professional and career development.

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

The Board of Management appreciate good performance of our staff members in the organisation of scholastic and co-scholastic activities focusing on classroom teaching, examination conduction works, performance in the library and laboratories, games and sports, cultural activities, community outreach programmes. Besides, the management of the institution encourages and facilitates our faculty members to pursue the Ph. D works for their development as well as development of the institution and also encourages our faculty for participation in the faculty development programmes and to the non-teaching staff for participation in the office management related orientation programmes. The management of the institutions gives increments as incentives for acquiring additional qualification like M. Phil. / Ph.D.

2.5 Evaluation Process and Reforms:

2.5.1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.).

Generally barriers in learning are identified by the faculty during class room interaction.

There is a provision for remedial classes and tutorial learning for slow learners and low achievers at NTTCG. During Tutorial periods and remedial classes, group as well as individual problems are discussed and addressed.

PT's grievances are addressed by the Grievance Redressal Cell and dealt accordingly.

NTTCG is situated in a neat and clean surrounding and housed in a lush green pollution free environment in an excellent building with all infrastructural facilities conducive for conduction of teacher education programme. NTTCG has a well developed play ground. It also has a multipurpose hall of the required (200+) seating capacity and is equipped with required electronic gadget for effective conduction of curricular and co-curricular programs. NTTCG also has a seminar room which is equipped with public address system and projector. Besides, it has computer resource centre, language resource centre and ET/ICT resource centre.

There is a suggestion/complaint box in the main building of NTTCG. Any stake holder can put his/her suggestions/complaints in the box. The suggestions are analysed and worked upon. The feedback from the PTs is taken at end of the academic year also.

Feedback from alumni, community people and parents are also entertained. On the basis of feedback analysis conclusions are drawn and decisions are taken for implementation.

There is a democratic way of communicating to the PTs which provides a conducive atmosphere giving enough space/opportunity for the expression/understanding of barriers in PTs learning. The faculty and PTs representatives talk freely in student council about barriers to learning. All the possible efforts are made by the faculty to remove these identified barriers. NTTCG is open to reforms which entail an understanding of barriers. The Quality Enhancement Cell (Academic Council) reviews aspects concerning academic growth and takes steps to facilitate growth and erode barriers. QEC / AC ensures that whether the classroom instructions and presentations are PTs oriented or it involves effective participation of the PTs. QEC does instructional monitoring and ensures feedback through evaluation of PTs by their practical and academic performances.

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

Internal assessment through midterm test, oral test, external evaluation of B. Ed theory papers of the university conducted examination, examination of practicum and teaching practical by both external and internal examiners and some few are internal exclusively are used for student learning.

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

NTTCG has a well placed mechanism for continuous and comprehensive evaluation of the PTs. Grades are given to each pupil teacher relating their test, project works, assignments and files, co-curricular and academic activities in which they participate. Results are provided by the subject-teacher concerned to the respective PTs in the classroom itself where the answer-sheets are also shown to them so that they may come to know the mistakes, if any, committed during the assessment process. The PTs' evaluation outcomes are provided through the remarks given to them. The PTs found to be weak are particularly encouraged and extra classes (remedial) are taken to overcome the barriers. One of the purposes of evaluation is to bring the improvement in the performance of the PTs and curricular transaction. The internal evaluations are analysed to identify shortcomings on either side of the teaching-learning process. The weak PTs are encouraged and extra care is taken to overcome their problems by improving the process of curricular transactions. Faculty of NTTCG is also provided with information about the PTs' performance in different subjects. Faculty find out the suitable way to improve their own performance and thereby the performance of the PTs.

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

Starting from the preparation of examination programme schedule, question paper preparation, invigilation duty chart preparation. ICT is used for smooth preparation of the assessment and evaluation process.

2.6. Best Practices in Teaching- Learning and Evaluation Process.

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

Significant innovations in teaching learning process are listed below:

(1) Self Assessment & Peer Observation

NTTCG experimented with self assessment and peer observation during the practice teaching, microteaching and simulated teaching. Self assessment means PTs assess themselves on their own and then they compare it with the evaluation marked by the teacher educator and peers.

Similar practice known as Reflective Teaching is done by the faculty. Faculty assesses their classroom performance in terms of curricular transactions, methodology, interaction, PTs performance, communication barriers etc. and notes it down in their Teachers Diary. Simultaneously, the peer faculty and PT supervisors observe and evaluate the faculty on Evaluation Performa.

(2) Use of IT

NTTCG promotes technology based planning of the lessons. The teacher educators are using computers to plan their lessons and using audio-visual aids in presentation of the lesson.

Use of IT in teaching includes Audio-Visual Aids, PPTs, and Transparencies.

The PTs are encouraged to access internet, browse information from e-Library, open their e-mail account, share assignments/ information, write blogs, share experiences with alumni through Face book etc.

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

The institution reflects the following as the best practices in the delivery of instruction including use of technology:

- i. Meeting of the academic committee in regular intervals for mutual discussion on the learning progress of the students and suggestion to be taken for improvement of the students.
- ii. Performance appraisal of the faculty members on their teaching performance and academic growth.
- iii. Classroom supervision by the principal.
- iv. Conduction of the midterm test and oral test to monitor the learning progress of the students.
- v. Teaching Programme for the Content cum Methodology papers have been undertaken by the teachers having better competence in content and method aspects.
- vi. Teaching through the use of Audio-Visual-Aids (A-V Aids), Video Cassettes, CD's , DVD, O.H.P, Slides etc.
- vii. Conduction seminar-cum-workshop on Micro-Teaching-Skills, Pedagogical Analysis, Lesson Planning etc.
- viii. Conduction of Midterm test /Oral test for the purpose of monitoring the academic progress of the students.



(Mirror Drawing Experiment on an object)



(Educational Trip to “Bhangarh”, Alwar, Rajasthan)



(Educational Tour of Historical Importance in “Shimla”)



(Visit to “Pandupole”, Alwar, Rajasthan)

(Visit to Religious fair at “Dushera Maidan”, Alwar)



(Teaching in the Class rooms)



(Our Updated Computer Lab.)



(Our well furnished Chemistry Lab.)



(Our Students are doing Experiment in Chemistry Lab. & Botany Lab.)



(Our Students are reading in Library cum Reading room)



(Simulation teaching of home Science)

Criterion III: Research, Consultancy and Extension:

3.1. Promotion of Research:

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

National TT College for Girls (NTTCG) supports professional development activities that engage its teachers in research in education and their pupil teachers to conduct action research projects, case study and social surveys. It has a Research Committee consisting of Head (Dr. Geeta Dahiya) and one member (Mrs. Deepmalika Goyal) the committee plans to organise seminars/workshops for faculty & pupil teachers (PTs) encourage faculty to attend refresher/orientation courses/seminars/workshops etc.

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

Research is an integral part of B.Ed. program. NTTCG emphasises on research and Action research amongst the faculty and PTs.

- Management and the Principal of NTTCG always look forward for systematic and objective analysis and recording of controlled observations of happening in the college.
- College authorities keep a close look at the emerging trends and needs of teacher Education. In group discussions, debate amongst the faculty are arranged to locate research themes, find answers to emerging questions and solutions for resolving issues in the field of general education and teacher education.
- NTTCG motivates its faculty to take up research in education and also encourage them to attend seminars /workshops and develop taste and potential for research studies.
- As per the decision of the BOM, the faculty who undertake research work, the Management supports them by granting study leaves, facilities like internet, making available required books, providing relaxation in workload and also grants seed money for research work and higher education they want to get.
- National journals and magazines related to research are made available in the library for reference.
- PC and internet facilities are available to each faculty to facilitate research work. Any research progress of faculty is always appreciated at different platforms like the College functions, college magazine etc.
- The faculty members and PTs are encouraged to undertake short-term (survey) Research or investigatory projects with all supports and guidance from the Principal and Management.

3.1.2. What are the thrust areas of research prioritised by the institution?

Although our institution is not recognised as a research centre, the library of the institution has a good number of reference books, research journals, periodicals and important educational documents. With this our institution focus on the areas like Teacher Education, Secondary Education, Curriculum Development, Science Education, Social Science education etc are prioritised by the institution.

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

Our institution is in mind set for encouraging Action Research beneficial for our student teachers relating to the school related problems and the problems related to their teaching performance .Yes NTTCG encourages Action Research Projects during the internship program of PTs at the school level.

For preparing Action Research Plan PTs take up certain problems faced by them during teaching practice e.g. Problem of absentees, Maladjustment, indiscipline, lack of attention and other subject oriented problems in the school. The PTs select a problem that attracts their attention at large and in the ultimate analysis they try to find out root cause of the problem, findings of which may lead to improvement in the classroom teaching-learning.

The PTs collect data on related aspects of learning or participation of the school students in various activities conducted in the schools, all under the guidance of their mentor/subject-expert. Self constructed tools are used for data collection.

The analysis and results of the study are discussed with faculty, Principal and teachers of the school.

The inferences and findings are discussed further with the teachers and sometimes with the students of the school. Finally an analytical project is prepared and submitted to the college.

The findings have led to improvement in the quality of teaching –learning and discipline at the level of practice teaching schools.

3.1.4. Give details of the Conference / Seminar / workshop attended and / organised by the faculty members in last five years.

Details of Seminars / Workshops attended by the faculty members including the Principal are given below:

Sl	Name of the programme	Subject of seminar/workshop	Organizing Institution /and name of City/ Country	Attended By	Duration From to
1	National Level Workshop	Recent Traits in Research	Basic Teachers' Training college GVM, Sardarshahr	Dr. Geeta Dahiya	11 April 2010
2	National Level Workshop	Employability Skill Development Program	Academy Of Learning Techniques Research And Training	Dr. Geeta Dahiya	2011
3	National Level Workshop	Video Production Workshop	Central Institute Of Educational Technology, NCERT, New Delhi	Ms. Jyoti	17 – 21 Feb 2011
4	UGC Sponsored National Level Workshop	Examination Reforms Made Through Continuous And Comprehensive Evaluation	Shri Jain Teachers Training College Alwar	Dr. Geeta Dahiya	21-22 2011
5	National Level Workshop	Shiksha Ke Adhikar Kanoon 2009	AMIED	Dr. Geeta Dahiya	2 Feb 2014

3.2 Research and Publication Output

3.2.1. 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.

Our institution has developed and used the following instructional and other material as learning resources for enhancing the quality of teaching during the last three years.

- Transparencies prepared by the faculty members and used these through the OHP in their class room teaching.
- PPT prepared by the faculty members and used these through the projects.
- Preparation of CDs as instructional materials,
- Use of readymade transparencies for different papers of the B.Ed. curriculum,
- Preparation of low cost or no cost TLM by the faculty members as question frameworks, foot notes.

E) Preparation of Question Bank for the newly implemented B.Ed. Curriculum as per the UOR by the faculty member guided and duly edited by Principal of the Institution.

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

The Institution makes the availability of the following facilities for developing instructional materials

- Library facilities with good number of books as text books and reference books , Encyclopaedias, research journals, periodicals, magazines, important educational documents developed by the govt. educational agencies on Teacher Education and School Education as well as education in general,
- Availability of E-T Laboratory and Computer Laboratory in separate for fulfilling the need of the use of ICT in development of the instructional materials.
- The institution provides the facilities like OHP, LCD Projector, TV, Camera etc for systematic presentation of the instructional materials by the faculty members,
- The institution provides the facilities of Psychology lab in separate for fulfilling the need of faculty members for case study etc.

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

The following ICT/technology related instructional materials have been developed by the institution during the last five years.

SL	SUBJECT/TOPIC	CONTENT	CD\DVD
1	Contemporary India and Education	Privatization And Globalization Of School Education	CD
2	Optional Special Subject	Peace Education	CD
3	Contemporary India and Education	Education Act 2009	CD
4	Learning and Teaching	Understanding Difference Between Learning	CD
5	Block Teaching	Case Study	CD
6	Learning and Teaching	Professional Ethics Of A Teachers	CD
7	Pedagogy of Subject	Innovative Method Of Teaching	CD
8	Learning and Teaching	Models of Teaching	CD
9	Contemporary India and Education	Some Administrative Bodice and Educational Agencies-UGC,NCERT,NCTE	CD
10	Contemporary India and Education	RAMSA	CD
11	Micro Teaching Skill	Introduction skill, Explanation Skill, BB Skill, Questioning Skill, Reinforcement Skill, Stimulus Variation Skill, A-V	PPT

		Skill	
12	Action Research		CD
13	Various lesson Plans		PPT

3.2.4 Give details on various training programmes and /or workshops on material development (both instructional and other materials) Organised by the institution.

a) Workshops organised by the institution:

Sl	Name Of The Programme	Organised By	Sponsored By	Topic	Date
1	Internal Workshop	NTTCG	NTTCG	Step To Success For Pupil Teacher	
2	Internal Workshop	NTTCG & Helping Hands	NTTCG	What Do You Want To Be?	16 Dec 2015
3	Internal Workshop	NTTCG	NTTCG	How to Influence Student Behaviour And Enforce :Discipline	4 Jan 2016
4	Internal Workshop	NTTCG	NTTCG	Embrace Of Life: A Life Balance Workshop For Women	8 Mar 2016

b) Training provided to the staff:

Sl No	Name Of The Programme	Organized By	Sponsored By	Purpose	Attended By	Date
1	National level Workshop	Academy Of Learning Techniques Research And Training		Employability Skill Development Program	Staff	2011
2	State Level Workshop	NTTCG	SEBI(OIAE)	Investment Skill Development	Staff And PTs	Every Year
3	Saksham Naari Saksham Rajya	RSSC Jaipur	Department Of Youth Affair and Sports Government Of Rajasthan	Self Defiance For Women	Staff And PTs	March April 2016

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

The faculty are trying to present papers in various States, National Seminars and conferences but their paper are not yet published in the journals as such.

3.2.6. Give details of the awards, honours and patents received by the faculty members in last five years:

Awards / recognitions / honours received by / awarded to the faculty members:

- a. Approval of Dr. Geeta Dahiya by University Of Rajasthan dated 17th July 2015 as regular selected Principal.
- b. Dr. Geeta Dahiya, awarded Ph. D. in education by IASE Deemed “University of Sardar Shahar, Churu” dated 21st May, 2011.

3.2.7. Detail of the Major/ Minor research projects completed by staff members of the institution in the last five years.

Our Institution provides all the facilities for research and projects works. Like Library, computer, internet etc. Through these facilities our staff members are taking part in research. But as yet research projects are not completed.

3.3. Consultancy:

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

NTTCG encourages its faculty to provide consultancy services to the school sector for the improvement of school environment. The faculty remains actively engaged in personal and carrier counselling of the PTs through G&C Cell throughout the session. The institution provides consultancy services through organizing extension lectures on various Social issues like Family Planning, Cleaning, and Women Education etc.

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

No such staff member of the college undertake paid consultancy, however, on demand they perform role of subject expert to evaluate performance of the school teachers, provide ICT awareness, sometimes they are invited as experts for selection committees of schools too. But, the entire consultancy provided by them is non remunerative and simply an assistance to the school.

3.3.3 How much revenue has generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff members and the institution?

As no formal consultancy service is provided by the college, therefore, revenue generation is nil. A word of appreciation is more than money.

3.3.4 How does the institution use the revenue generated through consultancy?

NTTCG provides consultancy services free of cost, therefore revenue generated through the consultancy is nil.

3.4 Extension Activity:

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

The local community has been benefitted from the institution through the organization of community based extension activities in the institution as well as outside the institution. These are:

1. Every year, NTTCG celebrates VAN MAHOTSAVA. A campaign for Tree plantation is carried out in nearby area and awareness for care of the new planted trees is generated among community people.
2. Organisation of Health Orientation Programme in the Institution,
3. Organisation of Civic Awareness Programme in the Local Community,
4. Organisation of Literacy Drive Programme in the Local Community, and
5. Organization of Health and Hygiene Awareness Programme in the Local Community.
6. Pots, flower vase, jute bags, paintings made by PTs out of waste and natural material sent message to community people in favour of making best use of available natural material and against the use of polythene.

7. By visiting the nearby villages to study the children with special needs and meeting with their parents /teacher/care taker, the PTs learn a lot and understand them. A visit to Cheshire Home (An Abode for Mentally Challenged) had also been organised, during which our PTs confronted the problems of these children, took notice of their special needs, helped them in convening their activities and boosted their morale by appreciating their achievements and purchasing the materials prepared by them. PTs also performed cultural programs there. This fulfilled our objective to reach community and share its responsibility as well.

8. Awareness through Street Plays- the PTs performed street plays on various social aspects like HIV & AIDS awareness, gender discrimination, equal opportunities for education, RTE etc. Community services on one hand generated awareness among community people, while on the other hand helped in bringing community close to NTTTCG.

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

The institution becomes benefited from the community in the following ways:

- 1) Through the organisation of different programmes with getting support and participation from the community members,
- 2) Help and assistance of the community in solving the problems if any arises at any time,
- 3) Help and assistance of the local community in organization of different developmental programmes,
- 4) Help from the schools for conduction school internship programmes and the institutions also invites the school heads and teachers to its various programmes in order to maintain and strengthen a healthy relationship with good networking.
- 5) People from different service sectors having experience in their respective fields visit NTTTCG from time to time and provide important inputs to the institution like SEBI

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

The institution proposes to take up the following major activities for providing community orientation to the students.

- 1) Environmental Awareness Programmes,
- 2) Campaign against Social evils,
- 3) Awareness Programme on Family Welfare / AIDs / Dowry etc.
- 4) NTTTCG is planning to conduct the documentary film show for people residing in nearby villages and school children on current social and educational issues.

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

This institution has not completed any community development projects in the last five years. However, our institution has engaged the students in the community related survey that is -locality survey and school survey. Besides, case study was also conducted as per the provision of the syllabus and in the community outreach activities like literacy drive in a locality, developing health and hygiene awareness programme, civic awareness programme etc. These activities provide firsthand experience to our students on the project relating to community development.

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

The institution develops social and citizenship values and skills among its students through the organization of the following co-curricular programmes along with the curricular transactions.

