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

NAAC RE-ACCREDITATION REPORT
(3RD CYCLE)
2015
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<td>1</td>
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</tbody>
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</tr>
</tbody>
</table>
PREFACE

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

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

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

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

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

A. Profile of the Institution

Name and address of the institution:

<table>
<thead>
<tr>
<th>Name</th>
<th>ST. XAVIER’S COLLEGE OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>P.O. DighaGhat</td>
</tr>
</tbody>
</table>

City: Patna  District: Patna  State: Bihar

Pin Code: 800011

2. Website URL
Website: [www.sxcepatis.edu.in](http://www.sxcepatis.edu.in)

3. For communication:

**Office**

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number with STD Code</th>
<th>Fax No</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Prof. (Fr.) Thomas Perumalil, S.J.</td>
<td>0612-2260253</td>
<td>0612-2260253</td>
<td><a href="mailto:sxcepatis@gmail.com">sxcepatis@gmail.com</a></td>
</tr>
<tr>
<td>Vice-Principal Post does not exist</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Steering Committee Coordinator: Dr. (Fr.) P. Anthony Raj, S.J.</td>
<td>0612-2260253</td>
<td>0612-2260253</td>
<td><a href="mailto:tonypraj61@gmail.com">tonypraj61@gmail.com</a></td>
</tr>
</tbody>
</table>

**Residence**

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

4. Location of the Institution:

- Urban ☑️  - Semi-urban ☒️  - Rural ☒️  - Tribal ☒️
- Any other (specify and indicate) ☒️
5. Campus area in acres: 2.5

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

Date of establishment of the institution:
Month & Year
MM YYYY
10 1988

8. University to which the institution is affiliated:
Aryabhatta Knowledge University, Patna, Bihar

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
Month & Year
2f MM YYYY
08 1999

12B MM YYYY
08 1999

10. Type of Institution
   a. By funding
      i. Government ☒
      ii. Grant-in-aidv ☒
      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:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Level</th>
<th>Programme/ Course</th>
<th>Entry Qualification</th>
<th>Nature of Award</th>
<th>Duration</th>
<th>Medium of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Pre-primary</td>
<td></td>
<td>Certificate</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii)</td>
<td>Primary/ Elementary</td>
<td></td>
<td>Certificate</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii)</td>
<td>Secondary/ Sr. secondary</td>
<td>Bachelor of Education</td>
<td>Graduation</td>
<td>Degree</td>
<td>1 Year</td>
<td>Bi-lingual Eng – Hindi</td>
</tr>
<tr>
<td>iv)</td>
<td>Post Graduate</td>
<td>Master of Education</td>
<td>B.Ed.</td>
<td>Degree</td>
<td>1 Year</td>
<td>Bi-lingual Eng – Hindi</td>
</tr>
<tr>
<td>v)</td>
<td>Other Sec/Sr. sec (IGNOU)</td>
<td>Bachelor of Education</td>
<td>Graduation</td>
<td>Degree</td>
<td>2 Years</td>
<td>Bi-lingual Eng – Hindi</td>
</tr>
<tr>
<td>vi)</td>
<td>Other Sec/Sr. sec (IGNOU)</td>
<td>Master of Education</td>
<td>B.Ed.</td>
<td>Degree</td>
<td>2 Years</td>
<td>Bi-lingual Eng – Hindi</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Programme</th>
<th>Order No. &amp; Date</th>
<th>Valid upto</th>
<th>Sanctioned Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary/Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate</td>
<td>Master in Education</td>
<td>ERC/7-92.6(1)11/2009/16280 dt. 4.5.2009</td>
<td>Permanent</td>
<td>35</td>
</tr>
<tr>
<td>Other (specify) IGNOU B.Ed./ M.Ed</td>
<td>Bachelor of Education/Master of Education</td>
<td>MoU with IGNOU</td>
<td>Until further order</td>
<td>100 / 35</td>
</tr>
</tbody>
</table>
B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision
   Yes ✓ No X
   Mission
   Yes ✓ No X
   Values
   Yes ✓ No X
   Objectives
   Yes ✓ No X

2. a) Does the institution offer self-financed programme(s) Yes ✓ No X
   If yes,
   a) How many programmes? 2
   b) Fee charged per programme
   B.Ed. – 80,000 /
   M.Ed. – 95,000 /

3. Are there programmes with semester system
   Yes (M.Ed.)

4. Is the institution representing/participating in the curriculum development/revision processes of the regulatory bodies?
   Yes ✓ No X
   If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.
   2

5. Number of methods/elective options (programme wise)
   D.Ed. X
   B.Ed. 7
   M.Ed. (Full Time) 8
   M.Ed. (Part Time) X
   Any other (IGNOU B.Ed.) 5

6. Are there Programmes offered in modular form
   Yes X No ✓
   Number X

7. Are there Programmes where assessment of teachers by the students has been introduced
   Yes ✓ No X
   Number TWO

St. Xavier’s College of Education, Patna

NAAC Re-accreditation 2015- 3rd Cycle  5
8. Are there Programmes with faculty exchange/visiting faculty

<table>
<thead>
<tr>
<th>Yes</th>
<th>☑</th>
<th>No</th>
<th>X</th>
</tr>
</thead>
</table>

Number  1

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

- Heads of practice teaching schools  
  | Yes | ☑ | No | X |
- Academic peers  
  | Yes | ☑ | No | X |
- Alumni  
  | Yes | ☑ | No | X |
- Students  
  | Yes | ☑ | No | X |
- Employers  
  | Yes | ☑ | No | X |

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

2 Years

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

Yes ☑ No X

Number One (Ph. D. Course work)

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

Yes ☑ No X

Number  2

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

Yes ☑ No X

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

Yes ☑ No X

Criterion II: Teaching-Learning and Evaluation

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

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

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

3. Total number of students admitted: 2014 - 15

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of students</th>
<th>Reserved</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
</tr>
<tr>
<td>D.Ed.</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td>7</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

* This includes 50 students reserved for Christian Minorities.
** This includes 7 students from the Christian Minorities.

4. Are there any overseas students?

   Yes X No ✓

   If yes, how many?

   X

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

   a) Unit cost excluding salary component 28,015/-
   b) Unit cost including salary component 91,144/-
6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highest (%)</td>
<td>Lowest (%)</td>
</tr>
<tr>
<td>D.Ed.</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>74</td>
<td>50</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td>85</td>
<td>55</td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

8. Does the institution develop its academic calendar?
   - Yes ☑
   - No ❌
   - Yes ☑
   - No ❌

9. Time allotted (in percentage)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Theory</th>
<th>Practice Teaching</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed.</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>70%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td>80%</td>
<td>--</td>
<td>20%</td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

10. Pre-practice teaching at the institution
   a) Number of pre-practice teaching days
      - 20
   b) Minimum number of pre-practice teaching Lessons given by each student
      - 02

11. Practice Teaching at School
   a) Number of schools identified for practice teaching
      - 16
   b) Total number of practice teaching days
      - 32
   c) Minimum number of practice teaching Lessons given by each student
      Lessons given by each student
      - 40

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

<table>
<thead>
<tr>
<th>No. of Lessons In simulation</th>
<th>No. 2</th>
<th>No. of Lessons Pre-practice teaching</th>
<th>No. 2</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed.</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

16. Examinations

a) Number of sessional tests held for each paper 02

b) Number of assignments for each paper 02

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Intranet</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Internet</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Software / courseware (CDs)</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Audio resources</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Video resources</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Teaching Aids and other related materials</td>
<td>✓</td>
<td>--</td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

Yes ✓ No X

Number 3

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

Yes X No ✓

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

Compulsory X Optional X
 Criterion III: Research, Consultancy and Extension

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>35%</td>
</tr>
</tbody>
</table>

2. Does the Institution have ongoing research projects?

[Yes ✔ No X]

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

<table>
<thead>
<tr>
<th>Funding agency</th>
<th>Amount (Rs)</th>
<th>Duration (years)</th>
<th>Collaboration, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGC</td>
<td>6,69,000/-</td>
<td>2 years</td>
<td>NIL</td>
</tr>
</tbody>
</table>

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

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

Nil

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

- Teachers are given study leave [X]
- Teachers are provided with seed money [X]
- Adjustment in teaching schedule ✔
- Providing secretarial support and other facilities ✔
- Any other specify and indicate [X]

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

The institution has no research scholar.

Yes [X] No ✔

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

a) Ph.D. [ ]

b) M.Phil. [ ] There is no provision of M. Phil. in Bihar.

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

Yes ✔ No [X]
8. Details of the Publications by the faculty (Last five years)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>International journals</td>
<td>✓</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>National journals – refereed papers</td>
<td>✓</td>
<td>--</td>
<td>33</td>
</tr>
<tr>
<td>Non refereed papers</td>
<td>✓</td>
<td>--</td>
<td>33</td>
</tr>
<tr>
<td>Academic articles in reputed magazines/news papers</td>
<td>✓</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>✓</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>College journal</td>
<td>✓</td>
<td>--</td>
<td>23</td>
</tr>
</tbody>
</table>

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

Yes ☑ No ☒
Number 3

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

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>National seminars</td>
<td>19</td>
<td>98</td>
</tr>
<tr>
<td>International seminars</td>
<td>7</td>
<td>--</td>
</tr>
<tr>
<td>Any other academic forum</td>
<td>18</td>
<td>38</td>
</tr>
</tbody>
</table>

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

- Self-instructional materials ✓
- Print materials ✓
- Non-print materials (e.g. Teaching ✓
- Aids/audio-visual, multimedia, etc.) ✓
- Digitalized (Computer aided instructional materials) ✓
- Question bank ✓
- Any other (specify and indicate) ☒

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

Yes ☑ No ☒
If yes, indicate the nature of the post.
Full-time ☒ Part-time ☒ Additional charge ✓

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

Yes ☒ No ✓

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

Yes ☑ No ☒
15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

8

16. Does the institution provide consultancy services?

Yes ☑ No ☒

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

84,780/-

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local level</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>State level</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>National level</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>International level</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

**Criterion IV: Infrastructure and Learning Resources**

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

3047 sq.mts

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

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Methods lab</td>
<td>☑</td>
<td>☒</td>
</tr>
<tr>
<td>b) Psychology lab</td>
<td>☑</td>
<td>☒</td>
</tr>
<tr>
<td>c) Science Lab(s)</td>
<td>☑</td>
<td>☒</td>
</tr>
<tr>
<td>d) Education Technology lab</td>
<td>☑</td>
<td>☒</td>
</tr>
<tr>
<td>e) Computer lab</td>
<td>☑</td>
<td>☒</td>
</tr>
<tr>
<td>f) Workshop for preparing teaching aids</td>
<td>☑</td>
<td>☒</td>
</tr>
</tbody>
</table>

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

60

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

70,000 /-

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

64,297 /-
6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

1876/-

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

4,00,000 /-

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

Yes ☑ No ☒

9. Total number of posts sanctioned

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Teaching</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

10. Total number of posts vacant

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Teaching</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Lecturers</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Readers</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Professors</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Lecturers</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Readers</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Professors</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

c. Number of teachers from

<table>
<thead>
<tr>
<th></th>
<th>Same state</th>
<th>Other states</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>
12. Teacher student ratio (program-wise)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Teacher student ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed.</td>
<td>--</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>1:10</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td>1:7</td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td>--</td>
</tr>
</tbody>
</table>

13. a. Non-teaching staff

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Permanent</td>
<td>6</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Temporary</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

b. Technical Assistants

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Permanent</td>
<td>6</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Temporary</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

14. Ratio of Teaching – non-teaching staff

5:3

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

50.06%

16. Is there an advisory committee for the library?

Yes ☑ No ☒

17. Working hours of the Library

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On working days</td>
<td>9.00 a.m. – 4.30 p.m.</td>
</tr>
<tr>
<td>On holidays</td>
<td>9.00 a.m. – 1.00 p.m.</td>
</tr>
<tr>
<td>During examinations</td>
<td>9.00 a.m. – 4.00 p.m.</td>
</tr>
</tbody>
</table>

18. Does the library have an Open access facility

Yes ☑ No ☒
19. Total collection of the following in the library
   a. Books
      - Textbooks 12886
      - Reference books 5636
   b. Magazines 30
   e. Journals subscribed
      - Indian journals 20
      - Foreign journals 4
   f. Peer reviewed journals
   g. Back volumes of journals 330
   h. E-information resources
      - Online journals/e-journals 3000+
      - CDs/DVDs 146
      - Databases 2
      - Video Cassettes 60
      - Audio Cassettes 46

20. Mention the
    Total carpet area of the Library (in sq. mts.) 15 x 20 = 300 sq. mts.
    Seating capacity of the Reading room 100

21. Status of automation of Library
    Yet to intimate ✗
    Partially automated ✗
    Fully automated ✓

22. Which of the following services/facilities are provided in the library?
    Circulation ✓
    Clipping ✓
    Bibliographic compilation ✓
    Reference ✓
    Information display and notification ✓
    Book Bank ✓
    Photocopying ✓
    Computer and Printer ✓
    Internet ✓
    Online access facility ✓
    Inter-library borrowing ✗
    Power back up ✓
    User orientation /information literacy ✓
    Any other (please specify and indicate) ✗

23. Are students allowed to retain books for examinations?
    Yes ✓
    No ✗
24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained
by students
by faculty

Maximum number of books permitted for issue
for students
for faculty

Average number of users who visited/consulted per month

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

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

2%  

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total cost</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>(inRs.)</td>
<td>(inRs.)</td>
<td>(inRs.)</td>
</tr>
<tr>
<td>Text books</td>
<td>134</td>
<td>62,103.32</td>
<td>84</td>
</tr>
<tr>
<td>Other books</td>
<td>84</td>
<td>25,932.56</td>
<td>12</td>
</tr>
<tr>
<td>Journals/Periodicals</td>
<td>--</td>
<td>--</td>
<td>27</td>
</tr>
<tr>
<td>Any others UGC, NOU</td>
<td>163</td>
<td>110,550.00</td>
<td>00</td>
</tr>
</tbody>
</table>

Criterion V: Student Support and Progression

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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

2. Does the Institution have the tutor-ward/or any similar mentoring system?
   Yes ☑ No ☒

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

10
3. Does the institution offer Remedial instruction?
   Yes ☑ No ☒

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

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

<table>
<thead>
<tr>
<th></th>
<th>UG</th>
<th></th>
<th></th>
<th>PG</th>
<th></th>
<th></th>
<th>M. Phil</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>I</td>
<td>II</td>
<td>III</td>
<td></td>
</tr>
<tr>
<td>Pass percentage</td>
<td>98</td>
<td>97</td>
<td>100</td>
<td>100</td>
<td>99</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of first classes</td>
<td>23</td>
<td>42</td>
<td>28</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of distinctions</td>
<td>74</td>
<td>54</td>
<td>72</td>
<td>31</td>
<td>32</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplary performances (Gold Medal and university ranks)*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NET</td>
<td>I</td>
<td>II</td>
<td>III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLET/SET</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Other (Specify and indicate)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit Scholarship</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Merit-cum-means scholarship</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fee concession</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Loan facilities</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Any other specify and indicate: Govt. Scholarship</td>
<td>31</td>
<td>13</td>
<td>--</td>
</tr>
</tbody>
</table>

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

9. Does the institution provide Residential accommodation for:
   Faculty Yes ☑ No ☒
10. Does the institution provide Hostel facility for its students?
   Yes ☑ No ☒
   If yes, number of students residing in hostels
   Men 3
   Women 35

11. Does the institution provide indoor and outdoor sports facilities?
   Sports fields Yes ☑ 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/organized.

<table>
<thead>
<tr>
<th></th>
<th>Organised</th>
<th>Participated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Inter-collegiate</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Inter-university</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>National</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Any other</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Welcome Function</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Teachers’ Day</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>College Day</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Christmas Gathering</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Valedictory Function</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>
17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

<table>
<thead>
<tr>
<th>Participation of students (Numbers)</th>
<th>Outcome (Medal achievers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Regional Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>National Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>International Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

18. Does the institution have an active Alumni Association?
   Yes ☑ No ☒
   If yes, give the year of establishment
   2003

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Year 1(%) (Apporx.)</th>
<th>Year 2(%) (Apporx.)</th>
<th>Year 3(%) (Apporx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher studies</td>
<td>12%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Employment (Total)</td>
<td>70%</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>Teaching</td>
<td>66%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>Non teaching</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Progression of Students for Last Three Years
23. Is there a placement cell in the institution?

Yes ☑ No ☒

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Body/Committee</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing Body/management</td>
<td>4</td>
</tr>
<tr>
<td>Staff council</td>
<td>7</td>
</tr>
<tr>
<td>IQAC/or any other similar body/committee</td>
<td>2</td>
</tr>
<tr>
<td>Internal Administrative Bodies</td>
<td></td>
</tr>
<tr>
<td>a) Finance Committee</td>
<td>1 / p.a.</td>
</tr>
<tr>
<td>b) Admission Committee</td>
<td>2 / p.a.</td>
</tr>
<tr>
<td>c) Library Committee</td>
<td>1 / p.a.</td>
</tr>
</tbody>
</table>

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

- Loan facility ☑ ☒
- Medical assistance ☑ ☒
- Insurance ☑ ☒
- Other (specify and indicate) ☒ ☒
4. Number of career development programmes made available for non-teaching staff during the last three years:

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

5. Furnish the following details for the past three years

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

e. Research development programmes attended by the faculty

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

f. Invited/endowment lectures at the institution

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Any other area (specify the programme and indicate)

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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

a. Self-appraisal
   Yes ☑ No ✗

b. Student assessment of faculty performance
   Yes ☑ No ✗

c. Expert assessment of faculty performance
   Yes ☑ No ✗

d. Combination of one or more of the above
   Yes ✗ No ☑

e. Any other (specify and indicate)
   Yes ✗ No ☑
7. Are the faculty assigned additional administrative work?

Yes ☑ No ☒

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

8 hours / week

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

<table>
<thead>
<tr>
<th>Head of Account</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant-in-aid (from parent body)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fees</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Donation</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Self-funded courses</td>
<td>1,20,76,3381/-</td>
<td></td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>6,56,729/-</td>
<td></td>
</tr>
<tr>
<td>(Admission, interest etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Expenditure statement (for last two years)

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sanctioned Budget</td>
<td>1,09,80,000/-</td>
<td>1,25,00,000/-</td>
</tr>
<tr>
<td>% spent on the salary of faculty</td>
<td>50.06</td>
<td>52.64</td>
</tr>
<tr>
<td>% spent on the salary of non-teaching employees</td>
<td>15.68</td>
<td>14.776</td>
</tr>
<tr>
<td>% spent on books and journals</td>
<td>2.68</td>
<td>2.01</td>
</tr>
<tr>
<td>% spent on developmental activities (expansion of building)</td>
<td>12.52</td>
<td>16.58</td>
</tr>
<tr>
<td>58% spent on telephone, electricity and water</td>
<td>1.22</td>
<td>4.24</td>
</tr>
<tr>
<td>% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.</td>
<td>8.81</td>
<td>5.86</td>
</tr>
<tr>
<td>% spent on maintenance of equipment, teaching aids, contingency etc.</td>
<td>5.65</td>
<td>1.68</td>
</tr>
<tr>
<td>% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)</td>
<td>1.6</td>
<td>0.91</td>
</tr>
<tr>
<td>% spent on travel</td>
<td>0.75</td>
<td>0.29</td>
</tr>
<tr>
<td>Any other (specify and indicate)Transferred to funds</td>
<td>1.03</td>
<td>1.03</td>
</tr>
<tr>
<td>Total expenditure incurred</td>
<td>1,09,72,296/-</td>
<td>1,23,04,393/-</td>
</tr>
</tbody>
</table>
10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

<table>
<thead>
<tr>
<th>Surplus in Rs.</th>
<th>Deficit in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I --</td>
<td>2,70,528</td>
</tr>
<tr>
<td>II --</td>
<td>474,327</td>
</tr>
<tr>
<td>III 4,28,717</td>
<td>--</td>
</tr>
</tbody>
</table>

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

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

13. ICT/Technology supported activities/units of the institution:
- Administration: Yes ☑ No ☒
- Finance: Yes ☑ No ☒
- Student Records: Yes ☑ No ☒
- Career Counselling: Yes ☑ No ☒
- Aptitude Testing: Yes ☑ No ☒
- Examinations/Evaluation/Assessment: Yes ☑ No ☒
- Any other (specify and indicate): Yes ☒ No ☒
14. Does the institution have an efficient internal co-coordinating and monitoring mechanism?
   Yes ☑ No ✗

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

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

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

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

19. Are there any ongoing legal disputes pertaining to the institution?
   Yes ✗ No ☑

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?
    Yes ☑ No ✗

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?
    Yes ☑ No ✗
Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanisms?
   Yes ☑   No ☒

2. Do students participate in the Quality Enhancement of the Institution?
   Yes ☑   No ☒

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

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

Percentage of Students in Different Categories

[Graph showing the percentage of students in different categories]
4. What is the percentage of the staff in the following category?