- a) Organisation of visit to a place of learning like Orphanage Home, Old age home, Religious place and Slum Areas.

- b) Celebration of the days of national and international importance-Independence day, Republic day, World Literacy Day, Human Rights Day, Aids Day, X-Mas Day.
- c) Celebration of “Saraswati Puja” on “Basant Panchami”, “Holi Milan Samaroh”, “Dandiya Utsav” on the eve of “Navratra”, “Janmastami Utsav”, Children's day as the Birthday of Pandit Jawahar Lal Nehru.
- d) Celebration of Birth Days of the Great Persons of the Nation- Teacher’s day as the Birth day of “Dr. Sarvapalli Radhakrishnan”, Birth day of “Kavi Guru Rabindranath Tagore”, Birth day of “Pundit Vidyasagar”, Birth day of “Maulana Abul Kalam Azad” as the National Education Day Birth day of “Swami Vivekanand Ji” as the “Yuva Divas” etc.

3.5 Collaborations:

3.5.1 Name the National level organizations, if any, with which the Institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

Not yet, but our institution is trying to establish linkage with the some national level Organisations.

3.5.2. Name the International Organisations with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Linkage is not yet established.

3.5.3. How did the linkages if any contribute the following?

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

a) Curriculum Development:

Not applicable. (Provided by University)

- b) **Teaching:** Our faculty members is not keep in touch with some curriculum organisation faculty member but they always keep in touch with curricular and curriculum changes to make their teaching level specific, understanding based and need based by catering the various needs of the student. our faculty member are also inspired how to universalise the use of ICT and to make assessment a continuous practice in their teaching.
- c) **Training:** Outreach program, ICT training, curricular & co- curricular activities, practice teaching & internship program, interaction with expertise’s and continuous/ comprehensive evaluation makes the teacher training program excellent and multifarious. Vast experiences provided by NTTCG during training made PTs versatile to keep pace with the fast changing scenario of education and thus making teaching learning process interesting and effective.
- d) **Practice Teaching:** In this area our institution helps our pupil teacher in their practice teaching duration through supervision.
- e) **Research:** Provision of "Action Research" and "Case Study" in the B.Ed. course. This research helped a lot our student to know the school process and students problem.
- f) **Consultancy:** Not yet but NTTCG is thinking to invite the competent faculty as experts for their deliberation on the burning topics related to Teacher Education in which they have interest and specialization. As a result of this consultancy our students and faculty members will be enlightened and refined their knowledge and experience.

- g) **Extension:** Our institution is trying to linkage with some organizations helps to participate in the seminars, workshops, conference and to organise different programmes in a joint venture. With getting proper support and guidance as and when required.
- h) **Publication:** Not yet but NTTTCG is trying to focus on this aspects.
- i) **Students Placement:** Our institution is connected with some reputed school. Procedure of Campus Selection our student has selected in reputed school like “National Academy Senior Secondary School” as a Teacher.

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

The Institution is maintaining its linkages with the school sector in relation to the Institute-school-community networking in the following ways.

- a. Conduction of school internship programmes in the nearby schools.
- b. Discussion with the parent guardians as the community members with the school heads if necessary where their wards do their school internship programme.
- c. Instruction to the student teachers for participation in the various co-curricular and cultural programmes in the schools where they are assigned for their internship purpose and maintain the records in their Project Report and Block Teaching diary.
- d. Rapport with the Guardians of the student teachers between the school authority and the institution authority through information about the performance of their wards in the internship programme and the assistance given by the school.
- e. Through instruction to the student teachers about the school as a small society or ‘Society in Miniature’, where the art of community living can be better understood and realised before proceeding to the schools for internship programme.
- f. Invitation to the parent guardians and teachers of the school with their heads, community members having interest in education to the various programmes of the institution strengthens the Institute-school-community networking along with maintaining healthy relationship among them .

3.5.5 Are the faculty actively engaged in schools and with teachers and others school personnel to design, evaluate and deliver practice teaching? If yes give detail.

Yes, all our faculty members are actively engaged in schools with teachers and other school personnel for designing, evaluating and delivering practice teaching.

- **Designing:** Before the school based practice teaching, the faculty and the PTs interact with the school personnel to chalk out the activities to be carried out during the course of practice teaching. Faculty are actively engaged in schools in designing the time slots, evaluating Delivered lessons, counselling and helping in organizing extracurricular Activities. Remedial teaching for the needy is provided by the PTs in consultation with school teachers and under the guidance of the faculty. Principals of schools are duly updated about the innovative practices adopted in teaching lessons.
- **Delivery:** The faculty remains in constant touch with the school for ensuring successful conduct of activities and delivery of teaching lessons. The area and quantum of content is decided with the active support and consultation of the school staff. Successful delivery depends considerably on the active support of the school; therefore, the faculty has to ensure thorough involvement of the school teachers.
- **Evaluating:** At the time of practice teaching our faculty remains present at the respective school to supervise and assess the performance of the PTs. The practice teaching is also evaluated by the teachers of the respective school which helps the PTs for enhancing and evaluating the performance. Suggestions from principal /subject teachers are always welcomed and implemented there on. Our faculty evaluates the performance of teachers of schools as and when requested by the school authorities. No remuneration is charged for the same.

3.5.6 How does the faculty collaborate with the school and other college or University faculty?

The collaborations of the faculty with the school and other college or university faculty occur in the following ways:

- a) **Collaboration with the School:** Our faculty maintains collaboration with the school heads and its teachers during their stay in practice teaching period. Through discussion with the subject teachers regarding the hard spot of teaching their subject, our faculty members request the subject teachers to observe the class room performance of their students and give remark accordingly with giving their counter signature if any in the absence of the supervisor. Besides, through participation in the various academic related and cultural programmes of the school our faculty gets scope to mix and share with the teachers regarding the challenges and issues they are facing in their teaching. These strategies help them in school education.
- b) **Collaboration with other College faculty:** Our institution has collaboration with other collage faculty. Our faculty member get a platforms to exchange their view and enlighten them by coming in interaction with the senior faculty of the other colleges having experience and expertise in concerned areas. Our institute organised some inter college activities like speech, debate, poster making competition they provides a suitable platform to discuss with the other college faculty members regarding the implementation strategies of the newly B.Ed. curriculum.
- c) **Collaboration with University Faculty:** Although there is no education department in our university to which our college is affiliated in which through the participation in its various programme. But our Principal and faculty members trying to interact with the Deemed university faculty member to take suggestion for improve their overall performance.

3.6. Best Practices in Research, Consultancy and Extension.

3.6.1. 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 following major measures were adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years.

- 1) Our institution provides study leave facility with pay protection to the faculty for their course work leading to PhD Degree in Education.
- 2) Our institution organised a one day National Seminar on, “Quality Initiatives in Teacher Education with reference to Secondary Education” which is related to the School Education and Teacher Education at the Secondary Level.
- 3) Provision of providing Consultancy Services to various educational organizations through our faculty members focusing on their areas of specialization.
- 4) Blood Donation Camp, literacy Drive Programme, Health Orientation Programmes, Civic Awareness Programme, Health and Hygiene Awareness Programme etc. are organised in the campus and in the community by the institution as Extension activities.

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

The following good practices in research, consultancy and extension activities are adopted by the institution.

Research: NTTCG always motivating faculty members for participation in National Seminar and motivating them for Publication of Articles in Journals.

Extension Activities: Organisation of Health, Tourism and Awareness Extension activities by the institution in the Local Community for betterment of the Society and of our Student.



(Collaboration meet with Govt. School in Bambora, Alwar)



(Questioner session on “Human Rights Day”)



(Collaboration Rally on “Swachh Bharat Abhiyan” with “Puratatva & Sangrahalaya”, Jaipur)



(World Aids Day Celebration)



(“Nukkar Natak” on Aids Day Celebration)



(Literature Activity on Saturdays)



(“Holi Milan Samaroh”)



(Workshop on “Steps to Success for Pupil Teacher”)



(Collaboration with Women Welfare Society, NGO of Alwar)



(“Saraswati Puja” Celebration with Govt. Secondary School, Alwar)



(Women's Day Celebration at our College)



(Women's Self Defence Camp by State Govt.)



(Cultural Activity Celebration with Nightingale College for Girls, Alwar)



(Internship Activity in Govt. Secondary School, Alwar)



(Workshop by SEBI on Investment)



(Inter College “Poster Making” Competition on Youth Day)



(Case Study)

Criterion IV: Infrastructure and Learning Resources:

4.1. Physical Facilities:

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

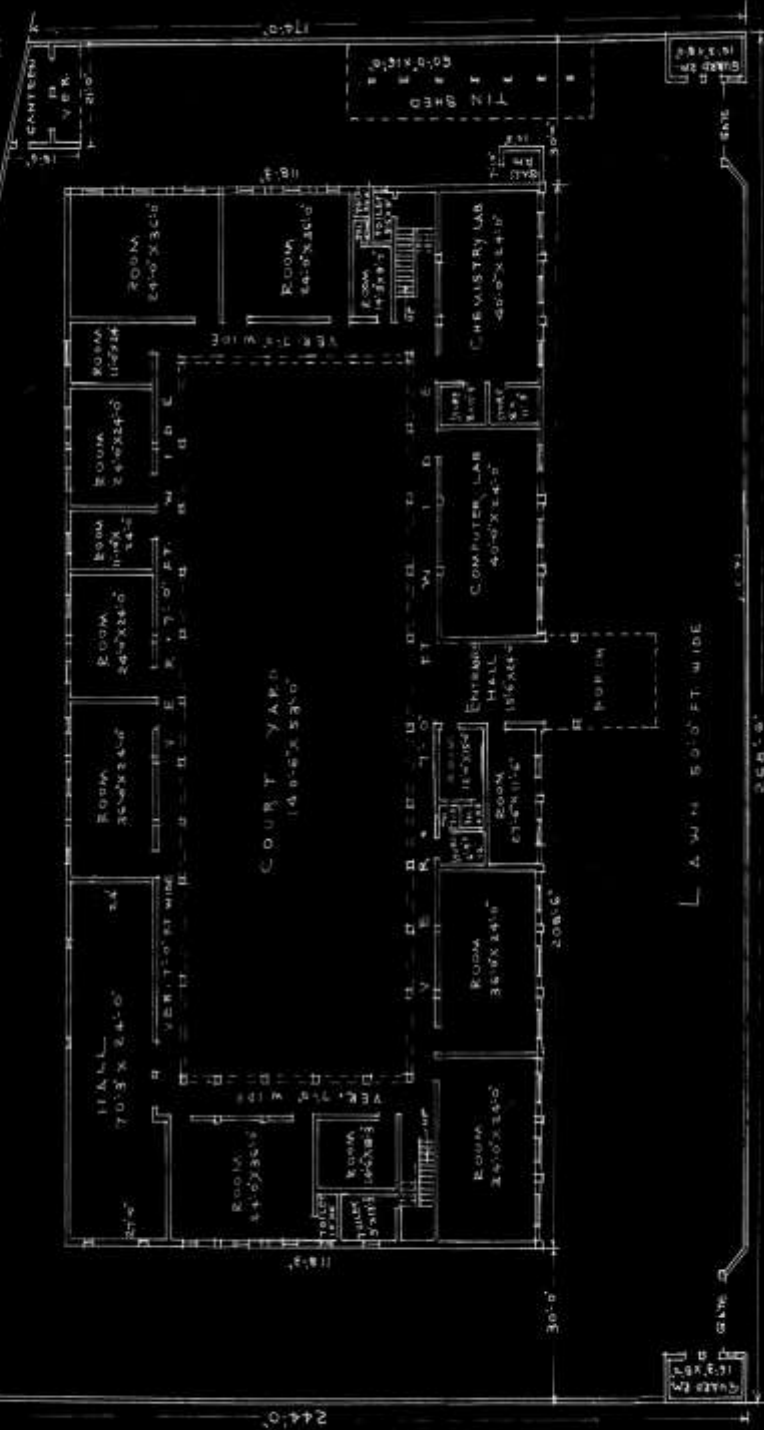
The institution has necessary physical infrastructure facilities as per NCTE norms to run the B.Ed. Programme. It has been land coverage area of 5213.22 sq.mts and the built up area of 1578 sq.mts. with the infrastructure facilities for fulfilling the administrative purposes, organisation of scholastic and co-scholastic activities and others. Out of the total built up area of 1578 sq.mts, the ground floor comprises of 1578 sq.mts and the first floor comprises of 1578 sq.mts. The following facilities are available in the infrastructure allocation of the institution are facilities for classroom teaching, laboratory work, library with reading facilities, ICT facilities, common room for girls, toilet facilities both for the staff and students in both floors of the building, store room facilities, Health and Physical Education room, Seminar room, management room, Principal office with attached toilet, multipurpose hall etc as per the NCTE norms.

The master plan of the building of the institution is attached here with for necessary information.

SHOWING THE EXISTING BUILDING PLAN OF
NATIONAL COLLEGE FOR GIRLS AT
VIJAY NAGAR, ALUR, RAJ
SCALE: 1" = 12' (1:1200)

- NOTE: 1. TOTAL PLOT AREA: 5016'50 SFT
2. PLANT AREA: 2230'21 SFT
3. EXIST. BUIL. SHOWN THIN

S
N
E-W



GOVT. P O A D

EXIST. GROUND FLOOR PLAN

PREPARED BY
A. HILLIARD

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

Through the availability of sufficient infrastructure facilities, the institution augments its instructional process in order to keep pace with the academic growth of the students which are as under.

1. General Classrooms – 4
2. Classrooms for method teaching - 6
3. Laboratory facilities- Science Lab. , Psychology Lab., Geography Lab., Social Science Lab., .
4. Library cum Reading Room,
5. ICT facilities through E-T Lab. and Computer Lab. in separate,
6. Seminar Room.
7. Art & Craft Room

4.1.3 List the infrastructure facilities available for Co-curricular activities and extracurricular activities.

NTTCG has enduring facilities for conducting co-curricular activities and extra-curricular activities including games and sports.

Co curricular Activities:

NTTCG has a large multipurpose hall and a seminar hall equipped with a very good sound system, OHP and projector. There is an adequate seating arrangement and enough space for organizing workshops/seminars and conference.

NTTCG provides necessary materials during the workshop for preparing teaching aids in different subjects. NTTCG also provides the PTs with the transparencies and CDs in order to help them to prepare topic oriented transparencies and power point presentation during the workshops. The sole purpose of above activities is to provide practical knowledge to the PTs to use the latest technology for effective presentation. In order to accomplish various assigned projects during the internship practice, such as- action research, environmental project, planning and preparing of blueprint, case study of exceptional children, social survey etc., PTs are provided with the facilities of various books and learning material on above mentioned areas in the library. Apart from these, the college has Internet facility which is used by the PTs as well as the faculty for searching and downloading the important matter related to the topic. There is also a facility for printing, scanning and photocopying of important matter in library. Besides these NTTCG also invites experts from the field of teacher education for the Talk-Fest on issues related to Teacher Education such as- communication skills, classroom management, inclusive education, guidance and counselling and preparation of blue print. NTTCG also possess various

educational books, CDs, magazines and encyclopaedias based on various subjects, G.K. and current affairs, puzzles to help the PTs and faculty in order to organise inter-house quiz competition, exhibition, seminars and debates.

Extra –curricular Activities:

- ❖ Various extra-curricular activities are organised by NTTCG under work experience. A work experience workshop was organised by NTTCG in which PTs actively participated in sharing their experiences and also trained their peers in making Rangoli, pot painting, flower/badge making, best out of waste etc. PTs also showed keen interest in slogan writing, collage making, solo and group song competition. All the required material for the workshop such as colours, paint, pots, Crap paper, velvet paper, POP, newspapers, sand, clay etc. were provided by the college.
- ❖ Physical education and yoga camps were also organised for the PTs to keep their body and mind healthy.

- ❖ **Games and sports-** Indoor and outdoor games and sports facilities are also available in the NTTCG campus. PTs took part in indoor games like- table tennis, chess, carom etc. and in outdoor games like- Badminton, “kho-kho”, etc. Winners were applauded with Prizes. NTTCG has one big play ground and a sports room with sports kits for various games.
- ❖ Open Air Theatre is used for conducting morning assemblies/special assemblies for PTs.
- ❖ NTTCG has a beautiful lawn which is surrounded by ornamental plants and seasonal flowers giving aesthetically a rich look. It provides ample space for undertaking some environment-related activities

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

NTTCG is running B.Ed. Course only. The entire infrastructure is meant for B.Ed. Course only.

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

NTTCG has Rest Rooms for women students. There is a Health and Physical Education room, Canteen for our students. We have separate toilet facilities both for Male & Female staff. For the Female students we have separate Toilets on both the floors of the building. Purified drinking water facility to both the staff and students is provided by the institution.

4.1.6. Is there any Hostel facilities for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

The institution has no hostel facility.

4.2 Maintenance of infrastructure:

4.2.1 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.

Head	Year	Amount in budget	Amount Spent
Building	2011-2012	-	-
	2012-2013	-	-
	2013-2014	1,00,000	1,03,116
	2014-2015	30,000	33,300
	2015-2016	10,000	-
Laboratories & Equipment	2011-2012	-	-
	2012-2013	-	-
	2013-2014	-	-
	2014-2015	-	-
	2015-2016	-	-
Furniture	2011-2012	10,000	9,324
	2012-2013	5,000	3,380
	2013-2014	6,000	7,000
	2014-2015	3,000	-

	2015-2016	3,000	-
Computer	2011-2012	15,000	13,080
	2012-2013	-	-
	2013-2014	-	-
	2014-2015	1,000	-
	2015-2016	35,000	3,3175

4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilised?