<table>
<thead>
<tr>
<th>Category</th>
<th>Teaching staff</th>
<th>%</th>
<th>Non-teaching staff</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a SC</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>b ST</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>33.33</td>
</tr>
<tr>
<td>c OBC</td>
<td>2</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d Women</td>
<td>7</td>
<td>43.775</td>
<td>2</td>
<td>22.22</td>
</tr>
<tr>
<td>e Physically challenged</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f General Category</td>
<td>14</td>
<td>87.5</td>
<td>5</td>
<td>55.44</td>
</tr>
<tr>
<td>g Any other</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Percentage of Teaching Staff in Different Categories

Percentage of Non-Teaching Staff in Different Categories
What is the percentage incremental academic growth of the students for the last two batches?

<table>
<thead>
<tr>
<th>Category</th>
<th>At Admission</th>
<th>On completion of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Batch I</td>
<td>Batch II</td>
</tr>
<tr>
<td>SC</td>
<td>58.09</td>
<td>58.54</td>
</tr>
<tr>
<td>ST</td>
<td>53.41</td>
<td>56.12</td>
</tr>
<tr>
<td>OBC</td>
<td>56.58</td>
<td>59.78</td>
</tr>
<tr>
<td>Physically challenged</td>
<td>60.93</td>
<td>59.09</td>
</tr>
<tr>
<td>General Category</td>
<td>60.1</td>
<td>60.37</td>
</tr>
<tr>
<td>Rural</td>
<td>56.42</td>
<td>57.95</td>
</tr>
<tr>
<td>Urban</td>
<td>58.22</td>
<td>60.05</td>
</tr>
<tr>
<td>Any other Christians</td>
<td>58.1</td>
<td>57.03</td>
</tr>
</tbody>
</table>

Percentage of Incremental Growth of Students Batch I
Percentage of Incremental Growth of Students Batch II

<table>
<thead>
<tr>
<th>Category</th>
<th>At Admission</th>
<th>On Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>58.54</td>
<td>74.03</td>
</tr>
<tr>
<td>ST</td>
<td>56.12</td>
<td>78.13</td>
</tr>
<tr>
<td>OBC</td>
<td>59.78</td>
<td>77.67</td>
</tr>
<tr>
<td>PWD</td>
<td>59.09</td>
<td>77.40</td>
</tr>
<tr>
<td>General</td>
<td>60.37</td>
<td>79.25</td>
</tr>
<tr>
<td>Rural</td>
<td>57.95</td>
<td>72.36</td>
</tr>
<tr>
<td>Urban</td>
<td>60.05</td>
<td>79.27</td>
</tr>
<tr>
<td>Christians</td>
<td>57.03</td>
<td>78.13</td>
</tr>
</tbody>
</table>
M.Ed. Orientation
B.Ed. Orientation
Part - II
The Evaluative Report
Part II: The Evaluative Report

A. EXECUTIVE SUMMARY

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

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

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

After re-accreditation 2nd Cycle in September 2010, the Management and the faculty of the College introspected on the report and comments of the NAAC Peer Team, and decided to act accordingly. Establishing benchmarks for all qualitative parameters in educational and administrative procedures was the next step taken through an in-house workshop.
The IQAC has kept abreast with all the NAAC defined objectives and core values. It has also attempted to inculcate them into the framework of the college activities. As the core values are action based, the college promoted these student-centric activities at all levels – curricular, co-curricular and extracurricular.

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

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

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

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

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

We have a competent, hardworking and co-operative faculty. This fact is reflected in the research work, consultancy services, extension services, and participation in
various organizations and the excellent results in the examinations and thereafter. Having realized the need for expansion of infrastructural facilities the institution has added sufficient modern technology and equipments.

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

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

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

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

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

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

Thus the quest for quality and excellence after the second accreditation has been more than doubled in the College. It is envisaged that the re-accreditation process 3rd Cycle will be a boost to sustain and enhance the performance of the College.
Seminar on HIV/AIDS
Seminar on Human Rights
B. CRITERION-WISE ANALYSIS

Criterion I: Curricular Aspects

1.1 Curricular Design and Development


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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The institution conducts seminars on value education, and elements of values are incorporated in each of the lessons of faculty members and also of lessons of the student teachers when they go for practice teaching.

- The institution has in its curriculum a two day seminar on “Education for Environmental Sustainability” which is conducted by Taru Mitra, a non-profitable NGO recognized even by the United Nations.

- The institution believes in value education and tries to instill in the students the human values of love, sympathy, tolerance, justice and equality through its teaching-learning process.

- The institution organizes seminars and other activities like: environmental education for sustainability, human rights, HIV/AIDS awareness, Communal harmony, women empowerment and gender equality.

- The institution organizes blood donation camp and other community services like, “Each One Teach One”, Cleanliness Programme and helping differently-abled children of Asha Deep for three days.

- Though the syllabus is given by the university, the teachers by their example too, instill different values in the students.

- ICT has been included as a full paper in the curriculum for equipping the students to compete in the global market.

- Providing health awareness and hygiene to parents of neighbouring government cooperating schools.

- The institution has been practicing Integral Pedagogy Paradigm (IPP) based on Context, Experience, Reflection, Action and Evaluation on a regular basis. This pedagogical paradigm has been in use for more than 450 years from the beginning of the Society of Jesus. This model instills in students values through the stages of reflection and action.

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

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

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

1.2 Academic Flexibility

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

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

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

Some of the institutional practices for reflection are:

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

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

The institution provides much more than what is required by the university syllabus. It provides value-oriented and life-related programmes to the students for a varied learning experience. The institution takes initiatives to prepare the students in developing ICT skills. Further, they are encouraged for community service, cultural activities, sports and games which are organized in a planned manner throughout the calendar year. The learning experiences which are outside the prescribed curriculum are:
• Seminar on HIV/AIDS and learning for life.
• Seminar on Education for environmental sustainability.
• Seminar on women’s empowerment and education of the girl child.
• Seminar on Human Rights.
• Kavi Sammelan (original poetry recitation) on present-day problems.
• Each One Teach One programme.
• Socio-economic, academic and health related survey of a community.
• Blood donation.
• Community services and health awareness.
• Seminar on Emotional Intelligence.
• Coaching in CTET and UGC NET exams.
• Spoken English classes.
• Value-based and child-centred film shows.
• Various cultural functions.
• TB seal campaigns for awareness and contribution.
• Essay competition on Hindi Diwas on National and Social issues.
• Workshop on Personality development and Interview Skills.

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

The institution conducts different programmes for the development of communication skills, ICT skills, life skills, community orientation, social responsibility etc. and are added into the curriculum. Some of the value added programmes are:
• Testing the pre-requisites at the entry point and carrying on development of communication skills (verbal and written) through mentoring and during normal interaction.
• Continuous assignments are given, submitted and corrected by the teachers throughout the session.
• Spoken English classes are arranged in the beginning of the session for two months.
• Seminar on classroom communication.
• Essay competition and Quiz.
• Introduction to computer applications along with internet facilities.
• Social survey.
• Each One Teach One programme.
• Exercise in creative thinking, lateral thinking, decision-making exercises, interpersonal relationship skills, self-awareness processes, coping with stress and emotions are practiced in regular classes. These are developed through House System, Cooperative Learning Groups, various student committees such as excursion committee, sports committee, cultural committee, community service committee etc.
• Each student teacher is required to teach a mini lesson with audio-video recording facility which is reviewed for the fellow-student teachers in the presence of the method teacher for feedback and improvement thereafter.
• Community orientation is given through community service, ‘each one teach one’ programme, Blood Donation Camp and HIV/AIDS seminar, seminar on Human Rights, Seminar on Women Empowerment, seminar on Communal Harmony, Craft and ICT skills, interaction with differently-abled children and awareness programmes for parents.
• Social responsibility is developed by giving opportunities to organize all the curricular and co-curricular activities with the teacher in the background (This is done through house system by rotation. The houses are Aurobindo House, Gandhi House, Tagore House and Zakir House.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?
   i. Interdisciplinary/Multidisciplinary
   ii. Multi-skill development
   iii. Inclusive education
   iv. Practice teaching
   v. School experience / internship
   vi. Work experience /SUPW
   vii. Any other (specify and give details)

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

i. Education as a discipline is in itself multi-disciplinary. The curriculum is composed of Philosophical, sociological and psychological foundations of
education along with the elements of ICT and educational technology so as to make the curriculum updated. Educational Management as a part of the curriculum includes scientific, humanistic, sociological and psychological aspects in it.

ii. The curriculum takes care of all-round development of the student teachers through its classroom teaching, seminars, workshops, debates, Kavigoshthi (Cognitive), sports, dance, music, drawing, painting, preparation of maps and charts, PowerPoint presentation (Psycho-motor) prayer and meditation (spiritual) and decoration, Rangoli, etc., (aesthetic) self-management of different activities and programme (leadership training), blood donation (community service) and charity during calamities (empathy). Attempts are made to keep and maintain democratic climate in the institution.

iii. Aspects of inclusive education have been incorporated into the system by providing reservation of seats for the socially disadvantaged and differently-abled admission seekers, though they have to qualify and compete within their respective groups. The institution also provides direct experiences with differently-abled children of Asha Deep.

iv. a) Pre-practice session continues from July through September, during which student-teachers are oriented towards hierarchy of educational objectives in the cognitive, affective and psychomotor domains, formulation of general and specific objectives, orientation and practice in core-teaching skills through small practice sessions with review and feedback from the peers and the method teachers. Then follows the development of lesson plans and demonstration lesson by the method teachers. Now the student-teachers give their criticism lessons which are criticized by the peer group and the method teachers. They are ready now for practice teaching and internship.

b) Practice teaching is an integral part of B.Ed. Eighteen cooperating schools are scheduled with different number of student teachers for practice teaching. Each group of students comprise of different methods of teaching so that the interest of the school and its children are taken care of. In every school there is a faculty member to supervise and help the students by creating a good rapport with the school management and the staff. The school teacher is required to sit in the classes while the method teachers supervise the lessons by rotation. This takes 6 weeks followed by internship for one week. The teaching by student-
teachers is appreciated by the students of the school, the school teachers and the Principal. The school students are so happy with our student teachers that they request the student teachers to get appointed in their school. It gives us pride and pleasure to see that many student-teachers are invited by the management to join as teachers in their respective practice teaching schools after the session ends in the college. Many of them oblige the management by joining their institution after the second terminal examination in April.

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

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

vi. The students are encouraged to use and reuse materials for teaching judiciously. In making aids they are motivated to use discarded materials like calendar. Besides, in craft also use of waste materials is encouraged. The students are required to do needle work, gardening and craft. In addition to these the trainees are provided computer training for twenty hours including theory classes and practicals.

a. The student teachers teach one child for two months who either has dropped or lapsed into illiteracy or is an out-of-school child.

b. They go for a survey of 10 families, collect data with regard to family size, education, economic status and health-status. Based on the data, they write a case study.

c. They complete a project on "Bio-socio-academic and educational background" of the student-teachers of the session.
   This trains them in the art and science of data collection, analysis, interpretation and generalization.

d. They do the following three practicals in Psychology.
   i. Achievement Motivation
ii. Intelligence and

iii. Personality

e. They also compare inter-subject differences and sex differences in achievement.

f. There is provision of mentoring and guidance of the slow-learners, average learners and advanced learners.

g. There is provision of spoken English for those who are weak in communicative English.

h. Special guidance is given in Hindi grammar and composition.

i. There is a provision of three content tests in each of the method subjects.

j. There is a provision of class tests in the theory papers.

k. There is a provision of two internal semester tests in December and April.

l. There is a provision of educational excursion and picnic.

m. Seminars and workshops are organized on the following:

   1. Microteaching
   2. Integral Pedagogical Paradigm (IPP)
   3. Environmental Education
   4. Human Rights
   5. Audio Visual Aids
   6. Classroom Communication
   7. Empowerment of Women
   8. Co-operative Learning
   9. Learning Styles
   10. Bloom’s Taxonomy
   11. Joyful Learning
   12. Workshop on Gender Sensitization
   13. HIV/AIDS
   14. Emotional Intelligence
   15. Class Room Climate

n. Community awareness programme

o. Blood Donation camp

p. Poster- making competition

q. Seminar reading
1.3 Feedback on Curriculum

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

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

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

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

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

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

e) Academic peers
Through regular staff meetings we get feedback on curriculum

f) Community
Feedback on curriculum from the community is reflected on the rush and pressure for admission in our college and the parents’ response that our curriculum is excellent.
2. **Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.**

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

a. The syllabus was made for the semester system. Since other colleges wanted to go back to year system, the syllabus had to be reworked. Our Principal being the Dean, in 2013 the syllabus was reworked and a new syllabus was prepared removing the anomalies found in the previous one.

b. Educational Psychology has been made a full paper.

c. ICT has been added as a full paper.

d. Thirty percent of the marks has been earmarked for internal assessment.

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

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

1.4 **Curriculum Update**

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

New Syllabus was introduced by the University in 2012. The institution shifted its affiliation from Magadh University to Aryabhatta Knowledge University, Patna from 2012-2013. Under the new University in 2012 the institution prepared new syllabi for both B.Ed. and M.Ed. courses. These syllabi were based on NCTE's...
curriculum framework 2010 and the different syllabi of other universities. The papers were reorganized for semester system by including new trends and doing away with the excess load of studies. But this could not be fully implemented as other affiliated colleges needed more time to prepare themselves for this change and so the B.Ed. course was reverted to non-semester system. But the M.Ed. course remained on semester system.

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

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

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

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

1.5 Best Practices in curricular Aspects

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

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

- Active participation of IQAC in quality enhancement.

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Student feedbacks and self-appraisals, peer appraisals and Principal appraisals are done regularly.

Well-wishers' feedback, cooperating schools feedback and academic experts' feedbacks are collected, analyzed and action taken.

The institution organizes National seminars and International conference and workshops.

Faculty members are motivated to attend seminars and workshops.

Some faculty members act as resource persons.

The faculty members are required to plan their lessons with achievable behavioural objectives and evaluating at the end of the lesson.

The teaching session, as far as possible, has been participatory and interactive.

Technical and clerical assistance is provided to staff.

Support staff help out our teaching faculty. Some teachers provide handouts to trainees to help better learning.

Regular home assignments are given and evaluated with feedback and guidance for improvement.

The student-teachers have to take three content tests in their method subjects prior to practice teaching.

They have to take two internal examinations one in December and the other in April. This keeps them engaged in self-study and taking guidance for better preparation from the concerned teachers.

They have to present seminar papers on the topic given to them by the teachers.

They remain in constant touch with library for self-preparation for classroom interaction, seminars and examination.

In some of the papers they start with class test after two months of teaching.

Weekly mentoring is done.

The faculty members are available for six hours in their rooms and the students make use of their expertise.

Quiz Competitions, Essay Competitions, Kavi Goshthi, Seminars and Workshops on various themes are organized as specified in the prospectus.
The International Encyclopedia of Education and Dissertation Abstracts International added to the library are other measures taken by the institution to enhance curricular quality.

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

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

Additional Information provided by Institution for Re-accreditation

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

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

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

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

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

2.1 Admission Process and Student Profile

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

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

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

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

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

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

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

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

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

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

- **Christian Minority**: 50%
- **Socially disadvantaged**: 25%
- **General**: 25%
- **Differently-abled**: 3% from within the category to which s/he belongs.
- **Sports personnel**: 2% from within the category to which s/he belongs.
4. **Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

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

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

5. **Is there a provision for assessing student’s knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.**

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

2.2 **Catering to Diverse Needs**

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

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

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

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

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

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

- Different methodologies are used in teaching to elicit responses from under-achievers.
- Teachers use PowerPoint presentations for effective communication with the students.
- Mentoring helps the teachers to come to know the students better and resolve the problem if any.
- Tutorial classes and Remedial teaching are organized so that the weaker students are helped to cope with the rest of the class.
- Group Discussions and Cooperative Learning is a common phenomenon in the college.
- Administers “Study Habit” and “Learning Styles” inventories to know students’ diverse learning styles.
- Caters to the needs of differently-abled students.
3. **What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**

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

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

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

Teacher educators are appointed after a thorough screening by a panel of selectors. The candidates are tested on their subject knowledge and other personal qualities. The newly recruited teacher educator is kept on probation for one year and is regularized only after s/he is adjudged as a good performer. The teacher educators are to deepen their understanding of the vision and mission of the college where this is an inbuilt and conscious value and by imbibing this value in the lived out reality of College practice. Our teachers are well-qualified and know their subject matter well. Besides, all the teacher educators have been sent for some in-service training programme to update themselves. The facilities in the library and Wi-Fi internet connectivity help the teacher educators to be more knowledgeable and sensitive to the diverse needs of students. They carry on research activities, supervise project work of the undergraduate students and dissertations of the post-graduate students.
5. **What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?**

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

2.3 **Teaching-Learning Process**

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

   Through the prospectus the student-teachers are let known in the beginning that they will have a system of comprehensive continuous evaluation. They turn themselves into active learners by adopting the following approaches:
• They are sensitized into the system through an orientation programme in which each curricular and co-curricular activities are explained.

• This is followed by seminars on:
  a. Taxonomy of educational objectives in the
     i. Cognitive domain
     ii. Affective domain and
     iii. Psychomotor domain
  b. This is followed by workshops on formulation of specific objectives in the three domains.
  c. Following this, seminars and workshops on microteaching are undertaken. In the workshop the student-teachers work on formulation of questions at different levels i.e. lower level, middle level and higher level questions. Lesson planning is done with skills on set-induction, closure, reinforcement, use of blackboard and audio-visual aids and stimulus variation.
  d. This is followed by demonstration lessons by the method teachers.
  e. The student-teachers are now ready for mini-lesson plan for practicing different teaching skills (set induction, questioning, reinforcement, stimulus variation, communication, and cognitive and instructional closure). The mini-lesson of each of the student teachers is audio-video taped for review by the peers and the method teachers.
  f. Now the student-teachers start taking criticism lessons. They get feedback from the peers and the method teachers. They are allowed to repeat the lessons for improvement.
  g. By this time they have also taken one class test and 3 content tests in the two methodologies and have completed and submitted one project report and one practical report in educational psychology.
  h. By October, the student teachers are allotted schools for practice teaching, where they complete 40 lessons, 20 each in every method. This is followed by a week-long internship.
  i. After coming back from practice teaching and internship the student-teachers prepare themselves for the 1st semester examination to be held in December.
  j. The results are given in January and they proceed with theory classes, computer classes and practical classes in computer, seminar reading, sports practice and
arrangement of educational excursion. This continues till March 31 which is followed by second semester (internal) examination in April.

k. After the internal exams in April they go for community service, parent-teacher meet in schools. Blood donation camp is organized in the college.

l. During the year in between they organize functions and cultural programmes on Interface (Freshers’Day), Teachers’ Day (Sept 5) College Day (Dec. 3) and Christmas get-together (December 20).

m. Throughout the academic session they have seminars, workshops, quiz competition, kavi goshthi, poster competition, essay competition etc.

n. There is provision of mentoring and tutorial based on the need of different types of learners (slow, average and advanced).

o. There is an opportunity for seminar reading by the student teachers for which 25 groups are formed (4 in each group). Each group is assigned a curricular topic. They are required to present the paper to the whole section, Section A and Section B. For M.Ed. students there are individual seminar reading, role-plays on social issues, presentation of projects and group discussions.

p. There is also an in-built programme for pairing of student teachers. An advanced learner is paired with a slow learner for peer-enabled study.

- The library is open from 9.00 A.M. till 4.30 P.M. and it is used regularly by the teachers and the students. Continuous home assignments, project work, case study etc. are given and the students are advised to use the library.

- Wi-Fi Internet Connectivity is made available for students for surfing and downloading learning materials.

- Individual and group projects, simulation, peer teaching, role-playing, internships and practicum are part of the curriculum.

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

Through different teaching methods, cooperative learning, project works in groups, the institution makes learning student-centric. The emphasis is on individual action and operation and personal feedback and exposure to public activity in front of a group. Students acquire life skills through group activities, cultural programs,
3. **What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and used.**

During microteaching, students acquire the skills of introducing a lesson, of explaining, illustrating, of reinforcement, probing questions, writing of specific objectives, use of audio-visual aids etc. for ensuring instructional skills. The teachers use PowerPoint Presentations, OHP, internet, feedback from students and handouts for group discussions to ensure effective learning experiences. The systematic teaching model as suggested by Popham and Baker and interactive model as suggested by Flanders are used. Audio-video recording of student teachers’ lessons are reviewed by peers and method teachers. Cooperative learning and peer tutoring are significant innovations.

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

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

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

Yes, the student teachers use micro-teaching technique for developing teaching skills. The skills practiced are writing of specific objectives, set induction, questioning techniques, reinforcement, stimulus variation, use of blackboard, use of TLMs, completeness of communication and closure. The students take two lessons...
per skill. The ultimate aim of simulation is to make the student teacher aware of his/her own behaviour patterns displayed in the class, and of the consequence and relevance to teaching-learning.