NTTCG has a well formed mechanism to ensure optimum utilization of its infrastructure facilities. The available infrastructure meets and exceeds the program requirements and yet optimally utilised. The management and overall milieu ensures smooth and regular functioning of the college. Therefore, the infrastructure remains functional and in effective use. One Big Hall with Smart Class is used for both sections i.e. A & B and each section has 50 PTs. All the resource centres are properly utilised. Psychology resource centre is used for psychological experiments and tests. Science/Maths Resource Centre are frequently used by the PTs for demonstration and experiments. Social science resource centre is used for the teaching of social study. Computer /ET resource centre is used by PTs for making ICT Projects and Assignments, Lesson Planning, Computer Aided Learning, slides on Power point with visual effects. PTs are also trained to use OHP and DLP. Multipurpose hall is used for conducting various activities like- Cultural programs, various workshops, Yoga classes, Seminar, Exhibitions etc. Play ground is used for physical exercises, morning assembly, outdoor sport events. Library is not only optimally utilised by our staff and PTs but also by the alumni, research scholars and faculty of other colleges. Our library is rich in text books, reference books, journals, periodicals, educational surveys, encyclopaedias, magazines etc. which are used by the PTs and staff to enhance their knowledge. Internet facility is often used by the PTs and faculty.

4.2.3 How does the institution consider the environmental issues associated with the infrastructure?

The institution keeping in view the environmental issues has ensured that all the room are airy and well ventilated specious and are well furnished with sufficient provision of fan and tube lights. The institution is located in lap of valleys, pollution free area and peaceful area. The institution has green lawns and trees all around keeping the environment healthy.

4.3 Library as a Learning Resource

4.3.1 Does the institution have a qualified librarian and sufficient technical staff to support the Library? (Materials collection and media / computer services)

Yes, the college has a qualified librarian Mrs. Krishna Gupta (B.A., B.Lib., M.Lib.) and 01 support staff for material collection and media/ computer services. Besides this, the Library Committee advises the librarian and looks after the working of the library.

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

The Library of NTTCG located at the first floor of the building. NTTCG is provided with a library and a reading room. It contains 3519 books. There are text and reference books, national journals/periodicals, encyclopaedias, India Today. The books are available for PTs and faculties for reading and referring. Library has 01 computer with internet facility, printer/scanner and photocopier for staff and PTs. The books are kept with security and the library staff takes care of them. Besides, these facilities the library offers several add on services such as email alerts about subject specific articles and paper to the faculty.

Required details are given below:

S.No.	Name of Item	Number
1	Books	3624
2	Reference Books	1000
3	Encyclopaedia	3
4	Journals	5
5	News Papers	5
6	CD ROMS	11
7	Magazines	10
8	Computers	1
9	Photocopier /printer/ scanner	1

4.3.3. 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, NTTCG have a library Committee (LC) to systematically review the various library resources for adequate access, relevance etc. and to make acquisition decisions. LC is comprised of 6 members of the college including the librarian as a convener. The committee plans developmental activities of the library including library expansion, purchase of new books and periodicals and library reforms. LC also solves the problems of the PTs related to library. The Library Committee members listed below:

S.No.	Name	Designation	Position
1	Dr. Geeta Dhaiya	Principle	Chairman
2	Smt. Krishna Gupta	Librarian	Convener
3	Smt. Manju Sharma	Lecturer	Member
4	Smt. Deepmalika Goyal	Lecturer	Member
5	Sh. Anil Gupta	Office assistant	Member
6	Ms. Avantika singh	Student Representative	Member

NTTCG has a Library Committee to superintend the overall functioning of the Library. The committee meets quarterly and as and when there is additional need to discuss the suggestions and complaints that may come through the Library Suggestion Box. LC decides the days of issue and return of the books, time of reading hours and also plans the management of reading hall. The committee also examines the need, proposals and requests for making new acquisitions in the library. LC welcomes the suggestions for betterment and requisition for making additions and passes on the adopted resolution to the PAC through the Principal..

4.3.4. Is your library computerised? If yes, give details.

Yes the library is computerised all the books have been registered.

4.3.5. 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.

NCTTG library have one computer with internet facility and facility of printer and photocopier. There are no specific hours for internet usage in the library. The faculty and PTs use the internet facility whenever they need. It has no facility of reprography.

Faculty frequently use computer and internet for academic purposes to access required information of various kinds regarding subjects, teaching learning process, strategies, techniques, innovations in the field of classroom interactions, teaching aids, effective use of audio visual aids, recent researches related to educational developments etc., faculty compare the educational developments of other countries with their educational practices of indigenous system. PTs use internet for the preparation of projects, PPT, seminars/workshops, assignments, micro and macro lesson plans.

4.3.6. Does the institution make use of Inlibnet/Delnet/IUC facilities? If yes, Give details

These facilities are not available in our library.

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

The library remains open for access during the college working days from 09.00am to 03:00 pm all through the year. During the examinations the library remains open for access to the PTs from 09:00 am to 03:00 pm. The library thus remains open and functional:

- a. 6 days a week.
- b. 6 hours a day
- c. 36 hours a week

The library remains closed on Sundays and national/ public holidays

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

NTTCG has a mechanism in place to keep the faculty and PTs informed of the new arrivals. Thus, information related to new arrivals in the library comes to the notice of faculty and PTs through the display in the display cabinet, announcements during morning assembly and a circular is also rotated to the classrooms, staff room and office. The librarian personally informs the Principal of the College. After numbering and labelling the new books, an exhibition is organised in the library for one week.

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

Not now, but we are thinking to introduce this Book Bank system for the poor and meritorious students from the next academic session by giving this charge to a faculty of the institution.

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

Till date, no cent percent or partially visually disabled PT has turned up for taking admission in our college.

4.4. ICT as learning resources:

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

Our institution has a computer laboratory in addition to the E-T laboratory in order to materialise ICT as learning resources. The availability of hardware, software, internet connectivity, audio visual- CDs, Transparencies, OHP Projectors, LCD Projector etc.,

other media and materials with ample access for our faculty for fulfilment of their teaching needs, needs for their seminar / workshop purposes with researches ensures the optimum use of the ICT facilities by the faculty of our institution.

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

Yes there is a provision in the curriculum for imparting computers skills to the entire student. In our old B.Ed. syllabus computer was a compulsory subject. According to this syllabus our student makes projects, PPT etc. But our new two year B.Ed. syllabus in second year computer is a compulsory subject. But we give the basic knowledge in first year like MS word, MS excel, MS power point. We teach the student how to use PPT in Macro teaching, Lesson Plan.

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

NTTCG is always eager and keen to implement new technologies/ ICT in the process of curricular transaction. Thus, facilities are available for preparing ICT enabled lectures, many CD-ROMs related to teaching-learning and internet access for use by the faculty and the PTs.

- ❖ For the purpose of using software skills to design instructional processes and spreadsheets to solve, analyse and present data's on charts, both teacher educators and PTs identify the problem/project of the curriculum after rigorous discussion with each other. Once the PTs identify the problem, they tend to know how new/recently developed technology can be used to solve out their problem. After assessing the new technologies, a rough work is carried out and checked by every pupil teacher and the teacher educator.
- ❖ PTs make use of technologies for their lesson plans on power point. Almost every B.Ed. PT prepares lesson plans/project based lessons during teaching practice in the schools as well as in the simulated teaching. Likewise, the faculty members transact curriculum by using different IT based equipment and accessories.

4.4.4 What are major areas and initiatives for which student teachers use / adopt technology in practice teaching?

The PTs are motivated, encouraged and trained for making use of the modern technology for practice teaching as per details given here under

For Developing Lesson Plans: All the PTs adopt IT in their practice teaching. Before going to deliver actual lesson plans in the schools, PTs prepare one/two lesson plans in their respective teaching methodology subjects on power point during simulated teaching The PTs take help of the ET Lab for preparing their practice teaching lessons.

For Class Room Transaction: The PTs prepare power point presentation of their lessons at the ET lab to be delivered during simulated teaching and now NTTCG is planning to move to the Hindi medium schools with the same technology.

For Preparing Teaching Aids: The PTs prepare slides related to the curriculum, which is to be transacted in the classroom. They take help of multimedia in making different kinds of teaching aids (PPTs). The PTs prepare teaching models in the Teaching Aid Workshop to be used during practice teaching.

4.5 Other facilities:

4.5.1 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 programme) to other institutions and to the community?

The instructional infrastructure is not optimally used.

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

The Student teachers are encouraged by the institution to use the visual, auditory and audio-visual aids available in the institution for their various learning purposes including practice teaching. These are;

a) Visual aids - Pictures, Charts, Maps, Models, Slides, Transparencies etc

b) Audio-Visual aids – CD's, DVD's

4.5.3. 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?

NTTCG has

(1) Science Resource Centre

(2) ET Lab,

(3) Computer Resource Centre

(4) Workshop (Work Experience Lab)

(5) Psychology Resource Centre

(6) Social Science Lab.

We enhance the facilities in laboratories according to the requirement of the B.Ed. curriculum and the norms prescribed by the NCTE. NTTCG also holds meetings with faculty to discuss about maintenance and up-gradation of labs. Budgetary requirement is based on norms, needs and quality. The management makes allocations accordingly. Faculty-in-charge of concerned laboratory takes class/present demonstrations in the laboratories. Regular maintenance in terms of infrastructural and equipment requirement are met on the basis of particular laboratory. The equipments are maintained with the help of campus electrician and technician. If the fault is major and out of electrician/technician's purview, the outside experts are called for executing repairs and maintenance.

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

For smooth functioning of the institution from administrative, academic and developmental perspectives, the facilities like multipurpose hall, games and sports room, seminar room, a good number of laboratories, enriched library etc. are available in our institution for facilitating proper organization of curricular and co-curricular activities. In addition to this, availability of open air field with big campus facilitates our student teachers for their outdoor game purposes with organization of community based cultural programmes. Although our institution has no transport facilities but the location of the institution is close to the road for the availability of transportation facilities for the student teachers. However, in case of medical exigencies, our institution provides medical treatment with first aid box along with transportation facilities.

4.5.5. 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 modernise the classrooms.

The existing classrooms of our institution are equipped for the use of latest technologies use of transparencies, slides through OHP, LCD Projector, and Computer etc. for teaching

4.6. Best Practices in Infrastructure and learning Resources:

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

Faculty is encouraged and inclined to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. The faculty as well as PTs adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners. The faculty uses different methods of instruction like,

Discussion, Synthesis & Analysis, Problem Solving, Inductive-Deductive, Project, Brainstorming, Peer-tutoring, Role-Playing, Demonstration, Experiment etc. To make teaching more effective, the technologies like PPT, Transparencies and Audio-Video are used rather increasingly.

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

NTTCG believes that the use of PPT has been found to be a very effective communication tool in teaching-learning process. PPT makes the content covered to be demonstrated in a very articulate manner. It becomes very easy for the learners to understand the topic by the live demonstration. Below are listed the innovative practices related to ICT that contributed to the quality enhancement:

- ❖ Making lesson plan through IT.
- ❖ Lesson delivery through PPT.
- ❖ Preparation and use of slides
- ❖ Preparation and use of power point presentation
- ❖ Collecting information through Internet.
- ❖ Increasing use of projectors for classrooms
- ❖ Seminars/workshops.
- ❖ Sharing of experiences and information through e-mail, face book and blogs

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

The following best practices as innovations in relation to infrastructure and learning resources are adopted by the institution.

- a. Adequate number of laboratories for practical purposes with necessary equipments
- b. Separate allocation of rooms for E-T laboratory and Computer laboratory.
- c. Inclusion of computer training on basic skills classes in the time table by making development of computer skills mandatory on part of each student
- d. Display Board for reflection of pictures relating to the curricular and co-curricular activities of the current academic session.
- e. Existence of News Paper Stand and Library Notice Board for wide circulation of day to day happenings at various levels and regarding the books, journals, magazines respectively.
- f. Scope of referring a good number of educationally research based journals in the library of the institution.



(Board Decoration by PTs)



(Inspection by University)



(Simulation Teaching)



(Model Making in Science Method Lab.)



(Model Making in S.St. Method Lab.)



(Mage Learning Experiment in Psychology Lab.)



(“Nukkad Natak” in Govt. School, Bambora)



(“Rangoli Making Activity)

Criterion V: Student Support and Progression:

5.1. STUDENT PROGRESSION

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

The students' preparedness for the programme is assessed, and appropriate academic and professional advice is provided through the commencement of their professional education programme to its completion. It is assessed at pre-induction stage through orientation and later on after their induction into the education programme (post-induction stage). The Mahrishi Dyananad University, Ajmer, the test conducting University acquaints the aspiring candidates with the gist of admission procedures through the advertisements which appear in almost all leading dailies in circulation in the State of Rajasthan, in particular.

- 1) The students' preparedness for the Programme is assessed by the University through entrance test. The University conducts a Pre Teacher Entrance Test (PTET) to assess the relative ability of the candidates aspiring for admission i.e. mental ability, teaching attitude and aptitude test, general awareness, language proficiency (Hindi & English). The successful candidates who are desirous of seeking admission to B.Ed. program in NTTTCG apply and get registered. They are free to make query / consult the College Admission Committee during working hours even before being admitted.
- 2) After the process of admission is over, the College gives a pre-test to the pupil Teachers (PTs). The Academic Council/QEC of the college frames common questions for all the candidates (of different streams) admitted to B. Ed. The test examines the pre-requisite, previous knowledge and teaching skills required for pursuing the B.Ed. The PTs who qualify/did not qualify in the pre-requisite test are identified by the cell.
- 3) (i) The Academic Council arranges a one day guidance and counselling program for briefing the pre-requisite to the PTs who could not qualify the test, so as to help them enhance the previous knowledge required for pursuing studies for B.Ed. programme. (ii) The guidance and counselling program is followed by a three- days

Orientation-cum-Introduction program for providing a whole some initiation into the college, including the tasks ahead i.e. orientation to syllabus of B.Ed., teaching subjects, physical activities, practice teaching, outreach / extension services, internship program, professional ethics, contemporary issues etc. They get some insight into infrastructural facilities/amenities available, and have personal interaction with the faculty & alumni too.

- 4) NTTTCG gets to know PT's preference for inclusion in any particular house / group considering the idea of their choice of hobbies and specific games. PTs are provided information on the subjects available at the college. Counselling is offered to the PTs at the time of admission, before they opt teaching subject(s) or an elective paper.
- 5) In order to ensure that the PTs receive appropriate academic and professional advice through the commencement of their professional education program up to its completion, the college provides qualified and experienced faculty that remains in personal touch with PTs. Each faculty is required to be a friend, philosopher and guide to them. PTs are divided into groups and each group is placed under the care of a mentor to look after their program growth and related problems

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

The campus environment is so geared as to promote, motivate, satisfy, develop and ensure performance improvement of PTs. Generally, the PTs come from all nooks and corners of the state, sometimes even from the neighbouring states. In such a situation, NTTTCG adopts inclusive-multicultural approach and parental attitude in getting the PTs set in and succeed in the new environment. The process starts from the day one,

with the commencement of activities aimed at acclimatization and minimizing difficulties of the new entrants. Keeping in view this purpose, NTTTCG organises a interactive Orientation Program (OP) to provide ample opportunity for knowing/understanding each other and thus, building amicable inter personal relationships with the peers and the faculty. During OP, the PTs come to know about the different programs of B.Ed. including curricular and co-curricular activities. Besides, they are familiarised with professional code of conduct and ethics of being a good teacher/human being. They come to realise that the college is a home away from home but a zero tolerance place for things like ragging, discrimination etc. PTs are extended friendship coupled with professional code along with justice to all. With such type of care and concern available to the new entrants, right from the start of the session, the PTs are made to adjust in the new environment of the college. Same type of care remains a permanent feature of the environment throughout the session. The learner/learning friendly humane environment is nourished further in the following ways:

Guidance & Counseling Cell.

Guidance & counselling is a permanent feature of NTTTCG. Proper and timely counselling remain available all through the year. PTs are not only made to adjust but also facilitated to enjoy in the new environment of the college. The G & C Cell is headed by our principal Dr. Geeta Dhaiya. The cell always remains in touch with the PTs. The management, Principal & faculty are always there to provide guidance & counselling to all the needy PTs from time to time, as and when required. G&C cell along with the Academic Cell organises Orientation Program for the fresher at the opening of the new academic session. The cell provides pre-practice teaching guidance and counselling services to the PTs to save them from reality shock , like - what is expected from them, what they are supposed to do, how / when they are supposed to do and how to tackle the different situations inside / outside the classroom. The guidance is also provided to them by workshops/ lectures given by eminent teacher educators.

Sports Events

NTTTCG organises inter-house sport events at different points of time. The sport events include-the inter house competitions which ensure maximum participation of PTs. PTs are also encouraged to participate in sports activities/event which has both indoor and outdoor games like- Badminton, Table Tennis, Chess, Carom, **Kho-Kho, and races (Lemon race, Thread race, Tug of War, wheelbarrow, Sac race, search marble in sand race, ball between legs race...)** etc. PTs are encouraged to participate in the sport events (Indoor / Outdoor) both organised by the affiliating University or other Educational Institutions. In this way, NTTTCG keeps the PTs engaged in multifarious activities with their physical and socio-professional development in focus.

Cultural Activities

PTs are encouraged to participate in the various cultural events and literary events organised by the college on National days, Basant Panchami, Annual Day, etc. as part of the training programme. PTs are motivated by giving rewards, certificates, incentives and recognition of their efforts by showering praises on them for good performance. They are told about the importance of such activities in education and in their real life. Various cultural and literary events attended/organised by our PTs are: -

- | | |
|----------------------|------------------------|
| * Debate | * Quiz |
| * Slogan writing | * Extempore |
| * Flower making | * Rangoli, Mehendi |
| * Basant Panchmi | * Holi Milan Samaaroh, |
| * Dance-western | * Indian and folk |
| * Best out of Waste | * Pot painting |
| * Poem recitation | * Collage making |
| * Drawing & painting | * Street play |
| * Badge making | * Paper bag making |

* Table decoration

* Salad decoration

Inter-house competitive events are organised by NTTCG. Various cultural festivals and national days are celebrated in a native way so as to provide a homely-touch to participants and onlookers.

Other Co Curricular Activities:

Our PTs participated actively in the Environment Campaign which aimed at spreading awareness related to environmental issues. Environment Campaign comprised of an Awareness Rally, slogan writing, and making of paper bags. Awareness towards gender issues, HIV&AIDS, breast cancer and voting rights were the issues highlighted in the community through demonstration, street plays and rally.

Library Service

The library services are provided regularly to all the PTs. They are issued two library cards and are enabled to borrow books for fifteen days. The Book Bank facility is provided to poor PTs.

Placement–Cell

NTTCG maintains a system of monitoring the progression of PTs for suitable jobs (and higher education). The placement cell works for ensuring recruitment of the B.Ed. trainees after the completion of the course. Many PTs of our previous batches have got good placements in reputed schools of Alwar and adjoining areas.

Alumni Association:

In order to maintain a lifelong relationship with our ex-students, NTTCG has established Alumni Association, which is motivated enough for participating in developmental activities. This has been done in order to maintain an active relationship with the teaching community and to get feedback about the educational program provided in the college & how to improve our educational process, practices & products. Interaction between alumni and fresher is an essential part of OP. With such paramount care and counselling from the very start of the session, NTTCG makes it's PTs feel at home in the new environment. They remain attracted and engaged in such activities which are interesting and equally educative. At the same time, adequate infrastructural facilities are provided by NTTCG for all round development of the PTs.

ICT

Use of ICT is a mandatory feature of teaching-learning process at NTTCG. The PTs are also guided to undertake a project related to training in ICT. This comprises of activities like opening an e-mail account, transferring & sharing the information, preparing lesson plans, transparencies and PPT etc.

Student Council

Student Council is a forum where the PTs can put up their problems either academic/infrastructural or related to their personal needs.

Grievance Redressal Cell

PTs can report their grievances to the Grievance Redressal cell.

Women Cell

Special care is taken for the girl PTs of the college. Counselling or help is extended to the needy girl PTs through Women Cell (WC). It is worth taking note that female-candidates do not have to face any gender-related problem at NTTCG campus.

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

The Dropout Rate is calculated by taking into account the number of PTs who were admitted to the course and left it before the completion of the programme. The gender wise Dropout Rate of the pupil-teachers is shown in the table given below:

S.No.	Year	No. of Students	Names of Students
1	2012-13	Nil	-
2	2013-14	Nil	-
3	2014-15	2	Jyoti, Karishma Verma

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

In our state, the B.Ed. students generally get jobs in government/ aided/ private public schools. The selections to government/ aided schools are made by the government. The Placement Cell (PC) of NTTCG is actively involved in searching out the vacancies in different public & private schools. The subject wise vacancies are sorted out in various newspapers, classifieds etc. Even the schools place their demand for competent teachers in various subjects telephonically or by post. The PC there after informs the registered PTs to appear in the interview. The record of selected and rejected PTs is maintained by the PC and all the rejected PTs are later sent to other places unless they finally get absorbed elsewhere. Further, the PC of NTTCG is looking forward to establish linkages with the private and aided schools through the local networking. NTTCG motivates the PTs for higher education and competition by organizing some special programs such as lectures on communication skills, group- discussion on current educational issues, resume/ application writing, seminar presentation, extempore, quiz etc. The information, motivation and guidelines are also provided. NTTCG library has up to date reference material. Even teachers/research scholars from other colleges turn up to avail of this facility at NTTCG

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

NTTCG has a Placement Cell to keep trace of the PTs going for higher studies or opting for the teaching career. The PTs go overwhelmingly for the teaching career in schools. When we organised the alumni association meeting then we keep record of our Ex PTs.

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

Ex-students may utilise any of the infrastructural facility available with the college. But equipments are not allowed to be taken out of the campus on personal request. If the request comes from the institutions where the ex-student is serving, then the equipments are lent with some conditions in written document with permission from the Board of Management, NTTCG. Any ex-student can make use of the library for reading purpose by showing her library card and can borrow books with permission from the Principal after depositing security money (refundable) but no ex-students as such have yet approached to avail such facility.

5.1.7. 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.

As stated earlier, the PTs generally opt for teacher's job in government/aided/ private schools. So, the NTTCG is of little help in the appointment in the govt./grant-in-aid schools. However, NTTCG helps the PTs in getting jobs in private schools. NTTCG has its own Placement Cell which is actively involved in providing the placement to its PTs. The Cell makes registration of all the PTs willing to work with private or public schools. Thereafter, the cell gathers information regarding the subject wise vacancies in various schools through newspapers, classifieds etc. Besides this, PC sends a letter regarding the information of the teachers in various subjects available with the college. This letter is sent to various reputed schools of the city. The schools later place their demands either telephonically or by post. Further, the PC of NTTCG is looking forward to establish linkages with the private and aided schools through the local networking. The

PC informs all the registered PTs regarding the vacancies available in these schools and sends them for the interview. The information regarding their selection is gathered by the cell. All those PTs who are unable to make through one interview are directed to attempt the other one until they are finally absorbed. Some requests come from the private schools to recommend good PTs for appointment. NTTTCG makes due recommendations and makes efforts to see that our PTs are appointed. Placement related work is looked after by the Placement Cell comprising the following faculty members:

S.No.	Names	Designation
1	Dr. Geeta Dhaiya(Principal)	Convener
2	Mrs. Manju Sharma(Lect.)	Member
3	Mrs. Rachna Sharma (Lect.)	Member
4	Mrs. Kriti Jindal(Lect.)	Member

Functions of the Placement Cell

The Placement Cell has been assigned the following functions: Registering names of the PTs who need jobs immediately after the completion of B.Ed.

- Collecting information relating to the vacant posts available in Govt./aided/private schools through national / local newspaper.
- Recommending PTs for vacant teaching posts in various schools.
- Maintaining a record of the PTs who have got placement in schools.
- Providing subject wise list of trained teacher in accordance with the vacancy or school subjects required by the private schools.
- Providing training to the PTs in interview facing techniques, GD, communication skills & resume writings.
- Taking help from the Alumni who have been teaching at various educational organisations. Help of Alumni is to be sought regarding the vacancies available in their organization and feedback of the placement services offered by the college.
- Getting record of the placement updated from time to time.
- The PC is now looking forward to establish linkage with other schools and the PTs through local networking.

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

NTTTCG - Placement Cell comes across certain difficulties which are listed below-

- There is no system of campus recruitment in educational courses.
- There is no definite time of starting and ending of the B.Ed. session, as the decision is entirely taken by the affiliating university. The schools mostly publish the vacancies for the teachers in the month of March-April i.e. beginning of the session in schools, which unfortunately does not coincide with B.Ed. session.
- Moreover, many PTs prefer schools which are close to their living place. This is particularly true in the case of female PTs.

NTTTCG tries to establish personal rapport with the schools and their management bodies. It seeks to utilise services of classified, consultancy, its own alumni and make use of its personal contacts. Further, NTTTCG is looking forward to know the status of vacancies already available or else likely to fall vacant in near future through networking with the various schools.

5.1.9. Does the institution have arrangement with practice teaching schools for placement of the student teachers?

Recruitment to government / aided schools is carried out by the government through a long technical process. NTTCG has arrangement with the (private) practice teaching schools which are run by private management, for placement of the PTs. Some of our PTs are picked up by the school where they do practice teaching. In this regard we are very lucky that our PTs are absorbed by these schools on their own volition.

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

NTTCG provides all the necessary human & material resources required for the smooth functioning of the placement cell. The PC is equipped with internet enabled computer system for its proper and efficient functioning.

5.2. STUDENT SUPPORT

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

NTTCG has to follow the curriculum/syllabi framed by the affiliating university i.e. University of Rajasthan (UOR) and transact it along with the co-curricular and extra-curricular activities as per the academic calendar developed at the beginning of the session as per directions of Program Advisory Committee (PAC).

- The academic activities, co-curricular and extra-curricular activities are planned at the start of the session in accordance with and within the framework of the university calendar. It is done by evolving consensus of the staff that conducts these activities and has the experience of managing these activities of the preceding years.
- Similarly, teaching-learning processes are also planned at the beginning of the academic session as per the university calendar. Details are worked out at the level of the college in effective consultation with all the faculty members involved in the process of actual transaction.
- The practice teaching sessions are planned after taking into account the availability of and accessibility to the concerned practice teaching schools. Besides, practice teaching session starts only after the PTs have acquired basic knowledge in the theoretical aspects of teaching, matters related with the transaction of lessons in the classroom and other pre-practice preparedness.
- Once the schedule of the curricular, extra-curricular and co-curricular activities and the school based activities is finalised, it is immediately notified for the information of the PTs. Details are displayed on the notice board. NTTCG depends on the feedback and its analysis relating to preceding years besides the personal observations and experiences of the faculty while planning and evaluating the events/performance.

NTTCG administration remains in touch with all the lecturers-in-charge of various aspects/events. Unit tests, internal exams, inter house competitions and inter-collegiate competitions followed by annual day function form the basis of assessment. In this, NTTCG welcomes suggestions with open heart all through the year.

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

During the few sessions no such physically challenged candidate joined this college as might have necessitated a separate planning. The curricular and co-curricular activities may, however, be planned differently for physically challenged PTs. NTTCG is of the firm conviction that these PTs are not ones who may be treated as a burden but are the ones who have different capabilities in different fields of education. PAC have suggested a number of activities such as “Pranayam” (Yoga), Chess, Carom, Debate, ICT Presentations, Seminar/workshop, Quiz, Group discussions, Extempore, Drawing/Painting, and Music etc. which such candidates may perform with ease and excellence. The college stairs have been purposely designed low height with the support railings and provision for rest is provided in between.

5.2.3 Does the institution has mentoring arrangements? If yes, how it is organised?

The progress of the PTs at different stages of the program is monitored and they are appropriately guided. NTTCG has an arrangement of mentors for the PTs. All PTs are divided into small groups (15-20 PTs) and these groups are allotted to mentors (faculty). At NTTCG, the mentoring aims at empowering the PTs to move forward with confidence towards their goal. The mentors create an informal environment in which the PTs feel encouraged to discuss their needs and circumstances openly and in confidence. Trust and rapport are established for the development of Mentor and PTs relationship. Our Mentor Teachers demonstrate flexibility based on the needs of the PTs. Effective communication is established to strengthen this relationship. The mentors provide expertise to individuals to help them advance their careers and enhance their education besides helping PTs to complete their seasonal work successfully. Mentoring on one hand fosters the development of high performers on the other hand solves difficulties of average and low performer PTs. Some of the PTs feel home-sick and have problems in adjusting with the new colleagues/course/environment. Also, they need to know the ins and outs of job and what they are expected to do. The PTs need any help regarding curricular or co-curricular activities, they are accordingly provided with every help possible by the mentor. There is provision for tutorial period in the first week of every month for the PTs. NTTCG has developed a concept of peer tutor for confidence building amongst the teacher trainees. The Women Cell plays the role of a mentor for the girl PTs throughout the academic year.

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

Existing provisions in NTTCG support and enhance the effectiveness of the faculty in teaching and mentoring of PTs. The working environment of NTTCG is conducive for the overall development of the faculty as well as the PTs. The college works as a unit with all the constituents' viz. faculty, non-teaching staff and PTs having good understanding and respect for each other. Being a mentor faculty is critical to the success of our practicum program. Mentor faculty are chosen for their ability to model quality teaching practices that honour diversity and create classroom environment that support personal, social and academic success for all PTs. They are enriched further by arranging talks on the themes like multi-cultural scenario, inclusiveness and straight away on mentoring.

Faculty have been provided with the latest audio-visual aids, DLP projector, OHP, internet facility etc. through which they can make their teaching effective & efficient. Then there is provision for attending various faculty development programs. NTTCG strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks. Thus, it procures popular educational journals and magazines for consultation by faculty. Annual Year Book on educational research is available for reference. NTTCG adopts a liberal attitude permitting the faculty to attend orientation /refresher courses, symposia, conferences, workshops and seminars and provides study leaves for research work.

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

Yes, NTTCG has its own website, www.nttcgalwar.com. It is a mandatory requirement. Following information are posted on the website:

Information about NTTCG as per Mandatory Disclosure Performa of NTTCG location of its campus and contact details; details of the faculty and the management; overall information about the infrastructure facilities available at the college; the course structure and subject options available along with evaluation scheme; Academic Calendar, photographs of various activities; affidavit by the management authority, balance sheet; latest affiliation letter; recognition letter by NRC-NTTCG. The website is updated as per the requirement time to time. In between if any urgent information is to be posted, it is done immediately.

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

Yes, NTTCG has remedial programme for academically low achievers. With the express purpose of sorting out the low and high achievers, the faculty gives test at the end of every unit in subjects opted in Content cum Methodology. Identified low achievers are extended the following facilities:

- a) Special counselling.
- b) Remedial classes in the first week of every month for clarifying the doubts in the content already taught.
- c) PTs, those are lack of confidence in going to schools for teaching, are asked to do certain experiments/practices in science/maths resource centre or in S.St. and mock delivery of lesson plans.

5.2.7. What specific teaching strategies are adopted for teaching a) Advanced Learners and b) Slow Learners?

The two types of learners are identified during the first month of the academic session as per the method indicated above. To begin with, the mentors provide expertise to individuals to help them advance their careers and enhance their education besides helping PTs to complete their studies successfully. The mentors foster the development of high performers and guide PTs having difficulties in learning too.

- The advanced learners are encouraged to perform better and lead the group. They are motivated to take part in tutorial groups, extra-curricular and co-curricular activities, often as team leaders. Also, advanced learners are provided with extra work relating to curricular and co-curricular activities thereby channelizing and using their talent & creativity in other constructive works relating to course.
- The advanced learners are all the time kept pre-occupied with some or the other work befitting their talent. They are also assigned extra responsibilities of a group of PTs to help them in the areas of their weakness specially while practicing statistical problems, making power point presentation, making of micro/lesson plans etc.
- The advanced learners are made members of different committee's i.e. academic council, student council, women cell, cultural & sports committee, grievance redressal cell, science club, editorial board etc.

Slow Learners

- NTTCG tries to ascertain specific problems by effecting the diagnostic/prognostic evaluation; Specific remedial measures are taken for dealing with difficulty/problem faced by them.
- Personal care and one-to-one counselling is done for the slow learners by their mentors. Slow learners are provided with extra help in their studies. Every month remedial classes (at least four periods per paper) are arranged for slow learners for clarifying any doubts faced by them and, if required, even personal teaching is done.
- PTs are also provided with hand outs of the teaching learning material (flow charts) so that they may easily learn the subject matter. PTs are also counselled for augmenting their knowledge base.
- The faculty members monitor the progress of slow learners throughout the academic year.

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

Guidance and Counselling (G&C) starts from the very day the PTs enter the college. NTTCG provides various G&C services to the PTs:

- The matters concerning admission to the course.
- The selection of teaching methods and optional /elective paper.
- The practice teaching and internal submissions.
- G&C is also provided on interpersonal relationship i.e. on emotional & domestic issues.

- Maintenance of health of physically weak students' especially anemic girls and on personal hygiene.
- The matters related to higher studies.
- Placement in schools.
- WC work for the welfare of girl PTs by providing G&C throughout the year.

Co-operative learning-PTs are also encouraged to learn cooperatively in and outside the classroom, or wherever they are.

Constitutional Values-NTTCG seeks to promote multi-cultural values, inclusive learning and democratic ways of thinking and living in order to promote peace and respect for a dignified peaceful coexistence.

NTTCG takes extra pains to ensure physical development of its PTs and keeps them active through various activities. Simultaneously, it promotes healthy competitive spirit of constructive nature among its PTs through the following activities:

Tutorials-Tutorials are provided to the PTs wherein they are asked to express their views on the current topics of the education field. Besides this, the faculty assigns work to various tutorial groups to be accomplished with the team efforts. Here advanced learners help slow learners to achieve the goal.

Curricular, co-curricular and extracurricular activities –NTTCG encourages participation of the PTs in the various multiple activities organised by the college itself and along with other colleges. NTTCG also encourages its PTs to actively participate in events which promote multicultural mind set, inclusiveness and the values enshrined in our constitution.

Placement Services-In addition to serving the PTs' interest during the course of training by adopting student-cantered approach, NTTCG also takes care of future interests of its product. As noted earlier, NTTCG maintains a dynamic Placement Cell to attain these objectives. The Placement cell arranges workshops to groom their personality in various areas like resume writing, application writing, facing interview, group discussion, public speaking etc. The PC also looks out for the vacancies in various reputed schools.

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

NTTCG has Women Cell (WC) to take care of gender based development needs of female inmates and the Grievance Redressal Cell (GRC), whose constitution and functions are as follows:

- GRC consists of two senior lecturers as members and two student representatives.
- Complaint/Grievance/Suggestion box is kept outside the office to drop written grievances. Even oral complaints can be made to the GRC.
- The suggestion or conclusion of the committee is passed on to the Principal/management for further action or implementation.

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

The progress of the PTs at NTTCG is continuously monitored throughout the academic year at different stages of programs and appropriate advices are given using the following approaches/methods.

Informative Evaluation Approach: PTs are properly assessed during classroom teaching learning process. PTs are assessed for their ability to answer the question passed by the teachers, ask questions from the teacher, ability to present any fact with or without examples.

Diagnostics Evaluation: PTs often face problems during teaching learning process. The problems faced by the PTs pose a hindrance in the progress of the candidates at different stages of programme. Problems faced by the PTs are solved with the help of faculty. PTs are encouraged to solve their problems using cooperative learning technique too.

Summative Evaluation: Summative evaluation technique is also used by faculty to monitor the progress of the PTs. The PTs take the test of the content cum methodology subject. Then, they take at least two unit tests in the B. Ed. course and their weakness are overcome by assessing their performance in the test. The better performers are encouraged to perform at their best. Such PTs have to take lead in curricular activities. Any one lagging behind or under performance by any pupil teacher is given effective follow up. They are also guided by practicing how to answer the question in order to secure better marks in theory paper examination.

Monitoring the Performance: Performance of the PTs are monitored in the written tests and practical activities. Their performance in practice teaching is likewise monitored by the teacher educator in terms of remarks related to personality, linguistic, body language, pronunciation, methodology, technique, classroom management, B.B. writing, confidence etc. The PTs are equally encouraged (and sometimes, even compelled) to take part in co-curricular and extra-curricular activities.