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

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

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

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

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

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

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

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

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

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

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

The college recognizes the importance of ICT in teacher education programmes – PowerPoint Presentations, OHP, slide projections and films supplement teaching. All efforts are made to make it a regular practice. Our trainees are given hands-on experience in using Smart Classes. Every school does not have the facilities or provisions for use of technology in practice teaching. But some schools have smart class rooms and some of our students make use of these smart classrooms in
teaching their lessons. Those who are not prepared to make use of these smart classes observe the use of these technology based classrooms. But surely they do not enter the classrooms without teaching aids which help the students in meaningful conceptualization.

2.4 Teacher Quality

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

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

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

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

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

   There is a part in the lesson plan sheet for evaluation of the student teacher by the observer/subject teacher. At the end of the lesson the lesson plan is evaluated along with the performance of the student teacher and given back to the student-teacher for feedback and improvement. The student teacher tries to improve upon the shortcomings in the next lesson. The coordinating faculty member also follows up with these observations and help on the spot for improvement. The areas of observation are:
a. Rapport with the class, teacher-pupil interaction, personality.
b. Motivating pupils for class participation
c. Clarity of purpose of teaching the particular unit.
d. Presentation of content, matter of the unit
e. Exposition through narration, explanation, demonstration etc.
f. Questioning technique
g. Blackboard work throughout the lesson
h. Illustration, sketches on blackboard, aids, projects etc.
i. Drill, revision, application, exercises etc, play-way method.
j. Bridging the unit with the next in order and
k. Overall impression.

This is the feedback mechanism followed by the institution.

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

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

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

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

It is much more important for the faculty to keep pace with the recent developments in the school subjects and teaching methodologies. Our faculty participates in a number of seminars, workshops and conferences, journals, magazines, NCERT books, and NCTE journals to update themselves on the recent developments in the school subjects and teaching methodologies besides self-updating through books and internet browsing. Once they are updated the new developments in the school subjects and teaching methodologies are passed on to the student teachers through college seminars and workshops especially in method classrooms.
6. **What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)**

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

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

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

2.5 **Evaluation Process and Reforms**

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

- Through the process of continuous evaluation the barriers to the students are identified communicated and addressed.
- The ambience of institution is kept conducive and sharing for learning. The student-teachers are often seen taking academic guidance from the teachers in the verandah, in their rooms and even in the sports field.
In order to minimize the barriers to student learning, the institution insists on quality teaching and use of modern technology like computers, LCD projectors, OHP and Dish TV and Social sites.

Students have access to all the facilities in the college.

Through mentoring and tutorial classes, barriers to student learning are addressed.

The infrastructure of the college is also more than what is required by the NCTE.

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

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

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

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

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

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


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

- The significant innovations in teaching/learning/evaluation introduced by the institution are cooperative learning, projects by students, group study and presentation by students, internal semester examinations, class tests, adoption of IPP, systematic and interactive models of teaching, cooperative learning style, peer evaluation and peer tutoring are the significant innovations in teaching, learning and evaluation introduced by the institution.
- The institution makes arrangement for the audio-video recording of a lesson of each student teacher and is reviewed by peers and the method teacher. This is part of the pre-practice teaching preparation.
- The student-teachers are kept engaged in assessment evaluation - feedback-guidance mechanism which changes their attitude toward study and teaching with confidence.
- The institution has resource centres in all the Science, Mathematics, Social Science and Language subjects which help the students in developing TLM.
- The encouragement of the use of computerized teaching aids has enhanced the quality of teaching as young people adapt quickly to new technologies and can use them to enhance the teaching-learning experience.

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

   The institution follows the following pattern of delivery of instruction.
   a) Context -Specific Objectives-Instruction-Reflection-Action-Evaluation
   b) Principles of complete communication is followed
   c) Use of ICT in assisting their teaching with PowerPoint Presentations.

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

### Additional Information provided by Institution for Re-accreditation

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

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

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

   For quality sustenance and enhancement the institution has undertaken the following measures:
   - Regular supervision and feedback by Principal sustains the quality of Teaching-Learning and Evaluation.
• New and more computers with internet Wi-Fi connectivity help in enhancement of teaching learning and evaluation.
• Audio-video recording of lessons of student teachers is done and reviewed by peers and method teacher before practice teaching.
• The management has become very active in having dialogue with the teaching faculty, support staff and student teachers on various issues related to quality sustenance and enhancement.
• The Provincial head has also started visiting the institution for a meeting with the Principal, the faculty, the support staff and the student teachers and invites suggestions for improvement. This gesture of the Provincial head reinforces the spirit of one and all.
• The frequency of staff meeting has been increased to five to six times a year.
• College evaluation by the XLRI team on the occasion of its Silver Jubilee to assess quality sustenance and enhancement measures undertaken by the institution.
Environment Education
Community Service
Community Service
Each One Teach One
Quiz Competition
Kavi Goshthi
Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

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

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

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

The thrust areas of research prioritized by the institution are:
- Educational Technology
- Educational Sociology
- Educational Psychology
- Environmental Education
- Teacher Education
- Improvements and innovations in teaching
- Quality in education
- Women and girl education
- Value education
- Peace education
- Science education

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

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

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

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

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

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Seminar</th>
<th>Date</th>
<th>Participants</th>
<th>Resource Person/Institution</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>International Conference on Expanding Jesuit Higher Education Network: Collaborations for Social Justice, Melbourne, Australia</td>
<td>7-10 July, 2015</td>
<td>Dr. Fr. Thomas Perumalil, S.J.</td>
<td>Australian Catholic University, Melbourne, Australia</td>
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<tr>
<td>2</td>
<td>Seminar Cum Workshop on &quot;Transformational Teaching&quot;</td>
<td>14-16 May, 2015</td>
<td>All teachers except PS &amp; MS</td>
<td>St. Xavier's College &amp; SXCMT, Digha Ghat, Patna</td>
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<td>3</td>
<td>Seminar on Knowledge Society for Sustainable Development A multi</td>
<td>11-12 April, 2015</td>
<td>All teachers of SXCE</td>
<td>St. Xavier's College &amp; SXCMT, Digha Ghat, Patna</td>
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<td>interdisciplinary perspective:</td>
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<td>4</td>
<td>NAAC Sponsored National Seminar on &quot;Teaching Strategies to Enhance</td>
<td>27-28 March, 2015</td>
<td>All teachers except VS &amp; VKS</td>
<td>IQAC of Loyola College of Education, Jamshedpur at XLRI</td>
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<td></td>
<td>Innovative Learning Process</td>
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<td>Jamshedpur</td>
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<td>5</td>
<td>National Workshop on &quot;Innovation: Curriculum, Teaching and Instruction</td>
<td>4-6 March, 2015</td>
<td>Mr. Sushil Kumar Singh</td>
<td>Centre for Education Beyond Curriculum Christ University,</td>
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<td>for Teachers of Professional and Technical Institution&quot;</td>
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<td>Bangalore</td>
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<td>6</td>
<td>Workshop on preparation of syllabus for B.Ed. course as per NCTE</td>
<td>28 Feb., 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>AKU, Patna</td>
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<td>Regulation, 2014</td>
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<td>7</td>
<td>Orientation Workshop on &quot;Teacher Education Regulations 2014, Norms and</td>
<td>21-22 Feb. 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>NCTE ,Bhubaneswar</td>
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<td>Standards and New Curriculum Frameworks&quot; for affiliating bodies and</td>
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<td>principals</td>
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<td>8</td>
<td>Triennial Conference &amp; general Body Meeting of Member Institutions of</td>
<td>29-31 Jan, 2015</td>
<td>Fr. Thomas Perumalil, S.J.</td>
<td>Christ University, Bangalore</td>
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<td>AIACHE</td>
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<td>9</td>
<td>NAAC Assessors Workshop</td>
<td>20-21 October, 2014</td>
<td>Dr. Anthony Raj, S.J.</td>
<td>NAAC Headquarters, Bangalore</td>
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<td>10</td>
<td>Seminar of Xavier Board of Higher Education in India on Transference of</td>
<td>24 - 26 October, 2014</td>
<td>Fr. Thomas Perumalil, S.J.</td>
<td>Pallottine Animation Centre, Nagpur</td>
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<td>the Joy of Gospel</td>
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<td>11</td>
<td>IO7 SOUL 2.0 (Library) training programme</td>
<td>2-6 Sept, 2014</td>
<td>Mr. Rajesh Kumar &amp; Mr. Vijay</td>
<td>Gandhi Nagar</td>
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<td>Khalkho</td>
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<tr>
<td>12</td>
<td>National Seminar on Impact of Technology on Society: Issues and Challenges</td>
<td>12 &amp; 13 April, 2014</td>
<td>All our Faculty</td>
<td>St. Xavier's College &amp; SXCMT, Digha Ghat, Patna</td>
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<tr>
<td>13</td>
<td>Workshop on Development of Communication Skills, Computer Applications and Stress Busting Proficiency (Staff training) programme</td>
<td>12.01.2014</td>
<td>Mr. Sushil Kr. Singh, Prof. Preeti Sinha, Dr. Madhu Singh, Mr. R.N.R. Majumdar, Deep Kumar</td>
<td>AKU, Patna</td>
</tr>
<tr>
<td>14</td>
<td>International Seminar</td>
<td>16-18 Nov., 2013</td>
<td>Mr. Sushil Kr. Singh, Prof. Preeti Sinha, Dr. Madhu Singh</td>
<td>BHU, Banaras</td>
</tr>
<tr>
<td>15</td>
<td>International Seminar of the Jesuit Higher Education Association of South Asia</td>
<td>8-9 November, 2013</td>
<td>Fr. Thomas Perumalil, S.J.</td>
<td>Loyola College of Social Science, Thiruvananthapuram, Kerala</td>
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<tr>
<td>16</td>
<td>Faculty Development Programme</td>
<td>10-12 Oct. 2013</td>
<td>Mr. Deep Kumar</td>
<td>AIACHE, New Delhi</td>
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<tr>
<td>17</td>
<td>National Conference for Vice Chancellors and Principals of Member Institutions &quot;Inspiring Higher Education Institutions for Nation Building Opportunities and Challenges&quot;</td>
<td>1-3 May, 2013</td>
<td>Fr. Thomas Perumalil, S.J.</td>
<td>AIACHE at Christ University, Bangalore</td>
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<tr>
<td>18</td>
<td>XXI Triennial Conference of Xavier Board</td>
<td>27th to 30th April, 2013</td>
<td>Fr. Thomas Perumalil, S.J.</td>
<td>THE XAVIER BOARD OF HIGHER EDUCATION IN INDIA hosted by St. Philomena's College Mysore</td>
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<td>Sl.No.</td>
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<td>19</td>
<td>Institutional Healthy Practices: Opportunities and Strategies</td>
<td>20 February, 2013</td>
<td>Sushil Kumar Singh</td>
<td>IQAC, Patna Women's College, Patna University</td>
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<tr>
<td>20</td>
<td>National Workshop on Data Analysis for Social Sciences (DASS)</td>
<td>31 -Jan. to 2 Feb. 2013</td>
<td>Fr. Thomas Perumalil, S.J., Principal</td>
<td>Dept. of Management Studies, Kristu Jayanti College, Mysore</td>
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<td>21</td>
<td>Orientation Programme for Academic Counsellors</td>
<td>22-23 Nov.2012</td>
<td>Mr. Deep Kumar</td>
<td>IGNOU, Patna</td>
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<tr>
<td>22</td>
<td>International Ecology Project, Conference of the Jesuit Higher Education Association South Asia,</td>
<td>12-14 October, 2012</td>
<td>Fr. Thomas Perumalil, S.J., Principal</td>
<td>Dhyan Ashram, Kolkata,</td>
</tr>
<tr>
<td>23</td>
<td>The teacher Ethics &amp; Role in the All Round Development of the Child</td>
<td>3-4 Sept. 2012</td>
<td>Ms. Vijay Shree</td>
<td>Women's Training College, P.U., Patna</td>
</tr>
<tr>
<td>25</td>
<td>Workshop for young Lecturers of Christian Colleges in India towards developing fundamental Leadership among Young College Teachers</td>
<td>17-18 July, 2012</td>
<td>Mr. Deep Kumar</td>
<td>AIACHE, New Delhi</td>
</tr>
<tr>
<td>27</td>
<td>&quot;Educational Technology in Teaching and Learning: Prospects and Challenges&quot;</td>
<td>3rd March, 2012</td>
<td>Prof. Preeti Sinha &amp; Dr. Madhu Singh, Mr. Majumdar &amp; Mr. Deep Kumar</td>
<td>Dept. of Education, Patna Women's College, Patna</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Seminar</td>
<td>Date</td>
<td>Participants</td>
<td>Resource Person/Institution</td>
</tr>
<tr>
<td>-------</td>
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<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>29</td>
<td>“Different roles of Women in the society&quot;</td>
<td>30-31 January, 2012</td>
<td>Dr. Shashi Rao &amp; Mr. Deep Kumar</td>
<td>J.D. Women's College, Patna</td>
</tr>
<tr>
<td>30</td>
<td>&quot;Education in the Background of Social Justice&quot;</td>
<td>26-27 November, 2011.</td>
<td>Prof. Preeti Sinha, Mr. Sushil Kr. Singh, Dr. Madhu Singh</td>
<td>Dept. of Philosophy, J.D. Women's College, Patna</td>
</tr>
<tr>
<td>33</td>
<td>Research Methodology through ICT using Edusat Network</td>
<td>24-25 August, 2011,</td>
<td>Fr. Ignatius, &amp;Sushil Kumar Singh</td>
<td>SCERT, Patna</td>
</tr>
<tr>
<td>34</td>
<td>INFLIBNET: Awareness Workshop for Colleges of Bihar organized by PWC, Patna</td>
<td>18th February, 2011</td>
<td>Prof. (Fr.) Thomas Perumalil, S.J &amp; Mr. Vijay Khalkho</td>
<td>Patna Women's College, Patna University, Patna</td>
</tr>
</tbody>
</table>
### Conferences/ Seminars / Workshops attended by the faculty members

<table>
<thead>
<tr>
<th>Year</th>
<th>Seminars</th>
<th>Workshop</th>
<th>Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Local</td>
<td>National</td>
<td>Inter’l</td>
</tr>
<tr>
<td>2015</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td>2</td>
<td></td>
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<tr>
<td>2013</td>
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<td>2</td>
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<td>2012</td>
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<tr>
<td>2010</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Seminar/ Workshop</th>
<th>Date</th>
<th>Resource Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshop on Microteaching</td>
<td>6-8 August, 2015</td>
<td>Faculty, SXCE</td>
</tr>
<tr>
<td>2</td>
<td>Seminar on Smart Class</td>
<td>24 April, 2015</td>
<td>Educomp, Patna</td>
</tr>
<tr>
<td>3</td>
<td>Seminar on Human Rights</td>
<td>17 February, 2015</td>
<td>Fr. Philip Manthara, S.J. &amp; team</td>
</tr>
<tr>
<td>4</td>
<td>Domestic Violence</td>
<td>10 March, 2015</td>
<td>Smt. Pramila Kumari, Project Manager, Mahila Help Line, Patna &amp; Team</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Seminar/ Workshop</td>
<td>Date</td>
<td>Resource Persons</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>6</td>
<td>Seminar on Working with Emotional Intelligence</td>
<td>21-22 Nov. 2014</td>
<td>Dr. Fr. P. Anthony Raj, S.J.</td>
</tr>
<tr>
<td>8</td>
<td>Visual Aids</td>
<td>6 Sept. 2014</td>
<td>Mr. Jay Prakash, Art Teacher, St. Michael's School</td>
</tr>
<tr>
<td>9</td>
<td>HIV/AIDS</td>
<td>30Aug, 2014</td>
<td>Dr. Ajay Krishna, Dr. Madhu Singh</td>
</tr>
<tr>
<td>10</td>
<td>Integral Pedagogical Paradigm</td>
<td>22-23 August 2014</td>
<td>Frs. Tom Perumalil, S.J., Prof. Preeti Sinha, Fr. Victor Osta, S.J.</td>
</tr>
<tr>
<td>11</td>
<td>Workshop on Microteaching</td>
<td>14-16 July, 2014</td>
<td>Faculty, SXCE</td>
</tr>
<tr>
<td>12</td>
<td>Orientation seminar for students</td>
<td>3-4 July, 2014</td>
<td>Fr. Sushil Sah, S.J., Fr. Nishaant &amp; Faculty, SXCE</td>
</tr>
<tr>
<td>14</td>
<td>Anti-corruption</td>
<td>22 March, 2014</td>
<td>Mr. Sailes, Hindustan Petroleum, Patna</td>
</tr>
<tr>
<td>15</td>
<td>Women Empowerment</td>
<td>8 March, 2014</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Seminar on Human Rights</td>
<td>8 February, 2014</td>
<td>Fr. Philip Manthara, S.J. &amp; team</td>
</tr>
<tr>
<td>17</td>
<td>National Seminar Quality Enhancement in Higher Education through IQAC</td>
<td>1-2 February, 2014</td>
<td>SXCE, Patna</td>
</tr>
<tr>
<td>19</td>
<td>Visual Aids</td>
<td>6 Sept. 2013</td>
<td>Mr. Jay Prakash, Art Teacher, St. Michael's School</td>
</tr>
<tr>
<td>20</td>
<td>HIV/AIDS</td>
<td>31Aug, 2013</td>
<td>Dr. Ajay Krishna, Fr. Andrew SJ, PMCH, Sr. Sarita, SSH</td>
</tr>
<tr>
<td>21</td>
<td>Talk Talent Promotion</td>
<td>28 August, 2013</td>
<td>Employment Alternative Group</td>
</tr>
<tr>
<td>22</td>
<td>Smart Class</td>
<td>24 August, 2013</td>
<td>Educomp&amp; Team</td>
</tr>
<tr>
<td>23</td>
<td>Integral Pedagogical Paradigm</td>
<td>16-17 August 2013</td>
<td>Frs. Tom P, Scaria, Prof. Preeti Sinha, Victor, S.J., Fr. Ignatius</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Seminar/ Workshop</td>
<td>Date</td>
<td>Resource Persons</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>24</td>
<td>Workshop on Microteaching</td>
<td>11-13 July, 2013</td>
<td>Faculty, SXCE</td>
</tr>
<tr>
<td>25</td>
<td>Staff Development programme Revamping teacher student Learning interaction 21st Century (SXCE &amp; SXC staff)</td>
<td>May 20-22, 2013</td>
<td>Dr. (Fr.) Ozzie Mascarenhas, S.J. Chairman: MBA Programmes St. Aloysius (Autonomous) College, AIMIT, Beeri Campus, Mangalore</td>
</tr>
<tr>
<td>26</td>
<td>Gender Sensitization</td>
<td>8th March, 2013</td>
<td>Sr. M. Alka, SND</td>
</tr>
<tr>
<td>27</td>
<td>Seminar on Women's Wellbeing</td>
<td>6th March, 2013</td>
<td>Young Concepts, Mumbai</td>
</tr>
<tr>
<td>29</td>
<td>Seminar on Human Rights</td>
<td>1st Feb., 2013</td>
<td>Fr. Philip Manthara, S.J. &amp; team</td>
</tr>
<tr>
<td>31</td>
<td>Smart Class</td>
<td>17 September, 2012</td>
<td>Edupcomp., Patna</td>
</tr>
<tr>
<td>32</td>
<td>Visual Aids</td>
<td>8 Sept. 2012</td>
<td>Mr. Jay Prakash, Art Teacher, St. Michael's School</td>
</tr>
<tr>
<td>33</td>
<td>Integral Pedagogical Paradigm</td>
<td>31 August &amp; 1 Sept. 2012</td>
<td>Frs. Tom P, Scaria, Prof. Preeti Sinha, Victor, S.J., Fr. Ignatius</td>
</tr>
<tr>
<td>35</td>
<td>Seminar on communal Harmony</td>
<td>6, August, 2012</td>
<td>Prof. Rampuniani &amp; Fr. Philip Manthara</td>
</tr>
<tr>
<td>36</td>
<td>Colloquium on the Ministry of Teaching (for Faculty)</td>
<td>2-3 July, 2012</td>
<td>Mr. P.S. Raj &amp; Fr. Ignatius Topno, SJ</td>
</tr>
<tr>
<td>37</td>
<td>Workshop on Microteaching</td>
<td>12-14 July, 2012</td>
<td>Faculty, SXCE</td>
</tr>
<tr>
<td>38</td>
<td>Women Empowerment</td>
<td>13 March, 2012</td>
<td>Mrs. Pushp Shree, Programme Manager Mahila wing, ‘Action AID’ Bihar, Patna</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Seminar/ Workshop</td>
<td>Date</td>
<td>Resource Persons</td>
</tr>
<tr>
<td>--------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>41</td>
<td>Environment Education for Sustainability</td>
<td>20-21 Jan, 2012</td>
<td>Fr. Robert Athickal &amp; Team, Taru Mitra Ashram, Patna</td>
</tr>
<tr>
<td>42</td>
<td>&quot;Communal Harmony&quot; by</td>
<td>23 November, 2011</td>
<td>Prof. Ram Puniyani</td>
</tr>
<tr>
<td>43</td>
<td>Visual Aids</td>
<td>9 Sept. 2011</td>
<td>Mr. Jay Prakash, Art Teacher, St. Michael's School</td>
</tr>
<tr>
<td>44</td>
<td>HIV/AIDS</td>
<td>27 Aug, 2011</td>
<td>Dr. Ajay Krishna, Fr. Andrew SJ, PMCH, Sr. Francina, HC</td>
</tr>
<tr>
<td>46</td>
<td>Workshop on Microteaching</td>
<td>14-16 July, 2011</td>
<td>Faculty, SXCE</td>
</tr>
<tr>
<td>49</td>
<td>Women Empowerment</td>
<td>8 March, 2011</td>
<td>Mrs. Pushpa Chopra, Programme Manager Mahila Wing, 'Action AID' Bihar, Patna.</td>
</tr>
<tr>
<td>51</td>
<td>Environment Education for Sustainability</td>
<td>1-2 Feb, 2011</td>
<td>Fr. Robert Athickal &amp; Team, Taru Mitra Ashram, Patna</td>
</tr>
<tr>
<td>52</td>
<td>Religion and Social Development</td>
<td>24 Nov., 2010</td>
<td>Dr. (Fr.) M.D. Thomas National Director of the Commission for Religious Harmony, CBCI, New Delhi.</td>
</tr>
<tr>
<td>53</td>
<td>Visual Aids</td>
<td>10 Sept, 2010</td>
<td>Mr. Jay Prakash, Art Teacher, St. Michael's School</td>
</tr>
<tr>
<td>54</td>
<td>HIV/AIDS</td>
<td>28 Aug, 2010</td>
<td>Fr. Andrew SJ, Dr. Ajay Krishna, PMCH, Sr. Francina, HC</td>
</tr>
</tbody>
</table>
### Seminars / Workshops organized by the faculty members