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

The PTs undertake practice teaching exercise in three steps:

- Pre-practice teaching preparation
- Actual practice teaching
- Post-practice teaching follow-up

Pre practice teaching preparation.

Part-I : Micro Planning

The first step is spread over two stages which consists of Micro-planning and Simulation. PTs are familiarised with the concept of micro teaching, different teaching skills and techniques to be practiced like- Introduction, Developing Lesson, Questioning, Demonstration, Explanation, Blackboard writing etc. This part is conducted to ensure the students' competency to begin practice teaching. In Microteaching, the PTs are taught/learn how to make micro plans and transact it to the peer group. In simulation, the PTs have to give demonstration of micro lesson plan (based on different teaching skills and techniques) before the peers, the peers evaluate it on the basis of components of particular skill and suggest for improvements. Then PTs re-plan, re-teach and finally get command over the skill.

Part-II: Lesson Planning

PTs are familiarised with the concept, purpose and ways of developing lesson plans. They are taught how to prepare a workable and effective lesson plan for effective & efficient teaching in particular subject/content area. Problems faced by the PTs while preparing lesson are solved by the faculty by discussing and explaining the weaknesses found in the lesson plans. PTs may be asked to rewrite the lesson plans. A format of lesson plan and evaluation is also provided for PTs' convenience.

Simulation of Teaching -

The teacher educators deliver Demo lessons through PPTs to the PTs for realizing how various skills are used in a single lesson plan. PTs are also encouraged & asked to deliver their lessons in their peer groups in the presence of their subject teacher. All PTs present their lesson plans in different subjects. Problems, if any, faced by the PTs are solved by the faculty mostly on the spot. PTs have to deliver 10 lessons in both the teaching subjects (10+10) during simulation teaching.

The role of faculty in simulation is as follows:

- Ascertain content deficiencies in the topics related to the school syllabus.
- Provide remedy for the shortcoming with the help of intensive self-instructional materials (format & resource centres).
- Help in preparing flexible lesson plans to be taught during practice teaching.
- Train in relevant skills in micro and simulated situations in a cohesive group under a mentor.
- Provide necessary information and develop skills for doing related practical work.

An intensive systematic and scientific simulated training in each subject is arranged for the trainees. Peer evaluation is encouraged during the pre practice teaching. Therefore, the pre-practice teaching training is at times prolonged. **Follow up support:** After successful completion of the simulation teaching in both the subjects, the PTs are provided with Post lesson feedback with thorough discussion and suggestion for improvement of teaching skill & delivery of lesson is given to the trainee. During teaching, the teacher educator remains present to guide and evaluate the PTs.

Actual practice teaching:

Evaluation & Follow up support: After simulation, the PTs are ready to deliver their lessons in real classroom situation. They are assigned different schools for teaching practice. The convenience of the PTs is kept in mind while allotting the schools for the practice teaching, for example, distance of the School from the residence of the PTs, availability of the subjects of the PTs and suitable medium of instruction etc. Twenty lessons in each teaching subjects, are delivered by PTs in actual practice teaching. Post lesson feedback with thorough discussion is given to the PTs for the improvement of teaching skill, use of teaching aid and interactive teaching-learning process. During practice teachings, the evaluation is done by the faculty, peer PTs and school teacher of concerned subject. NTTTCG has included highly skill-oriented activities like-work experience, health and physical education, games, recreational, cultural, literary, ICT etc. Therefore, an internship program is arranged for the PTs to get the real experience of the school working. In organizing the practice teaching program, care is taken to ensure that PTs abstain from following stereo-typed format of lesson planning which often kills creativity in teaching. The PTs are encouraged to practice new methods and approaches in teaching, including correlated teaching and work centred teaching. Following are the points which help to manage diverse needs of the students in schools by the PTs:

- PTs are always welcome for any query or for clarification of doubts regarding the content.
- Corporal punishment is strictly prohibited. The PTs are advised to face different classroom situations in a constructive way.
- The learning outcomes are given importance and teaching is ensured to be student centred.
- The PTs are tuned to see that societal and psychological needs of the students are more important to create conducive atmosphere to learning.
- The PTs are guided to motivate the school students for better performance. The process along with the product of the work undertaken is carefully observed, and necessary guidelines are provided to the trainee at every stage. This part is inbuilt in the process.

3- Post practice teaching follows up:

NTTTCG procures detailed feedback from the practice teaching schools as well as from the faculty and PTs for taking corrective measures and making future planning. This includes evaluation part too. A thorough discussion on Practice Teaching program and evaluation of PTs provides an insight to the both, the faculty and the PTs. The PTs are guided accordingly.

5.3. Student Activities:

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

- A. List the current office bearers.**
- B. Give the year of the last election.**
- C. List Alumni Association activities of last two years.**
- D. Give details of the top ten Alumni occupying prominent position.**
- E. Give details on the Contribution of Alumni to the growth and development of the institution.**

Yes, NTTTCG has an Alumni Association.

A. Following is the list of the current office bearer:

S.No.	Names	Designation
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1	Sh. Ashok Garg	Vice- President
2	Sh. Ravi Agarwal	Executive Secretary
3	Dr. Geeta Dhaiya (Principal)	Convener
4	Mrs. Manju Sharma (Lecturer)	Member
5	Dr. Ritesh Agarwal (Lecturer)	Member
6	Miss. Jyoti Minocha (Lecturer)	Member
7	Mrs. Deepmalika Goyal (Lecturer)	Member
8	Mr. Devi Ram Yadav (Lecturer)	Member
9	Mrs. Kriti Jindal (Lecturer)	Member
10	Ms. Akansha Sharma	Ex-Student
11	Mrs. Jyoti Vashishtha	Ex-Student

- B. **Elections** are held every year. But, the members choose the office bearers with unanimity. It is recurring each year.
- C. **Activities of the association** for the last One year is given below:
- Regular meeting takes place and the record is maintained.
 - Felicitation of the educationists/faculty /PTs for their achievements on Annual Day.
 - Career Guidance Camp is organised at the college.
 - Active participation in orientation program for fresher.
 - Co-operation for placement purposes is assured.
 - Active participation in annual day, annual sports, seminar & environment campaign.
- D. **Details of the top ten Alumni occupying prominent position:**

1.	Mrs. Shikha Gupta	Asst. Professor in Raj University
2.	Mrs. Anju Jain	TGT in Govt. School
3.	Mrs. Baliinder Kaur	PGT In Govt. School
4.	Ms. Manju	TGT in Govt. School
5.	Ms. Sakuntala Meena	P O in Central Bank
6.	Mrs. Jagrati jain	TGT in School
7.	Ms. Abha Ameria	TGT in School
8.	Ms. Anuradha Chouhan	TGT in School
9.	Mrs. Nidhi Tomar	PGT
10.	Mrs. Neetu Madan	P O in Bank

- E. Yet to Start.

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

The extracurricular activities are given due importance for the overall development of the PTs. The cultural programs are organised with the view that they denominate "values, norms, and tradition" that affect how individuals of particular group practice, think, interact, and make judgments about their world." The celebration inculcates multicultural competence. NTTCG believes in the doctrine that cultural competence requires adequate set of values and principles. It demonstrates behaviours, attitudes and policy structures that enables them to work effectively across cultural boundaries. The activity resource centres are housed in a well designed spacious room with adequate electricity, tools and equipments, furniture, raw materials,

reference material (books and periodicals) and motivational and exemplary work of the fine arts. The fine arts centre (workshop) caters to the curricular needs of both PTs and faculty.

- NTTCG encourage PTs to participate in Co-curricular Activities like debate, quiz, poem recitation, “Rangoli”, Painting, Collage making, Mehndi, Slogan writing, pot painting, flower & badge making and many other activities organised by the college. Activities are so planned that every PT finds activity of her choice.

NTTCG has indoor and outdoor games facility at the campus. The college organises individual games i.e. shot put & disc throw, 100 mites. race, chess , carom while Team events includes- relay race, needle & thread race, volley-ball, “Kho-Kho”, Table Tennis. The students who do not take part in aforesaid events have to participate in Tug of War compulsorily. NTTCG also encourages students to participate in inter-house, intercollegiate and university level competitions. Apart from these, NTTCG also organised an Intercollegiate Poster Making competition in its campus on 12th January 2016.

Everyday each PT individually or in a group has to take part in different activities of the college like convening morning assembly, reading news, thought of the day, updating bulletin board, prayer etc.

- NTTCG celebrates all national days; prime festivals of India, “Basant Panchami” (festival of spring), Annual Day etc. and cultural programs are essential part of it. PTs take part in various ways –some are stage performers, anchors, while others work behind the curtain as organisers, singers, instrumentalists, stage makers, dress designers, greenroom workers etc. All roles are important for an event to be successful. NTTCG develops and follows Calendar of various events to be conducted during a session which provides a full chance to those who want to participate in any event of their choice.
- In view of the professional needs of the B.Ed. course every PT is required to organise few compulsory activities in addition to participation in all the activities of the college from time to time. These activities are assessed and carry marks. The college organises Inter House and Inter College Activities on a large scale. Competitions are followed by prize distribution.

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

- Reports of different workshops/ seminar/case study/blue print are written and presented by the PTs.
- Besides, major publication materials brought out by the PTs for College Magazine are:

- i. Articles on current issues, historical, geographical, scientific & cultural issues
- ii. Quotation by eminent persons.
- iii. Self composed Poems.
- iv. Puzzles, paintings, sketch etc.

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

Yes, NTTCG has a body concerned with welfare of PTs named as “Students Council.

- The SC is formed at the start of the academic year. The council has specified posts, which may be changed /modified with unanimity.
- The election/selection for different post continues to be unanimous.
- During the current academic year there are 10 posts, namely (1) President (2) Vice President (3) Secretary (4) Joint secretary (5) Class Representative (Girls) (6) literary Act. In charge (7) Research In charge (8) Sports In charge (9) Cultural In charge (10) Treasurer.

The different activities of SC are funded by the Institute with due consent of management committee.

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

The following are some of the committees in which student representation has been provided:

- Grievance Redressal Cell
- Library Committee
- Editorial Board
- Women Cell
- Sports Committee
- Co Curricular Committee
- Quality Enhancement Cell(Academic council)
- Proctorial Board
- ICT Cell
- Student Council
- Alumni Association
- **Editorial Board**

PTs representative in Editorial board are required to collect the articles written by the PTs, have to edit the articles before submitting to the editor who ultimately sees the worth of the article. Lots of efforts are made by PT editors in improving the quality of articles under Faculty guidance.

- **Grievance Redressal Cell:**

The Cell consists of two PTs representative, one faculty member as convener, two faculties as members of the cell. The PTs representatives pass the grievance of PTs on to the faculty-in-charge who takes action and passes judgment to the Principal for implementation.

- **Alumni Association:**

Alumni Association also has the provision of PTs representation and last batch PTs of B.Ed. are supposed to be vice-president, secretary and treasurer of the Alumni Association. Alumni feedback plays a vital role to bring about quality enhancement in the academic and infrastructural area NTTCG seeks the PTs representation in all above bodies to ensure their active participation in academic and administrative activities of these bodies. It is further mentioned in the next criterion-VI.

5.3.6 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?

At the end of the academic year, the written feedback from each PT is taken. Every PT has to fill in the feedback form after the final university examination is over and before they leave the college. The Alumni Association consisting of a number of employers and employees provides feedback every year during its meetings. Based on the feedback, the Management of the college, from time to time, conveys its suggestions to the college. Also the college takes feedback from the staff members of the college.

The management of the NTTCG remains in touch with the schools having our product on their payroll. Such schools furnish information, straight away to the management. The feedback is also collected by the teacher-in-charge of practice teaching schools. Many of the PTs of NTTCG are absorbed in such schools. Heads and management of such schools interact with the teacher-in-charge and furnishes relevant information. The information so collected is duly analysed by NTTCG and all relevant suggestions are taken into consideration while making preparation of the programme and planning the development of the college. The fact however remains that NTTCG has to function within the parameter set by the NCTE and the affiliating university.

5.4 Best Practices in Student Support and Progression:

NTTCG promotes best practices in curricular as well as in co-curricular field for PTs progression. The prime objective behind this is to minimise the gap between slow learners and high achievers.

5.4.1 Give details of institutional best practices in Student Support and Progression

- NTTCG provides its PTs with modern infrastructure facilities and timely-effective support needed to undertake and complete the B.Ed. program. From the beginning of the academic session, care is taken of every PT on general and personal basis. Some of the best practices that NTTCG has adopted for the PTs are given below:
- The management and the administration ensure that no PTs is deprived of any facility due to financial constraints. If any poor PTs approach for help, it is arranged by the college. Free books and modules are provided to the needy PTs from the Book Bank.
- NTTCG arranges remedial classes, guest lecturers, group discussion, seminars, workshop and conferences from time to time; with the express purpose of empowering the PTs and keeping them abreast with what are latest and the best.
- NTTCG has introduced information technology on an appreciable scale. The faculty as well as PTs makes effective use of the IT in the process of learning and performing. They create or download material identified by the subject experts and then the learners make use of it with the help of experts in pedagogy.
- NTTCG maintains a well equipped library and runs it on model lines. It has textbooks, reference material, journals, encyclopaedia, magazines, newspapers, research journals, and internet/photocopier (at nominal rates) facilities. These facilities are available to the PTs on roll as well as to those who have already passed out.
- PTs –faculty relationship is at its best in the college. The two work together and closer as team mates. Along with the above mentioned distinguishing features, NTTCG ensures quality learning and effective training. This includes:-

Counseling services-

NTTCG provides various counseling/mentoring services to the PTs whenever they are in need of it.



(Annual Sport Day 2016)



(Women's Day Celebration)



(ICT Class Rooms)



(Slogan Writing Competition)



(Co-Curricular Activities)





(Alumni Meet 2016)

Criterion VI: Governance and Leadership:

6.1 Institutional Vision and Leadership

The policy of privatization in professional and technical education by Government of India and State Government brought to Alwar on the global map as one of the emerging educational hub. Since the inception of the policy, institutions of the city have been providing quality education and training to youths migrating from different part of Rajasthan and other parts of the country. The philanthropic efforts of the founders of these institutions have been made the dream of higher education of the people of this region come true.

The vision of NTTCG provides a picture of the institution, inspiration, and the framework for strategic planning. It has a huge influence on decision making and the way resources are allocated. NTTCG's vision and mission provide the student community with a unifying sense of purpose and direction. These are enumerated in paragraph 6.1.1.

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

Following are the society/college's stated purpose, vision, mission and values:

Purpose: The purpose of the National TT College for Girls is to promote the educational interest of the PTs, especially the communities of Rajasthan, by providing them quality education for their all round growth and development. NTTCG wants to achieve these ends by pursuing the advantages of a diverse and relatively small community of the State in particular, open to the exchange of ideas, where discovery, creativity, and personal/ professional development can flourish.

The purpose is to be served by:

- Providing skilled and trained teachers for secondary and higher secondary schools.
- Providing suitable educational environment for all those who desire to be good teachers.
- Fostering and nurturing good character and high moral persona.
- Inculcating values of community service, national integrity, national pride, religious tolerance and aesthetic sense for environment.
- Providing education as an instrument for human growth & social uplifting.
- Developing competencies such as communication power, technological awareness, spirit of accountability, leadership qualities, ability of judgment/decision-making, and required professional skills.

Vision: The vision of the Board of Management of National TT College for Girls envisages imparting education of world class standards in teacher education, which constitutes the backbone for social and national development. It intends to provide for research for advancement, and dissemination of knowledge. As also, to undertake extra mural studies, extension programs and outreach activities to contribute to the development of the society and ultimately of the nation through enrichment of the human capital.

Mission: The mission of the Board of Management, as relevant to National TT College for Girls, Alwar, aims at establishing a Teacher Training Institution of world class standard, so as to ensure quality education being imparted to pupil teachers. With the technology boom, the BOM intends to provide fully qualified and competent pupil teachers to meet the global demands. Its mission is to impart quality education to all and to make them employable and respectable citizens. It seeks to serve students by teaching them problem solving, leadership and teamwork skills, and the value of commitment, quality, ethical behaviour and respect for others. The college/society intends to provide education facility at the doorstep of the downtrodden and masses.

Values: Imbibing values in the personality of PTs is core consideration of the NTTCG. In order to keep values intact in this modern society NTTCG is trying to retain traditional values by providing that kind of cultural environment in the organization. NTTCG emphasizes on education for peace and value centric education.

Stakeholders' Involvement

In the task of realizing above mentioned purpose, vision, mission and value promotion, stakeholders' involvement has to remain the most desirable, rather inevitable prerequisite. The Management running the

National TT College for Girls, works to keep the stakeholders informed about the vision, mission and purpose of the association through direct personal interaction, get together, formal and informal meetings and such other actions which bring the trustees and the stakeholders together and closer.

NTTCG provides feedback and organizes the alumni association meets from time to time to motivate and inspire the faculty. In this regard, the management organizes several functions in multifarious activities like celebration of national days/certain national events, the birth anniversaries of great national leaders and utilizes the same for promoting the noble cause. The vision/mission/purpose are so in built into the overall functioning of NTTCG that the PTs remain actively involved in their realization through what and how they do and learn.

6.1.2 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?

Yes, mission includes NTTCG's goals and objectives in terms of addressing the needs of the society, the PTs it seeks to serve, the school sector, education institution's traditions and value orientations. It is one of the stated aims and objective of the society. The college mission includes the goals and objectives in broader terms as well. NTTCG is accountable to promote social, cultural, nationalist, and humane values amongst the young PTs. NTTCG also promotes (and on its part practices) the need of principle of equity and building integrated value system by making it an integral part of one's learning-actions and institutional life.

To promote quality education among all sections of the society-

1. NTTCG, in a way, produces socially useful human resources. It is the primary aim of the college and it functions for the same.
2. Relatively financially poor students are getting education at NTTCG and they are being supported materially as well as academically.
3. PTs of the college render community service as a part of curriculum.
4. Expectations of schools, their needs and aspiration form the backbone of consideration while preparing PTs in the college.
5. Traditions and value orientation of the educational institutions, as detailed above, are promoted and given full respect. Its co-curricular and extra-curricular activities have an in-built social message: service, respect for diversity, empathy, democratic value, secularism and so on.
6. NTTCG aims at giving to society the broad minded teachers with deep roots in the soil of the land and yet having a global vision.
7. NTTCG aims at holistic development of its PTs and seeks to equip them with knowledge and potentialities to compete, and meet the school-based societal requirements and serve the schools with determination and commitment. The role expectations of a teacher remain in focus of the college. Further to this, the college has its alumni in place.