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Seminar/ Workshop</th>
<th>Date</th>
<th>Resource Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>Career Guidance &amp; Counselling</td>
<td>17 July, 2010</td>
<td>Fr. Sushil Sah, S.J. Students' counselor, St. Xavier's, Patna</td>
</tr>
<tr>
<td>58</td>
<td>Microteaching</td>
<td>12-14 July, 2010</td>
<td>Faculty, SXCE</td>
</tr>
</tbody>
</table>

### 3.2 Research and Publication Output

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

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

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

- Charts
- Flash Cards: These are pieces of cards large enough for the whole class to see. These are drawings, magazine cutouts, pictures, written words or numbers. They are called flash cards because they are shown to the class for a short time. The cards help the class to see, and use for a great variety of activities.
Flannel Boards: it is a kind of board which is used to display the materials of instruction for certain period of time. To make this board 36 x 48 or 18 x 24 or of different size of flannel cloth can be placed tightly on the hardboard. The items displayed are pasted with sand paper on its back to make it sticky with the flannel cloth. Optimum use of flannel board ensures effective learning experiences.

OHP Sheets and Transparencies: Overhead transparencies are also very helpful materials for the teachers. Transparencies can be projected with the help of overhead projectors.

Working models
Non-working models
Role Play (Activity Aids)

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

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

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

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

Yes, the teacher educators have developed ICT / technology related instructional materials on different topics to teach in B.Ed. and M.Ed. classes. The students also
develop lessons in the form of PowerPoint presentations as assignment work in various subjects.

The following technology related instructional materials have been developed by the institution in the past 5 years
1. Wikis and Blogs
2. Microteaching
3. Flanders interaction model
4. Bloom’s taxonomy
5. Programmed learning
6. Movie Clips
7. Recorded Lectures

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

a. Organized by the institution

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

b. Attended by the staff

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

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

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

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

Dr. Madhu Singh, Assistant Professor


3. **Teacher Effectiveness of In-Service and Prospective Teachers in relation to their leadership skills**, Journal of research in education, Vol 1 (1), February 2013, St. Xavier’s College of Education, **ISSN 2347-5676**

4. **A Cross Cultural Study Of Level Of Aspiration, Need For Achievement In Relation To Adjustment’**, Anusandhan, **ISSN 0973-0923**, Vol. X11, No.25, 21-23, Dec 2010.

Prof. Thomas Perumalil, S.J.


Prof. Preeti Sinha, Professor


**Dr. Viramjit Singh, Assistant Professor**


**Mr. Sushil Kumar Singh**


3. Teacher Effectiveness of In-Service and Prospective Teachers in relation to their leadership skills, Journal of research in education, Vol 1 (1), February 2013, St. Xavier’s College of Education, ISSN 2347-5676

Mr. Deep Kumar, Assistant Professor


Dr. Nimisha Srivastava, Assistant Professor


**Mr. R.N.Roy Majumdar, Assistant Professor**


2. *Academic Achievement of XI Grade Students in Relation to their Adjustment Level*, Journal of Research in Education, Vol 1 (1), February 2013, St. Xavier’s College of Education, **ISSN 2347-5676**

**Ms. Vijay Shree, Assistant Professor**


**Dr. P. Anthony Raj, S.J.**


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

1. Dr. Shashi Rao: Shankar Dayal Singh Smriti Award for Women Education 12 January, 2011

2. Dr. Thomas Perumalil: Best Principal Award by Private schools Welfare Association, Patna, on 1 March, 2014
7. **Give details of the Minor / Major research projects completed by staff members of the institution in last five years.**

The Minor Research Projects under process are the following:

1. Dr. Thomas Varghese., Creative Thinking and Learning Styles of Tribal and non-Tribal Secondary School Students, Duration: May 2014 – April 2016
2. Dr. Preeti Sinha: An Investigation into Dropouts among Socially Disadvantaged Middle School Students of Bihar.
3. Dr. Madhu Singh: Perception of Elementary School Government Teachers towards Midday Meal Scheme in Bihar.