6.1.3 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.)

For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has to be designed so as to coordinate at each level of management. Various committees/houses are formed for smooth functioning of the college. The powers are devolved downwards having all the characteristics of a decentralized setup/functioning.

Board of Management

The BOM takes policy decisions and issues required objective based directives which are to be enforced. It has all the powers required to frame rules for functioning of the institutions. The detail of composition of the BOM and office bearers is as under:

- The Chairman have his permanent office in the college campus as the representative of the BOM and it is he who acts as coordinator between the management and the college.
- The BOM exercises its powers through various committees and sub-committees.

- The BOM has also formulated the code of conduct of the committees and subcommittees and for the functioning of the society and the college.
- The auditing of account is done by Chartered Accountant approved by the BOM which approves the budget for the institution.
- For the smooth functioning and coordination between the Society and the college administration there is chairman, representative of the BOM. The chairman runs the college through Principal, who is the head of the college.

Principal/Head of the Institution

The Chairman and Principal act as connecting bridge between the College and the BOM. Both of them hold permanent positions and are always available for the work related to the college. Regular coordination is made between management and Head of institution. The Chairman and Principal ensure that academic calendar is designed before the beginning of the session so that every activity of the curriculum could be organized sequentially without any constraints of time or overburdening the PTs.

- The Principal is the organizing and executing head of the college. She looks after the day-to-day working of the college. She is supported by the faculty and the administrative staff in conducting the affairs.
- Principal plays the key leadership role. She provides required direction for institutional development.
- The Principal interacts with PTs and the faculty so as to locate the trouble areas which may bother, and guide the teachers as how to eliminate them.
- The Principal ensures attendance and discipline of the PTs.
- The Principal ensures coverage of course content and other activities of the course by being involved.
- The Principal pays routine and surprise visits to library, staff room and classes. It helps her keeping a close track of every situation and development.

(1) Program Advisory Committee (PAC)

The PAC is composed of Chairman, Vice Chairman, Secretary, Treasurer, Director, Principal, two senior faculties, members from outside. . The details of office bearers are given below:

S.No.	Names	Designation
1	Sh. Mahender Gupta	President
2	Sh. Ashok Garg	Vice- President
3	Sh. Ravi Agarwal	Executive Secretary
4	Sh.Gopal Pd Mhavar	Treasurer
5	Smt. Usha Agarwal	Member
6	Sh. Devendra Gupta	Member
7	Dr. Geeta Dahiya	Principal
8	Smt. Manju Sharma	Staff Representative
9	Parents Representative	Member
10	Dr. Indra Agarwal	Member
11	Sh. Deen Dayal Gupta	Member
12	Miss Kumedan	Member
13	Sh. Hari Ram Grag	Member
14	Smt. Aneeta Gupta	Member
15	Smt. Kusum Garg	Member
16	Smt. Beena Gupta	Member
17	Sh. Vijay Agarwal	Member
18	Sh. Ashok Gupta	Member
19	Sh. Ajay Agarwal	Member

Meetings:

PAC meets twice in a year. (i) First meeting is held prior to the commencement of the Academic Session to evaluate the feedback received and proposals suggested by different committees and cells relating the previous session and formulate the academic calendar for the next session. (ii) The second meeting is held at the end of the session to take stock of all the developments that took place during the year and evaluate it in terms of quality. Further it makes firm decisions with quality enhancements for the next session.

(ii) Women Cell(WC): It consists of the following:

S.No.	Names	Designation
1	Dr. Geeta Dhaiya(Principal)	Convener
2	Mrs. Manju Sharma(Lect.)	Member
3	Mrs. Deepmalika Goyal(Lect.)	Member
4	Mrs. Tamnna Berwal (PTs)	Member
5	Miss Avantika Singh (PTs)	Member

NTTCG is a female preferred institution, therefore, Women Cell organizes awareness program for female PTs such as gender discrimination, empowerment, equal opportunities, self examination of breast cancer, legal rights of women etc.

Meetings:

The Women Cell meets thrice in a year. (i) First meeting is held prior to the commencement of the Academic Session for selection of activities and formulation of the schedule of activities for the development of the female PTs(ii) The second meeting is held at the mid of the session to review the cases (if any) regarding to the problems of the female PTs. There is provision of emergency meeting too if any case reported. (iii) Third meeting is held at the end of the session to evaluate the overall impact of activities done by WC. In last four years of the history of NTTCG, not even a single incident of sexual harassment has surfaced **(iii) Teacher Educator Council (TEC):** The TEC is composed of the convener and all teacher educators as members. The council meets quarterly to discuss and evaluate teaching learning process, coverage of syllabus, innovative methods used in curriculum transaction ,progress of remedial and tutorials, discuss teacher diary, professional growth, professional and personal grooming of PTs etc.TEC also takes decision related to the welfare of the faculty such as medical/duty leave, personal loan from college, facilities for faculty etc. If any such situation occurs, the meeting is held and proposal is send to the BOM for final decision. It consists of the following-

Sr.No.	Names	Designation
1	Miss Jyoti (Lect.)	Convener
2	All Faculty	Members

(iv)Examination Committee (EC): It is composed of a convener and three faculty members. The function of this committee is to take decision on internal examinations and sessional assessment. The present committee consists of the following –

S.No.	Names	Designation
1	Mrs. Manju Sharma(Lect.)	Convener
2	Dr. Ritesh Agarwal(Lect.)	Member
3	Mrs. Deepmalika Goyal(Lect.)	Member
4	Mr. Devi Ram Yadav(Lect.)	Member

(v) Sports & Co-curricular Activity Committee (SCAC): The SCAC is composed of a convener, two members from the faculty and two PTs. The function of this committee is to plan and organize sports activities and competitions for physical development of the PTs. It consists of the following:

S. No.	Name	Designation
1	Mr. Yjuvendra Singh (PTI)	Convener

2	Mrs. Deepmalika Goyal (Lect.)	Convener
3	Mrs. Manju Sharma (Lect.)	Member
4	Miss Bhumika Dangi (PT)	Member
5	Miss Shweta Agarwal (PT)	Member

Meetings; SCAC meets thrice in a year. (i) In the first meeting the selection of the members and the sports items, co-curricular and physical activities are decided for the year (ii) Second meeting is held in the beginning of the session for the transaction of sports facilities to the PTs and organization of inter house competitions. (iii) Third meeting is held at the end of the session to plan out the annual sports meet and organizing cultural & annual day **vi)**

Admission Committee: The admission committee is composed of the Principal (convener) and three other members from the faculty. The function of this committee is to facilitate and supervise the process of admission. It consists of the following:

Sr.No.	Name	Designation
1	Dr. Geeta Dahiya (Principal)	Convener
2	Mrs. Manju Sharma (Lect.)	Member
3	Mr. Anil Gupta (Sr. Clerk)	Member
4	Mr. Devi Ram Yadav (Lect.)	Member

Admission committee meets thrice a year. (i) First meeting of the committee is held before the commencement of the session for the selection of members of the committee, in order to discuss the advertisement of B.Ed. course through various printed or mass media, distribution of duties to all the staff members for admission, providing counselling to new entrants and formulation of rules & regulations for admission (ii) Second meeting is held soon after the commencement of the session regarding monitoring the admission process, verification of admitted PTs and dispatch of list to the university. (iii) The details of PTs are kept in hard and soft copy. **(vii) Research Committee (RC):** The Research Committee is composed of the convener and three other members from the faculty. The function of this committee is to encourage the faculties and PTs for research work in different dimension of education, i.e. participation/organization of seminar, workshop, action research and projects. It consists of the following-

S.No.	Name	Designation
1	Dr. Geeta Dhaiya (Principal)	Convener
2	Mrs. Deepmalika Goyal (Lect.)	Member
3	Miss Jyoti Minocha (Lect.)	Member
4	Mrs. Kriti Jindal (Lect.)	Member

(viii) Quality Enhancement/Assurance Cell (QEAC): This Cell is composed of convener, two members from the faculty. The function of this cell is to discuss the measures for enhancing the quality of academic activities of the institution. It provides feedback to the PAC which further takes decision for the quality enhancements. It consists of the following-

S.No.	Name	Designation
1	Dr. Geeta Dhaiya (Principal)	Convener
2	Mrs. Deepmalika Goyal (Lect.)	Member
3	Dr. Ritesh Agarwal (Lect.)	Member

Quality Enhancement Assurance Cell meets thrice a year (i) First meeting of the QEAC is held to discuss the shortcomings of the previous year and suggestions received from PAC for new measures (ii) Second meeting is held to monitor the progress and quality of the curricular & co-curricular activities through Academic calendar and practice teaching session maintaining the quality during practice teaching. (iii) Third

meeting is held just after the examination to evaluate all the sessional activities held, in terms of quality and the report along with the suggestions is sent to the PAC.

(ix) Library Cell (LC): This Cell is composed of a convener, two members from the faculty. The cell is to take care of the entire library related needs and functioning of the library. It consists of the following:

S.No.	Name	Designation
1	Mrs. Krishna Gupta(Librarian)	Convener
2	Mrs. Manju Sharma(Lect.)	Member
3	Mrs. Rachna Sharma(Lect.)	Member

(X) ICT Cell: The ICT Cell is composed of convener and two other members from the faculty. The function of this cell is to acclimatize the PTs with modern technology and its uses in the field of education. It consists of the following:

S.No.	Name	Designation
1	Miss Jyoti (Lect.)	Convener
2	Mr. Aparoop Paul	Member
3	Mr. Devi Ram Yadav (Lect.)	Member
4	Mrs. Rachna Sharma (Lect.)	Member

ICT Cell meets twice in a year. (i) First meeting is held prior to the commencement of the academic session; it plans the strategy and the stock required for the new session. (ii) The second meeting takes place after completion of ICT Workshop where the results of ICT workshop/classes are discussed along with other shortcomings.

(xi) Proctorial Board (PB): The PB is composed of a convener, three other members from the faculty. The function of this committee is to decide matters concerning discipline. It consists of the following:

S.No.	Name	Designation
1	Dr. Geeta Dhaiya(Principal)	Convener
2	Mrs. Manju Sharma(Lect.)	Member
3	Miss. Jyoti (Lect.)	Member
4	Mr. Devi Ram Yadav (Lect.)	Member

(xii) Students Council (SC): The SC is composed of convener, three other members from the faculty, 2 class representatives and ten PTRs. The function of this committee is to work for the welfare of the PTs. It consists of the following-

Sr.No.	Name	Designation
1	Mrs. Manju Sharma(Lect.)	Convener
2	Mr. Ritesh Agarwal(Lect.)	Member
3	Mrs. Deepmalika Goyal(Lect.)	Member
4	Mr. Devi Ram Yadav(Lect.)	Member

(xiii) Grievance Redressal Cell (GRC): The GRC is composed of a convener, two other members from the faculty. The function of this committee is to settle the grievances of the PTs. It consists of the following-

S.No.	Name	Designation
1	Mrs. Kriti Jindal(Lect.)	Convener
2	Mrs. Rachna Sharma(Lect.)	Member
3	Mr. Devi Ram Yadav(Lect.)	Member

4	Mrs. Deepmalika Goyal(Lect.)	Member
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(xiv) Editorial Board (EB): EB is composed of a chief editor, two members from the faculty and two PTs. It consists of the following-

S.No.	Name	Designation
1	Mrs.Manju Sharma(Lect.)	Convener
2	Dr.Ritesh Agarwal (Lect.)	Member
3	Miss. Jyoti (Lect.)	Member
4	Avantika	Member
5	Shewata Aggarwal	Member

Meeting of EB is held in the beginning of the session for discussing rules, regulations, responsibilities and duties with regard to the magazine publication. After that, meeting is held whenever it is required or till publication of magazine is done.

(xv) Alumni Association (AA): The AA is composed of a convener (Patron) ,one faculty member and four alumni. The function of this committee is to maintain the records of alumni. It consists of the following-

S.No.	Name	Designation
1	Sh. Ashok Garg	Vice- President
2	Sh. Ravi Agarwal	Executive Secretary
3	Dr. Geeta Dhaiya(Principal)	Convener
4	Mrs. Manju Sharma(Lect.)	Member
5	Dr. Ritesh Agarwal (Lect.)	Member
6	Miss. Jyoti (Lect.)	Member
7	Mrs. Deepmalika Goyal(Lect.)	Member
8	Avantika	Member
9	Hemlata Sharma	Member

(xvi) Placement Cell (PC): The Placement Cell is composed of a convener and two other members from the faculty. The function of this cell is to provide the placement services through counselling and maintain the record of PTs getting placement in various areas. It consists of the following-

S.No.	Name	Designation
1	Dr. Geeta Dhaiya(Principal)	Convener
2	Mrs. Manju Sharma(Lect.)	Member
3	Avantika	Member
4	Bhoomika Dangi	Member

(xvii)Guidance & counseling Cell (G&CC): The G&C Cell is composed of a convener, one members from the faculty and two PTs. The function of this cell is to provide Guidance & counseling to the PTs regarding admission, career planning, personal issues, interviews etc.

S.No.	Name	Designation
1	Dr. Geeta Dhaiya(Principal)	Convener
2	Mrs. Manju Sharma(Lect.)	Member
3	Mrs. Deepmalika Goyal(Lect.)	Member
4	Mr.Ritesh Agarwal (Lect.)	Member

(xviii)Consultancy & Extention Cell

Sr.No.	Name	Designation
1	Dr. Geeta Dhaiya(Principal)	Convener
2	Mrs. Manju Sharma(Lect.)	Member

3	Mr. Devi Ram Yadav (Lect.)	Member
4	Mr. Ritesh Agarwal (Lect.)	Member

(xix)Stock Verification Committee

Sr.No.	Name	Designation
1	Mr. Anil Gupta	Convener
2	Mrs. Manju Sharma(Lect.)	Member
3	Mrs. Rachna Sharma (Lect.)	Member
4	Mr. Ritesh Agarwal (Lect.)	Member

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

The Principal in consultation with the Chairman distributes work load to each member of the staff keeping in view their strength-weaknesses, predilection and potentiality. She ensures that all the staff members work as a team and maintain harmonious relationship between them and with the PTs providing an environment that is conducive for effective functioning of the college. Each faculty is actively involved in curricular and co-curricular activities according to their potential, taste and need. Each of them are assigned some ‘in charge ships’ to look into specific area of the college like discipline, assembly, examination, work experience, co-curricular activities etc.

Communication with the staff which is so crucial remains very clear and direct. It is established by issuing circulars/notices/orders, and by conducting formal and informal meetings from time to time, and as and when needed. Minutes of the meeting are recorded. There is informal interaction between principal and staff members in order to sort out daily problems. The management looks after the working in totality and supplements the financial needs. The day to day functioning of the college is looked after by the Principal.

6.1.5 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?

Management ensures receiving of valid information or feedback to assess the activities of the college from the PTs (old and current both), parents, faculty and also straight personal observations. NTTCCG obtains information in oral as well as written form. The feedback is compiled, analysed and a report is prepared for the perusal of the decision-making officials and bodies. The Principal meets the management at the start of academic session and seeks policy directives in the light of the report based on feedback and her own perception. The management issues necessary directives and makes the required resource available for meeting the changed or changing needs.

Faculty Meetings are the other sources of feedback. The Principal convenes faculty meetings every month. The meetings are held to take stock of academic progress and problems. Members discuss and express their views in a free atmosphere. The management considers the changes suggested by the faculty and decides accordingly. The management issues necessary directives and makes the required resources available.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the Vision / mission and goals?

The institution identifies the barriers faced by in achieving the vision/mission and goals through personal contact & meet with the members of the teaching and non-teaching staff, meet & interaction with the students, community members, alumni’s and the practice teaching schools. In addition to this, in course of discussion in the various meetings, interaction with the students in the interactive and feedback sessions, interaction with the school heads and teachers during the school internship, interaction with the community members in different functions of the institution provides proper ground to the institution authority to address the barriers identified if any in achieving the vision/mission and goals of the institutions.

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

The management is very passionate to improve the effectiveness and efficiency of NTTCCG. Management encourages active involvement of its staff for improvement of institutional processes. It provides them democratic environment to express and apply their innovative ideas. Besides, the management makes efforts

for seeking their ideas and suggestions from time to time. Members of the Society show interest in providing better services to the PTs and Faculty as well. Two of the BOM members periodically meet and exchange ideas for the betterment of the college. The eminent persons of the society meet the faculty and interact with them to ascertain the constructive ways to face any situation and bring improvement. Teachers meet together to discuss and make activities more effective and efficient. As and when required they seek guidance from the management. The working is democratic that ensures personal involvement of the faculty and others. The faculty achievements and progress are appreciated by the management at the general faculty campus meet. Besides, all the committees remain active in their relevant fields. The Chairman and Principal maintain personal rapport with all members of the staff and thereby motivate and inspire them to work collectively as a team and with dedication.

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

Principal of NTTCG closely governs the curriculum by being fully involved in all academic activities besides administration. Each curricular document is personally seen by her. The Principal makes recommendations for the constitution of various committees and she herself constitutes some of them. She plans academic calendar in consultation with the Management and effective involvement of the faculty. The Principal assigns academic and other responsibilities to the faculty.

The Principal provides suitable guidelines for smooth conduction of internal examinations, organization of co-curricular activities, syllabus coverage and optimum use of resources. The Principal works out strategies for implementation of planned programs. She works out budgetary proposals for various activities and programs for seeking approval of the management. She ensures full utilization of resources. The Principal encourages and guides the faculty in the process of implementation of various programs and motivates them for higher goals to be achieved. She is available for discussion on any issues. She delegates powers for policy decisions at functional level with full understanding. The Principal holds briefings with the management and provides update on the progress of the programs. In a way, the Principal provides academic leadership to faculty, acts as a facilitator between the college and BOM and the university, with understanding and resourcefulness.

6.2 Organizational Arrangements

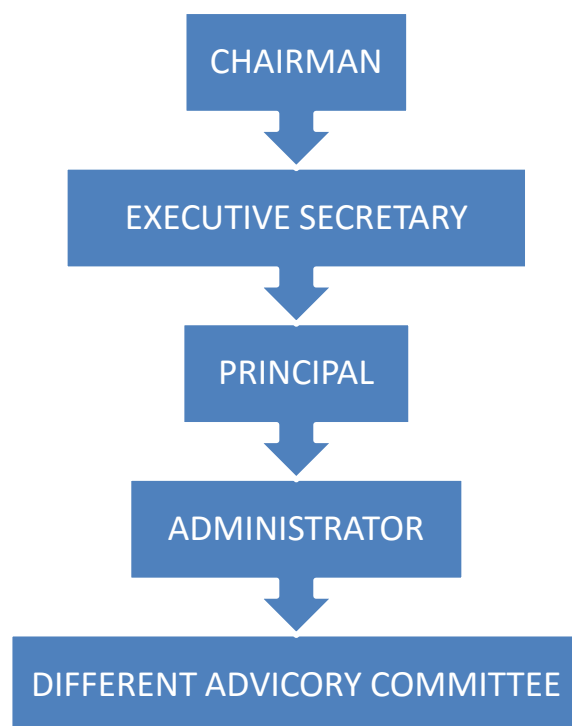
NTTCG has a well-established functional organizational structure and governance system for planning, implementing, monitoring and evaluating the administrative and academic provisions of the college. The Principal, who is the executive head, manages the college with the help of various committees. System of accountability is in operation.

6.2.1 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?

NTTCG has constituted committees for the smooth functioning of the college and its activities. The committee members are staff members with a convener as the person responsible to coordinate and manage the activities. There are 19 such committees in the College as detail in paragraph 6.1.3. Important decisions taken them last year are to be listed-

6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution?

The organizational structure of the BOM and College underlining the system of division of powers is given here under.



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

The administration has considerably a decentralized system, in every part it enjoys the powers assigned by the competent authority and functions as an autonomous unit within the delineated jurisdiction. There is, in a way, downward devolution of power, flowing from the management down to the committees and functionaries. Details have already been provided in (6.1.3)

The overall college routine work is supervised by the Society through its chairman of the BOM. The Chairman has its own office in the campus. The day-to-day college functioning is managed by the Principal of the college. The chairman coordinates between the Principal and BOM. The management /trust never interfere in the day-to-day working of the college. The Principal is supported by various Committees exercising their authority within the specified jurisdiction. All faculty members hold one or the other academic administrative position. The teacher-in-charges enjoy autonomy within the area of their operation.

At the start of the academic year, the academic and co-curricular responsibilities are distributed among all faculty and committees respectively. The committees undertake different activities throughout the academic year. The committee working is independent and none interferes in their functioning. In the college organizational structure, the Principal is the executive head. She is responsible for the smooth functioning and for the execution of rules and regulations. Other than this, at present there are seven regular faculty members for B.Ed. The college has three guest faculties who are invited as per the specific need of a subject/activity. The Guest faculties comprise experts in their subject areas and are eminent educationists. The administrative staffs assist the Principal, faculty and other functionaries.

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

The National TT College for Girls has no sister departments/institutions working in the same and beyond the campus. Besides, NTTCG collaborates and interacts with other institutions as per details given below:

- NTTCG collaborates with neighbouring schools during teaching practice programme and encourages them to make suggestions for quality improvement and for making teaching an effective process. Before internship, a meeting is arranged between the Principal and school representatives to discuss ways and means for improving the quality of teaching-learning.

- NTTTCG has an understanding with schools to convey state directives related to the teaching learning including curriculum changes. This helps to orient its PTs with the latest changes taking place.
- NTTTCG collaborates with other institutions affiliated to the University/other universities for different programs i.e. seminar, workshop, conference, sports etc.

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

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

- a) Information with feedback obtained from the students through “interactive sessions” and “feedback sessions” relating to the academic transaction and practice teaching.
- b) Information obtained from the school heads where the student teachers are engaged for their internship work.
- c) Supervision of classroom teaching of faculty members by principal of the institution.
- d) Supervision of the class room performance of the faculty member by the external expert and the principal jointly.
- e) Information with feedback received from the inspecting officers who visit to our institution.
- f) Feedback obtained from the members of both the teaching and non-teaching staff.
- g) Information given by the external examiners appointed by the University of Rajasthan who come to our institution for conduction of university practical examination purpose.
- h) Information given by the educationist members of the BOG and educationally interested persons of the community provides guidelines in decision making and performance improvement of the institution. It results in the development and betterment of the students, teachers, non-teaching staff etc.

6.2.6 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)?

NTTTCG promotes cooperation and sharing of knowledge among the faculty and across the institutions. It is mentioned under 6.2.4 as to how NTTTCG cooperates and shares knowledge across the institutions. Before commencement of the session every faculty does a presentation by using innovative methods of teaching on topic of its interest which is attended by all faculty members. After presentation frequent discussion takes place among the faculty members. NTTTCG always endeavours to see that the faculty gets favourable environment and opportunities for knowledge-skills enhancement. The College encourages its faculty to attain higher degrees in education, particularly in the field of research. It may be noted that faculty members have been working and studying to obtain higher degrees .It has already been mentioned that the College provides facilities and amenities to its faculty who are involved in creative research work and in preparing presentations in the seminars. Whenever any faculty member attends workshop/seminar/orientation/refresher course, she has to present a report and share the experiences and skills with the other faculty members.

6.3 Strategy Development and Deployment

The strategy followed by NTTTCG is quite specific and action oriented. In order to achieve the institutional goals the College has designed specific short term and long term plans. The time-bound strategic plan so developed is effectively implemented and supported with appropriate financial allocations. The staff of the college is governed on the principles of participation and transparencies.

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

National TT College for Girls maintains an Internal Quality Assessment System that functions on the basis of MIS. It maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the College. (It has applied a simple form of MIS). NTTTCG has good practice of meeting and deciding on issues. The various teacher-in-charges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice.

The data regarding minutes of meetings, anecdotal records of PTs, bio-data of faculty and other staff, infra structural facilities available, the details of co-curricular activities, calendar of activities, NTTCG rules, list of do's and don'ts for PTs as well as faculty, NTTCG time table, exam, test schedule etc. are updated regularly. Particularly, the following activities fall under the purview of the issue in hand:

- a. Syllabus coverage
- b. Use of audio visual aids
- c. Attendance record of PTs
- d. Internal assessment
- e. Organization of CCA
- f. Laboratory work
- g. Use of ICT.

The above aspects are handled by the QEC and Examination Committee. Data collected along with the suggestions are then forwarded to BOM.

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

The allocations are made on the basis of past experience, duly felt (present and emerging) needs, proposals and suggestions received from different functionaries and committees (the teacher-in-charges, in particular). The BOM is considerate enough to honour such recommendations, proposals, etc. for making extra resources available as and when needed and requested/demanded. In this, the College approaches the management for support, which accordingly considers the requests and allocates necessary resources.

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

Need justifies the support. Work is divided equally among faculty and teacher-in-charges hold task specific responsibility. Various functionaries, teacher-in-charges, head of the institution and chairman (BOM) examine the need and make proposals for supporting the implementation of the mission and goals as planned. The emergencies are met the same way. Mid-term evaluation is a common practice. Action plans are evaluated and necessary changes are made for accomplishment of objectives and resources are accordingly allocated.

National TT College for Girls is affiliated to the University of Rajasthan and is a self-financed institution. The work force is recruited as per the norms of the University and the NCTE. The management provides the staff as mandated and allocates the required funds. Any further need for human and financial resources to accomplish the mission and goals is managed by the Institute. NTTCG after taking the BOM into confidence recruits the additional staff if it is so needed. The financial burden is borne by the management. Required funds for implementing new/modified plans are also made available by the management. Hence NTTCG does not face financial resource crunch.

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

Academic Plans are developed by examining the requirements of curriculum prescribed by the affiliating University. Programme Advisory Committee (PAC) which is constituted of experts, Stakeholders, faculty and representative of schools who approves the academic plan for the existing academic year. The academic plan is initially given shape, although in parts, by various committees. Each committee makes its observations and recommendations in the area of its operation. Different teacher-in-charges submit their own proposals along with justification.

Practice-teaching schools' teachers are involved in the practice-teaching with reference to the subjects in which they have specialization. Input is sought from them. Their observations about the performance of PTs during the preceding academic year are taken into consideration. The feedback is duly communicated through teaching-practice in-charge. In the light of feedback and experiences of the college and curricular needs, selection of the schools is made for the on-going academic year. The detailed school based activity is planned in consultation with the concerned school staff.

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

The complete academic planning is done at the start of the academic year. Different committees of staff (as listed above) are formed well in advance for the proper execution of planned activities. Some of the responsibilities are assigned on personal basis to individual staff members. Every staff member of NTTCG takes his/her responsibilities sincerely and performs the allotted work efficiently. Likewise, administration headed by the Principal presents its analysis and observations along with the proposals for their incorporation into the plan. In this the Principal is assisted by the in-charge of the office.

It may be emphasized that almost every employee is involved in the process of planning because of which they get identified with the task and the working itself. Besides, the employees are continuously monitored and reminded as and when required. At the same time, concerned functionary remains under the obligation of submitting a written progress report. Further, involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing incentives. Objectives are communicated at all the levels through circulars, meetings and sometimes by displaying them on the notice board, and through announcement.

6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

Details of activities aimed at realizing the vision, translating the mission into reality and implementation of plans are monitored on day to day basis by the concerned supervisory functionary. They report the developments to their immediate superiors. Then, meetings of Chairman with the Principal, teacher-in-charges of activities and, if need be, with the coordinators of various committees are conducted quarterly. Revision is done on rolling basis seeing the delicacy and requirement of the situation.

Every year NTTCG along with the management conducts a self-retrospection and takes into account the feedback and suggestions from all stakeholders. Any change in scenario and emerging needs are given due consideration. The global scenario and the latest trends are also taken into consideration.

6.3.7 How does the institution plan and deploy the new technology?

National TT College for Girls is always keen to utilize new technology and skill for augmenting its teaching-learning resources. Management gives emphasis to the deployment of new technology. Facilities are provided to the staff and PTs for using ICT in the teaching learning process and official work alike. In this regard, NTTCG takes experts' help for seeking guidance and quality inputs. College organizes workshop on the use of ICT in education. Special lecturers are delivered to demonstrate and motivate faculty and PTs. ICT is extensively used in the classrooms and in the development of Teaching Aids. Plans are devised at the beginning of the academic session. Here again, input and suggestion from within the college and expert advice form the basis for devising the plan and strategy.

6.4 Human Resource Management

NTTCG maintains a human resource management system which is effective enough to lead to judicious decisions on manpower utilization and, therefore, to a more productive teacher education. NTTCG follows the manpower requirement criteria and procedures for appointment as mandated by the affiliating university and the NCTE, and provides periodical training and guidance to staff for their development. As teacher capacity building strategy, the college encourages teachers to participate in professional development programs for continuous learning. NTTCG also undertakes analysis and uses the assessment and evaluation, and the appraisal outcome of the whole of staff. The management provides sufficient resources to ensure that NTTCG meets the standards of the university/NCTE.

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

All faculty members fulfil the minimum eligibility criteria as mandated. NTTCG identifies the gap between what they have already been exposed to and what the wider curricular requirements demand. Thus, NTTCG identifies those who do not possess degrees in research programs or training in research methodology and encourage them to join research, refresher/orientation courses. Secondly, NTTCG sees to it if the faculty members have had required exposure to each content unit of what is prescribed in the syllabus, curriculum as a whole. For example, have they been exposed well to 'Action Research', Continuous and

Comprehensive Evaluation, etc. Thirdly, it is also ascertained if the faculty are also well conversant with the emerging trends, use of ICT, etc. Finally, it also sees if the faculty is fully in tune with the vision-mission-values-objectives of the college/society, and if yes, is it well-equipped to translate them into action.

6.4.2 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?

NTTCG has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. In this, NTTCG analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff:

- a) NTTCG has suggestion box for soliciting suggestions/ comments/complaints on the performance of the faculty/non-teaching staff from any stakeholder
- b) PTs' feedback is a regular practice and they are free to communicate to the Principal and the management.
- c) PTs are given opportunity to express their views on different academic and co-curricular programs organized at NTTCG, during and after the academic session.
- d) Comprehensive evaluation by PTs and peers are also incorporated for assessment. NTTCG procures written feedback from the PTs at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff.
- e) Then, the relevant committees, teacher-in-charges, event managers and the Principal present their overall assessment.
- f) All the suggestions and feedback are analysed and a report is prepared and placed before the PAC via Principal, the PAC directs the Principal (executive) to take follow up action.

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

The welfare measures undertaken by the institution for the staff and faculty for their wellbeing, satisfaction and motivation are;

1. Salary advance provision of minimum one month in case of emergency,
2. Personal loan from the Bank where there lies salary account through the guarantership of the institution,
3. E.S.I. facility as per norms for the staff.

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

No, the institution has not yet conducted formal staff development programme for skill up- gradation and training of the teaching and non-teaching staff. But in the day to day working teaching and nonteaching staff is given guidance which amounts to their skill development.

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

The institution recruits and retains diverse faculty and other staff as per the norms of the NCTE and UGC from time to in regular basis with one year probation in case of the teaching staff. It recruits the non-teaching staff as per the norms of the Govt. of Rajasthan keeping in conformity with the requirements of the NCTE norms for the B. Ed Programme in face to face mode. The following strategies and implementation plans are adopted by the institution in this regard.

1. Advertisement in the leading newspapers on the vacancies in Hindi and English minimum giving 15 days' time for application of the advertised posts.
2. Calling for interview on the basis of screening of the applications with sending call letters to the eligible candidates for attending the interview minimum 10 days before with the specification of the date, time and venue of the interview.
3. The selection committee of the interview comprises;

- a. Chairman of the BOGs of the institution as the chairman of the selection committee,
- b. Secretary of the BOGs who is also the secretary of the institution as the member,
- c. Principal of the institution as the member,
- d. Subject Expert sent by the University as the Expert member and the University representative,
- e. Preparation of the proceedings of the selection committee meeting with the empanelment of the candidates as first, second and third duly signed by all the members including the University expert member and the chairman of the selection committee.
- f. The selected candidate is given time period of one month for his/her joining in the institution.

So far the service conditions are concerned the selected candidates are given appointment on regular basis in the regular posts as per the norms of the NCTE & UGC with one year probation.

6.4.6 What are the criteria for employing Part-time/Ad-hoc faculty? How are the Part time/Ad-hoc faculty different from the regular faculty?(E.g. salary structure, workload, specializations).

The criteria for employing part-time faculty are adherence to the NCTE norms from time to time and are different from the regular faculty in the following respects.

- a) They get remuneration on class contract basis,
- b) Classes are assigned to them on the basis of their specializations/method subject.

Besides, they are requested to render their valuable services during the organization of different co-curricular activities as a family member of this institution.

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

National TT collage for Girls encourages its faculty members to do professional augmentation. NTTTCG sponsors faculty for participation in the seminar/workshop and has a provision of duty leave for attending conferences, professional meetings at different places and participating in orientation/refresher course. NTTTCG provides study leave to faculty to complete their research projects. NTTTCG also provides incentives to its faculty for participation in academic events outside the states and publishing articles in research journals. Every year research committee organizes a inter college workshop for the faculty improvements.

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

The physical facilities provided to faculty in relation to well maintained and functional office instructional and other space to carry out their work effectively are:-

- a) A well-furnished and hygienic room as staff room with toilet facility both for male and female staff with self-system for keeping their records, files and belongings.
- b) There is separate allocation of seating arrangement in the library for study purposes of faculty.
- c) There is also arrangement in the Computer Laboratory and E-T laboratory for their learning requirements.

Apart from this, the faculty members in charge of any laboratory are also entitled to use the laboratory for their learning purposes as and when required in addition to their laboratory works.

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

The major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints are;

- a) Notice Board and Information Board of the Institution,
- b) Complaints/Suggestions Box

Besides, the parent guardians and the other stake holders are facilitated to meet the principal and any member of the BOGs for submission of their complaints or suggestions if any for their betterment and of the

institution. Thus, the complaints/suggestions/grievances of the students, faculty and the stake holders are discussed in the staff council meeting if it has both the academic and office management bearing, in the academic committee meeting if it is totally academic in nature and in the BOGs meeting at last for its approval or to be approved by the secretary of the BOGs who is also the secretary of the institutions in case of emergency.

6.4.10 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.

Although it becomes difficult to finish the B.Ed curriculum in one year duration by maintaining balance between the theoretical and practical components, our institution encourages the faculty for their involvement in the professional and administrative activities. These activities include teaching, research, assessment, mentoring, working with schools and community engagement as per the norms of the recognizing & affiliating body in the following ways;

- a) The work load policies are carried out by the principal through holding academic committee meeting for distribution of the syllabus and classes among the faculty members as per their interest and area of specialization and practice. This is done in consultation with every faculty members sticking to the principle of equilibrium of the work load. As a result, no faculty will be over burden with the task of taking the classes in relation to the teaching aspect of the B. Ed curriculum.
- b) Professional and administrative assignments are distributed by the principal in the staff council meeting as per the interests, abilities and previous experiences of the faculty along with the non-teaching staff.
- c) A policy has been adopted by the institution to inspire and facilitate the faculty for their research work for better progress in their career. Apart from this, as per the new B.Ed curriculum they are also facilitated for involvement in the research based activities by guiding the students for proper completion of their research works, say preparation of reflective journal and action research projects. These activities in the curriculum create research culture in the institution as well as in the schools where the internship of our students held.
- d) For assessment of the students' performance in order to make it continuous in nature with getting immediate feedback on the learning progress, the faculty members conduct unit tests, oral tests, questions - answer sessions etc. for the purpose of assessment. In addition to this, the "feedback session" and "interactive session" of the principal with the students also serves the purpose of assessment being continuous in nature.
- e) Our institution accelerates the mentoring arrangements while conducting community outreach activities, preparation of reflective journal and action research projects etc. universally.
- f) The faculty members of our institution interacts and discusses with the school heads and teachers of the schools during their stay in the internship programme on action research which results to create a researchable bent of mind among the teachers as well as research culture in the school. In addition to this, they use to discuss it with them about the importance of community outreach activities as per the syllabus and the community based extension activities with their role in this regard.
- g) Our faculty members get scope for community engagement at the time of the organization of the community outreach activities by the students and other extension activities beyond the B. Ed curriculum under their guidance.

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

No specific mechanism has been adopted so far to reward and motivate the staff members (both teaching and non-teaching) but the management of the institution gives a word of appreciation for good achievements with giving increments like Ph. D increments, special allowances for extra work. Besides the management

motivates our faculty and nonteaching staff for their advanced study, study for acquisition of research degree, participation in the seminars/conferences/workshops in case of faculty and orientation/ training programme in case of non-teaching staff for their career development.

6.5 Financial Management and Resource Mobilization

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

No, the institution does not get any financial support from the government (state/central) for its functioning as it is a self-financing B.Ed. College. Collection of student fee at the time of admission fixed by Maharshi Dayanand Saraswati University, Ajmer/Govt. of Rajasthan.

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

There is no quantum of resources mobilized through donations.

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

Yes, the operating budget of National TT College for Girls is adequate enough to cover the day-to-day expenses.

6.5.4 What are the budgetary resources to fulfil the mission and offer quality programmes? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

The Budgetary resources include the student fees.

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

Yes, the accounts of our institution are audited regularly and there is a system of internal audit. The internal audit is done by the management through its own resources. The external audit is done at the end of every financial year by the registered chartered accountant duly approved by the BOG of the Institution. There has been no audit objection.

6.5.6. Has the institution computerized its finance management system? If yes, give details.

Yes, the institution has computerized its finance management system with the “Tally System” with updating the expenditure status and the balance remaining. Apart from this, the official finance records in support of the expenditure reflected in the Tally System are also updated for proper and regular maintenance of official procedures and records.

6.6. Best practices in Governance and Leadership

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

The following are some of the best practices in Governance and Leadership carried out by the NTTTCG:-

- At the commencement of the every academic/financial year the Principal briefs the management with the blue print in hand and calendar of activities for the session to discuss the budgetary requirements.
- Feedback is procured from the PTs and given due weight age in decision-making.
- Different committees consisting of the faculty are formed at the commencement of the academic year for the regular and efficient working of NTTTCG. The Principal and the management never interfere in the working of the committees.
- The management of NTTTCG arranges computer training courses for the staff members on regular basis.

- Every year all the supporting staff of NTTCG is provided with essential house hold items on certain occasions and educational material for their kids.
- NTTCG has developed action plans in which it deploys to achieve the objectives and effective implementation of the curriculum.
- NTTCG encourages its PTs to take responsibility of their learning, in order to develop self-confidence, accept the responsibility to move towards intellectual independence; and create dynamic partnership with peers, teachers and researchers. They are made to respect the viewpoints of others.



(Management Members of Cultural Activity)



(Innovative Teaching and Learning)

Criterion VII: Innovative Practices

7.1. Internal Quality Assurance System

7.1.1 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) in July 2016, the composition and major activities under taken are given below;

Internal Quality Assurance Cell (IQAC)

Composition

MEMBER OF INTERNAL QUALITY ASSURANCE CELL (IQAC)

1 Chairperson :	Dr. Geeta Dahiya Principal
2 Administrative Officers :	Sri Aparup Paul Smt. Jyoti
3 Senior Teachers	Smt. Manju Sharma Sri Devi Ram Yadav Smt. Rachana Vyas Sri Ritesh Agarwal Miss Jyoti
4 Member From the Management	Sri Ravi Agarwal Secretary
5 Nominees From Local Society:	Sri Dharmendra Agarwal
Student :	Leena , Avantika singh
Alumni :	Anuradha Chouhan, Akansha kaushik
6 Nominees From Industrialist:	Sri Madhur Agarwal
Stakeholder:	Sri G C Saini
7 Co-ordinator of the IQAC :	Smt.Deepmalika Goyal

Major Activities Undertaken

1. Introduction of “feedback” and “interactive” sessions with the students of the institution.
2. Recommended for the purchase of more reference books, journals, periodicals and important educational documents to the library of the institution.
3. Acceleration of continuous assessment system through the conduction of unit tests/oral tests.
4. Conducted “Teaching Aptitude Test “in order to evaluate the entry knowledge and behaviour of the student teachers admitted to the B. Ed Programme before the transaction of the B. Ed curriculum.
5. Taken the views of the students on the total B. Ed programme after completion of the course in the form of questionnaire.
6. Encouraging students to pursue higher studies in teacher education as area of specialization.

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

NTTCG has a mechanism to evaluate the progress in achievement of goals and objectives. The implementation process is carried through the implementing committees which collects the feedbacks and other such data. It examines and evaluates the following to see the extent to which the goals are achieved:

- Preparation of Annual Report and subsequent discussion on it by the Programme Advisory Committee (PAC).
- Faculty appraisal by Principal.
- Self-appraisal by faculty members.
- Feedback from PTs about institution, faculty and the teaching-learning process.
- Ensuring the authenticity of the testimonials required for admission and selection of eligible candidate as per the norms set by affiliating body by Admission Committee.

- Dealing with the problems faced by the PTs and suggestions made by the PTs via Student Council.
- Creating a strong network of communication with reputed educational institutions and providing information regarding job opportunities to PTs through Placement Cell.
- Enabling the PTs to follow the rules & the code of conduct as laid by the Proctorial Board of NTTCG.
- Maintaining congenial environment at NTTCG and organizing activities pertaining to women's issues in the society by the Women Cell.
- Co-curricular Activities Cell develops a feeling of co-operation, mutual existence and a sense of emotional integrity in PTs through its multiple programs that could lead the way to National Integration.

7.1.3 How does the institution ensure the quality of its academic programmes?

NTTCG is sensitive to the quality of education as well as to the changing educational, social and market demands. The college has Implementing Bodies [Academic Council or Quality Enhancement/Assurance Cell, Proctorial Board, Women Cell, Grievance Redressal Cell, Student Council, Co-curricular Activities Cell, Research Cell, Placement Cell etc.] which conducts meetings twice/thrice a year to assess the performance of the programs approved by it. The quality is reflected in the implementation of the academic programs and quantum of targets achieved. NTTCG takes utmost care in planning and implementation of the academic programs.

To sustain the quality of its academic programs, feedback from the stakeholders & experts and the previous year's results remain the benchmark for further improvement.

To sustain the quality of its academic program, NTTCG:-

- Ensures adherence to academic calendar with the help of time table for all curricular and co-curricular activities.
- Supervises content delivery by faculty through Principal and experts.
- Ensures high performance of PTs in internal examination and other academic activities.
- Monitors attendance of PTs and also keeps the PTs informed on quarterly basis. All the curricular and co-curricular activities are part of sessional assessment and have grades. If a trainee fails to achieve 80% attendance and remains absent in sessional activities then she will not be allowed to appear in the examination. This helps PTs to remain present in the classes and to attend all the activities.
- Maintains and ensures stock verification and invites new proposals for enrichment of infrastructure.
- Ensures frequent use of OHP, Digital Cameras, Digital Projectors, T.V., Videos, Cassettes, other IT based material etc. by faculty and PTs.
- Makes sure the conduction of Seminars, Workshops, Excursions, Social Surveys, Exhibition, Debate etc. for the enrichment of faculty and PTs.

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

The Principal of NTTCG monitors the working of the administrative staff in a meticulous manner. She daily checks and supervises the working of the teaching staff. It is ensured through:

- Feedback from the faculty and PTs.
- Transparency in the matters related to finance and administration.
- Internal audit system.
- Annual auditing through Chartered Accountant.
- PTs feedback and its analysis.
- Through Alumni Forums.
- Grievance Redressal Cell and Suggestion Box.

If any complaint regarding the non-teaching staff comes up, then it is discussed in the Grievance Committee and the suggestions are passed on to the Principal for implementation.

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

NTTCG sustains some of the good practices in the day-to-day working and throughout the academic year. Some of such good practices followed are given below:

- Frequent mutual interactions occur in the meetings and identified good practices are praised by management/Principal either in the assembly or at the time of functions.
- Organizing a Workshop for the enrichment of the teacher educators.
- Cultural events-sports/games-Outreach program provide yet another opportunity.
- Values and Inclusiveness: PTs display a thoughtful quote on the college notice board; good quote hoardings are placed in the college building. In the prayer session, a PT gives a thought of the day and expresses her views before the morning assembly. Portraits of national leaders, scientists, literary personalities, etc. are displayed in the college building.
- Multiple-Spirituality: Prayer session marks the beginning of the day. Prayers comprehend all religions; religious festivals of different communities are celebrated.
- Environment, Dignity of Labour and Humane Outlook: Tree, Van Mahotsava and Campus cleaning campaigns are arranged at regular intervals.
- Inclusion of SIP (Simulated Internship Program).
- Usage of ICT in TLE Process.
- Promotion of Research activities.
- Inculcation of Yoga Camps for developing professional ethics.
- Transparent admission process.
- Thrust to practical component, skills (hard & soft) development.
- Academic flexibility.
- Uplifting PTs support service and facilities (physical and academic).

7.2 Inclusive Practices

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

Adhering the meaning of education envisaged by the National Policy on Education – 1986 that, “Education is a unique investment in present and future” and every individual is an asset for the society, the educational documents developed afterwards are focused on the inclusion in education or inclusive education. Accordingly, our institution sensitizes the teachers about the issues of inclusion in addition to the incorporation of the Inclusive Education as a paper in the newly implemented B. Ed Curriculum. For this, focus is given on the statement that every individual is an asset for the society and has to do the best as per her capacities, abilities and aptitudes for her development and development of the society for its inclusive growth.

7.2.2 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?

- This year all the teachers were acquainted with the National Curriculum Framework 2005 for a better understanding of their roles and national policy.
- NTTCG focused on the “Peace Education” during Orientation Program keeping marginalized sections of society in focus.
- NTTCG endeavours to remove barriers enabling all PTs, including previously excluded groups, to learn and participate effectively within general systems. Since the management’s main objective is to impart education to the rural poor, and the disadvantaged, therefore, the faculty is sensitized on the issues of inclusion. They are advised to focus on these issues. During the teaching learning process special attention is paid to the PTs hailing from different cultural milieu and the ones coming from deprived segments of society.
- Apart from these, a lecture on inclusive education followed by a project assigned to PTs on exceptional children in which they had to prepare a list of special children living in their neighbourhood and choose any child with special need and prepare a case study of that child on

given guidelines as name, age, gender, home address, contact number, name & address of his/her school his/her problem or special need, level/percentage of disability, activities of his/her interest, special abilities and challenges, problems faced by child, family members and teachers

- NTTCG works for promoting Family-school partnerships through Parent-Teacher Associations.
- PTs are sensitized on the issues relating to gender-based disparities and prevailing misconceptions and their overall impact on growth of humans and society. Counselling is provided on gender issues by the Women cell.
- NTTCG provides equal opportunities to all PTs without discrimination of class, caste and creed. NTTCG organized debates & “Nukkad Natak” criticizing the gender discrimination and promoting the message of equality.

7.2.3 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.

NTTCG strives to promote value-based education, social justice, social responsibilities and good citizenship amongst its PTs community. The following are some of the activities that are undertaken for creating learning environment that may foster positive social interaction, active engagement in learning and self motivation among PTs:

- Practice teaching and Internship program provides opportunity to trainees for interaction with school community. During this period teacher-trainees come in contact with students of all social strata.
- During practice teaching every PT has to deliver lessons and take part in all the activities going on in the school i.e. morning assembly, P.T., attendance call, filling teacher’s diary etc.
- Seminars and workshops provide ample opportunities for self-expression as well as self-motivation.
- Assignments/problem based learning, projects, outreach activities, group discussions, quiz, and Computer Assisted Learning foster motivation among students.
- Participation in inter-college/inter-house competitions inculcates healthy competitive spirit amongst PTs of different social stratum.
- Apart from such activities NTTCG conducts Environment Awareness Campaign, Shramdan, Educational tour, exhibition etc. which broaden the social horizon of PTs.
- NTTCG provides remedial classes to slow achievers in order to keep pace with the average achievers. The tutorial groups are so designed that the slow and average achievers are being guided by the high achievers. This motivates the PTs to excel in their studies.
- PTs individually or in group have to take part in all curricular & co curricular activities through the year.
- Every PT has to contribute for the college magazine in the terms of writing poems, articles, drawing/paintings, puzzles, riddles etc.
- Each PT has to prepare and present PPTs on lesson plan and content in their two methodology subjects and compulsory papers.
- Apart from application of ICT in classroom, NTTCG encourages the PTs to refer the e-books, e-journals, writing blogs, exchanging views on facebook and establish linkages with the experts in the subject and various top universities.

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

At NTTCG our PTs remain engaged in talks, debates, lectures and in several curricular /co-curricular activities to inculcate value education, equity, equality and social justice. The approach is based on teaching, advice, motivation and practice. The college has diverse ways and practices for ensuring that the PTs develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities as under:

- PTs are engaged in thematic co-curricular activities that promote social values.
- Participation in multi-cultural (celebration of annual day and national days) & multi-religious activities (Prayer in assembly) and equal opportunities for students in social activities provides exposure to the real society they have to face in future.

- PTs hailing from diverse background are grouped in peer tutorials, four houses, and collective project work of multiple descriptions i.e. surveys, ICT projects, case study etc.
- PTs are trained in the dynamics of accepting challenges emanating from diversities in views and socio-economic status. Participation in cultural activities, outreach programs, debates and group discussions provides the opportunity for the same.
- PTs are required to participate in the trans-community festivals, talks and discussions on prominent personalities hailing from different socio-economic cultural backgrounds.
- During the course of simulated teaching and internship-block teaching, PTs are required to practice competencies for creating cordial atmosphere between the peer groups.
- Attempt is made to inculcate missionary attitude and judicious approach in teacher trainees. The PTs' groups are so shuffled to make them free from all differences of caste, class, creed and religion.
- NTTTCG believes that beauty lies in variety; therefore we must respect and protect it. So the PTs are made to understand that variety is rooted in and demonstrated by the very nature of creation.
- Training in the art of accepting challenges posted by diversities in views, create cordial atmosphere between the peer groups and promote interpersonal relationship between Child and Child, Child and Teacher, Teacher and Teacher, and Teacher and Community

Collectively, all the above mentioned competencies and skills are promoted amongst the PTs at different stages and through different activities.

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

Normally one or two physically challenged PTs suffering from partial disability take admission in each academic session.

- First of all NTTTCG organized a lecture on "Inclusive Education" to build the required capacity among the teacher trainees and teacher educators on the component of IE, consideration of needs of the challenged student, etc.
- As a matter of policy, the college extends special incentives in terms of fee concession to handicap PTs if he/she belongs to the poor background.
- Provision of special seating arrangement.

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

NTTTCG maintains a Women Cell headed by a senior Female member of the faculty, and contains two female faculty and two female PTs.

The Women Cell arranges programs for women development. It works for educating women about their rights and privileges. Also, the group arranges lectures on the women-related problems. Any girl PT can place her complaint before the WC. Complaints related to girls coming to the Suggestion Box are passed on to the WC for further follow up action. The WC takes up such complaints and tries to bring an amicable solution.

Women PTs lead in every sphere of activities. The college has provided separate Girls Common Room and a separate toilet complex for them. It is worthwhile to mention that no complaints were received by the WC on gender related issues in past three years. The institution is also having a grievance redressal cell to cope with such complaints.

7.3 Stakeholder Relationships

NTTTCG continues to have affiliation and interaction with the institutions, the alumni and such other persons who have an interest in the activities of the college and the ability to contribute to the actions, decisions, policies, practices or goals of the organization.

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

The institution ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following ways:

- NTTTCG maintains year wise Internal Assessment Record (curricular and cocurricular both) of PTs.

- Local as well as state newspapers and magazines also serve as a source of information to be accessed by the stakeholders
- Through the Information Board and Notice Board of the institution,
- From the members of the BOG, Teaching and Non-teaching staff of the institution,
- Personal meet with the Principal of the institution,
- Through the participation in the academic and cultural programmes of the institution,
- From the website of the institution which is functioning in up-to-date form.
- Through written request to the authority of the institution.

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

The institution by informing the success and failure of its various processes with satisfaction and dissatisfaction of students and stakeholders to all its employees for becoming alert for qualitative improvement of the institution. For this, all the members of both the teaching and non-teaching staff including the principal headed by the BOG hold meetings for discussion with the community members and parent guardians for bringing quality improvement of the institution with yielding valuable and constructive suggestions from them as and when required. The institution takes lessons from its past performance for bringing qualitative improvement in its various programmes.

7.3.3 What are the feedback mechanisms 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?

The College is well-placed to promote an ambience of creativity, innovation and improving quality. For this purpose, feedback is procured from the following channels and on annual basis/as and when volunteered.

- Counselling appraisal of faculty by the Principal.
- Formative evaluation of PTs by the faculty.
- Grading of files, assignments at the end of academic session.
- Internal Assessment records of the PTs.
- Feedback from Principal of schools where PTs do their practice teaching.
- Confidential report of faculties by the Principal and management.
- Feedback from alumni.
- Complaints/suggestions as dropped in the Suggestion/ Complaint Box.

The feedback is analysed and an analytical-feedback-report prepared. The concerned committees prepare resolutions based on the suggestions/ complaints received, and the same is passed on to the Principal for appraisal and further action. The process has led to some improvement in the classroom environment-teaching, infrastructure, and in some cases, attitude of the faculty.



(Innovative Teaching using Digital Light Processing Projector)



(Mock Parliament Session Activity)



(Historical Play in Govt. School)



(Visit to Model School)