### 3.3 Consultancy

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

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

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme</th>
<th>Date</th>
<th>Resource Person</th>
<th>Participants / Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deputy Superintendent for CTET Exams</td>
<td>20 September, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>St. Michael’s School, Patna</td>
</tr>
<tr>
<td>2</td>
<td>External Examiner for B.Ed. Practical Examination</td>
<td>2-3 September, 2015</td>
<td>Mr. Sushil Kumar Singh</td>
<td>Basundhara TTC and Paramount TTC, Muzaffarpur</td>
</tr>
<tr>
<td>3</td>
<td>External Examiner for B.Ed. Practical Examination</td>
<td>1 September, 2015</td>
<td>Mr. Sushil Kumar Singh</td>
<td>Tapindu Institute of Higher Studies, Patna</td>
</tr>
<tr>
<td>4</td>
<td>External Examiner for B.Ed. Practical Examination</td>
<td>31 August, 2015</td>
<td>Mr. Sushil Kumar Singh</td>
<td>Meena Singh Institute of Higher Studies, Patna</td>
</tr>
<tr>
<td>5</td>
<td>School Evaluation and Assessment</td>
<td>14 August, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>VimalaVidyalaya, Bahkhtiarpur, Patna</td>
</tr>
<tr>
<td>7</td>
<td>Inspection for affiliation to AKU for BCA.</td>
<td>19 June, 2015</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>St. Xavier’s College of Management and Technology, Digha</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Programme</td>
<td>Date</td>
<td>Resource Person</td>
<td>Participants / Institution</td>
</tr>
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</tr>
<tr>
<td>8</td>
<td>Inspection for NOC for starting B.Ed.</td>
<td>6 June, 2015</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Verma College of Education, Patna City</td>
</tr>
<tr>
<td>9</td>
<td>Inspection for NOC for starting B.Ed.</td>
<td>6 June, 2015</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Sadaquat Ashram College of Education, Patna City</td>
</tr>
<tr>
<td>10</td>
<td>Resource person for seminar on Faculty Engaging Model</td>
<td>4-5 June, 2015</td>
<td>Dr. Anthony Raj, S.J.</td>
<td>Teachers, St. Xavier's School, Deesa, Gujarat</td>
</tr>
<tr>
<td>11</td>
<td>External Examiner for B.Ed. Practical Examination</td>
<td>4 July 2014</td>
<td>Mr. Sushil Kr. Singh</td>
<td>Tapindu Institute of Higher Studies, Patna</td>
</tr>
<tr>
<td>12</td>
<td>Resource person for 3 days Workshop for Mathematics Teachers of Secondary Classes</td>
<td>June 8 - 10, 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>DAV Public School, Patna</td>
</tr>
<tr>
<td>13</td>
<td>Inspection for NOC for starting B.Ed.</td>
<td>28 May, 2015</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Kalidas College of Education, Bihta</td>
</tr>
<tr>
<td>14</td>
<td>Inspection for NOC for starting B.Ed.</td>
<td>27 May, 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>S.N.B. College of Education, Sohara, Amhara, Bihta</td>
</tr>
<tr>
<td>15</td>
<td>Inspection for NOC for starting B.Ed.</td>
<td>27 May, 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>Chanakya Teachers Training College, Koilwar, Bhojpur, Bihar</td>
</tr>
<tr>
<td>16</td>
<td>Inspection for NOC for starting B.Ed.</td>
<td>22 May, 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>IndrakaliRamjee Singh B.Ed. College, Koiladewa, Gopalganj.</td>
</tr>
<tr>
<td>17</td>
<td>Resource person for seminar on Being a Mom to my class</td>
<td>16 May, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>Teachers, St. John's Academy, Kankarbagh, Patna</td>
</tr>
<tr>
<td>18</td>
<td>Selection of Faculty members</td>
<td>15 May, 2015</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>KamlaBhubneshwar B.Ed. College, Begusarai</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Programme</td>
<td>Date</td>
<td>Resource Person</td>
<td>Participants / Institution</td>
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<tr>
<td>19</td>
<td>Resource person for seminar on Psycho-spiritual dynamics of Jesuit Education</td>
<td>13 May, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>Teachers, St. Michael's School, Patna</td>
</tr>
<tr>
<td>20</td>
<td>Resource person for seminar on Limbic system of the Brain</td>
<td>09 May, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>Teachers, St. Michael's School, Patna</td>
</tr>
<tr>
<td>21</td>
<td>Selection of Faculty members</td>
<td>2 May, 2015</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Chanakya Foundation, Khagaul, Patna</td>
</tr>
<tr>
<td>22</td>
<td>Resource person for seminar on Triune Brain: Making synapsis</td>
<td>25 April, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>Teachers, St. Michael's School, Patna</td>
</tr>
<tr>
<td>23</td>
<td>Pre-Regency Programme for Jesuit Scholastics</td>
<td>21-24 April, 2015</td>
<td>7 of our Teachers</td>
<td>NavJyotiNiketan, Patna</td>
</tr>
<tr>
<td>24</td>
<td>Resource person for seminar on Neuroscience</td>
<td>18 April, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>Teachers, St. Michael's School, Patna</td>
</tr>
<tr>
<td>25</td>
<td>NAAC Peer Team Visit</td>
<td>8-9 April, 2015</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>D.D. Jain College of Education, Ludhiana</td>
</tr>
<tr>
<td>26</td>
<td>Resource Persons for Dealing with Digital Learners</td>
<td>25 Jan. to 5 April, 2015</td>
<td>Dr. Thomas Perumalil, Dr. P.Anthony Raj, Shri, Sushil K. Singh, Dr. Vikramjit Singh</td>
<td>School Teachers of Patna</td>
</tr>
<tr>
<td>27</td>
<td>Resource person for academic orientation programme on Appreciative Inquiry</td>
<td>14 March, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>Teachers, St. Anthony School, Cuttack</td>
</tr>
<tr>
<td>Sl. No.</td>
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<td>Date</td>
<td>Resource Person</td>
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<tr>
<td>28</td>
<td>Resource person for seminar on Appreciative Inquiry with EQ perspective</td>
<td>11-12 March, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>Teachers, St. Xavier's School, Purulia and Balrampur</td>
</tr>
<tr>
<td>29</td>
<td>Resource person for academic orientation program</td>
<td>10 March, 2015</td>
<td>Dr. P. Anthony Raj, S.J.</td>
<td>Teachers, Sacred Heart School, Adra</td>
</tr>
<tr>
<td>31</td>
<td>Resource person for preparation of Syllabus for B.Ed. course as per NCTE regulations 2014</td>
<td>28 Feb, 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>AKU, Patna</td>
</tr>
<tr>
<td>32</td>
<td>Inspection of Chanakya Foundation, Patna</td>
<td>28 March, 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>Chanakya Foundation (B.Ed. Course)</td>
</tr>
<tr>
<td>33</td>
<td>Resource person for faculty selection</td>
<td>20 February, 2015</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Chanakya Foundation (B.Ed. Course), Khagaul, Patna</td>
</tr>
<tr>
<td>35</td>
<td>External Examiner for +2 students</td>
<td>11 February, 2015</td>
<td>Mr. R.N.RoyMajumdar</td>
<td>Don Bosco Academy, Patna</td>
</tr>
<tr>
<td>36</td>
<td>Selection of Faculty members</td>
<td>18 January, 2015</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Bhagwati Singh Memorial B.Ed. Mahavidhyalay, Jigna, Kaimur</td>
</tr>
<tr>
<td>37</td>
<td>Inspection for Fresh affiliation from AKU.</td>
<td>17 January, 2015</td>
<td>Dr. Vikramjit Singh</td>
<td>Bhagwati Singh Memorial B.Ed. Mahavidhyalay, Jigna, Goi, Kaimur, Bhabhua.</td>
</tr>
<tr>
<td>38</td>
<td>External Member of U.G. Vocational Moderation Board of Patna University</td>
<td>13 Jan., 2015</td>
<td>Ms. Vijay Shree</td>
<td>P.G. Department, Patna University</td>
</tr>
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<td>Sl. No.</td>
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<td>41</td>
<td>NAAC Peer Team Visit</td>
<td>17-18 Oct., 2014</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Dept. of Teacher Education, L.N. College, Firozabad, UP</td>
</tr>
<tr>
<td>42</td>
<td>NAAC Peer Team Visit</td>
<td>15-16 Sept. 2014</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Dept. of Teacher Education, Muslima Girls Degree College, Karula, UP</td>
</tr>
<tr>
<td>43</td>
<td>External Examiner for B.Ed. Practical Examination</td>
<td>5 July, 2014</td>
<td>Dr. Madhu Singh</td>
<td>Tapindu Institute of Higher Studies, Patna</td>
</tr>
<tr>
<td>44</td>
<td>In-service Orientation Programme</td>
<td>24 June, 2014</td>
<td>Mr. Deep Kumar</td>
<td>Teachers, Anand Bhawan School, Barabanki, UP</td>
</tr>
<tr>
<td>45</td>
<td>Inspection for Extension of Affiliation</td>
<td>8 June, 2014</td>
<td>Mr. R.N. Roy Majumdar Shri</td>
<td>Nityanand Jha College of Education, Madhubani</td>
</tr>
<tr>
<td>46</td>
<td>Inspection for affiliation to AKU for BCA, BBA, BMC, B.Com (Prof.), BBE</td>
<td>27 May, 2014</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>St. Xavier’s College of Management and Technology, Digha</td>
</tr>
<tr>
<td>47</td>
<td>Inspection for affiliation to AKU for B.Ed.</td>
<td>22 May, 2014</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Surender College of Education, Neora</td>
</tr>
<tr>
<td>48</td>
<td>Screening of Faculty positions</td>
<td>15 May, 2014</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Central University of Bihar, Patna</td>
</tr>
<tr>
<td>49</td>
<td>External Examiner</td>
<td>10 May, 2014</td>
<td>Ms. Vijay Shree</td>
<td>Patna Women's College, Patna</td>
</tr>
<tr>
<td>50</td>
<td>Inspection for affiliation to AKU for B.Ed.</td>
<td>7 May, 2014</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Chankya Institute, Dumraon, Buxar</td>
</tr>
<tr>
<td>51</td>
<td>External Examiner</td>
<td>7 May, 2014</td>
<td>Mr. R.N.RoyMajumdar</td>
<td>Don BoscoAcadmy, Patna</td>
</tr>
<tr>
<td>52</td>
<td>Inspection for affiliation to AKU for B.Ed.</td>
<td>27 April, 2014</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Veerayatan College of Education, Pawapuri</td>
</tr>
<tr>
<td>53</td>
<td>Pre-Regency Programme for Jesuit Scholastics</td>
<td>22-25 April, 2014</td>
<td>7 of our Teachers</td>
<td>NavJyotiNiketan, Patna</td>
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<tr>
<td>Sl. No.</td>
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<tr>
<td>54</td>
<td>External Examiner for B.Ed. Practical exam</td>
<td>9-12 April, 2014</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Sam Higginbottom Institute of Agriculture, Technology &amp; Science, Allahabad</td>
</tr>
<tr>
<td>55</td>
<td>Inservice Orientation Programme</td>
<td>7 April, 2014</td>
<td>Mr. Deep Kumar</td>
<td>Teachers, Rose Bud School, Patna</td>
</tr>
<tr>
<td>56</td>
<td>Staff Orientation Programme</td>
<td>2-3 April, 2014</td>
<td>Dr. (Fr.) Ignatius, Prof. P.Sinha, Dr. Madhu Singh</td>
<td>Krist Raja High School Bettiah</td>
</tr>
<tr>
<td>57</td>
<td>Selection of Faculty members</td>
<td>3rd April, 2014</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Bhagawati Singh Memorial B.Ed. Mahavidyalayal Kaimur</td>
</tr>
<tr>
<td>58</td>
<td>NAAC Peer Team Visit</td>
<td>27-28 March 2014</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Sammilani Teacher's Training College, Barakhola, Mukundapur, Kolkata, W.B.</td>
</tr>
<tr>
<td>59</td>
<td>External Examiner</td>
<td>13 Feb, 2014</td>
<td>Mr. R.N. Roy Majumdar</td>
<td>Don Bosco Academy, DighaGhat, Patna</td>
</tr>
<tr>
<td>60</td>
<td>NAAC Peer Team Visit</td>
<td>29-30 Jan. 2014</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>SreeSastha College of Education Chembarambakkam, Tamil Nadu</td>
</tr>
<tr>
<td>62</td>
<td>External Examiner for B.Ed. practical Exam. 2013</td>
<td>24.01.2014</td>
<td>Mr. Sushil Kr. Singh</td>
<td>Mahatma Budha T.T. College Sitamarhi, Bihar</td>
</tr>
<tr>
<td>63</td>
<td>External Examiner for B.Ed. Part I Practical</td>
<td>06.01.2014</td>
<td>Prof. P.Sinha &amp; Mr. Sushil Kr. Singh</td>
<td>Nalanda Open University, Patna</td>
</tr>
<tr>
<td>64</td>
<td>NAAC Peer Team Visit</td>
<td>18-19 November, 2013</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Institute of Education, SHEPA, Varanasi</td>
</tr>
<tr>
<td>65</td>
<td>Inspector to Maitreya College of Education &amp; Management, Hajipur, Vaishali</td>
<td>29.10.2013</td>
<td>Dr. Madhu Singh</td>
<td>Maitreya College of Education &amp; Management, Hajipur, Vaishali</td>
</tr>
<tr>
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<td>67</td>
<td>Resource persons for Staff Development Programme</td>
<td>18 &amp; 19 October 2013</td>
<td>Dr. Thomas P, P. Sinha, Fr. Ignatius, Dr. Madhu Singh, Ms. Vijay Shree</td>
<td>40 Teachers of St. Mary's School, Masaurhi,</td>
</tr>
<tr>
<td>69</td>
<td>Inspection for affiliation to AKU for B.Ed.</td>
<td>27 August, 2013</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Bhubanewar Kumar Institute, Begusarai</td>
</tr>
<tr>
<td>70</td>
<td>External Examiner to B.Ed. practical Exam. 2013</td>
<td>16-17 August 2013</td>
<td>Mr. Sushil Kumar Singh</td>
<td>Tapindu College, Patna</td>
</tr>
<tr>
<td>72</td>
<td>Presentation on Career in Education, Opportunities, Avenues and the road ahead.</td>
<td>7 August, 2013</td>
<td>Mr. Sushil Kumar Singh</td>
<td>A.N. Sinha Institute of Social Sciences, Patna</td>
</tr>
<tr>
<td>73</td>
<td>Inspection for affiliation to AKU for B.Ed.</td>
<td>28 July, 2013</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Sandeep Foundation, Madhubani</td>
</tr>
<tr>
<td>74</td>
<td>Resource person for screening applications for Faculty positions in Education</td>
<td>12-13 July 2013</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>School of Education, Central University of Bihar</td>
</tr>
<tr>
<td>75</td>
<td>Inspection for affiliation to AKU for B.Ed.</td>
<td>6 July, 2013</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Mundeswari College for Teacher Education, Danapur</td>
</tr>
<tr>
<td>76</td>
<td>Inspection for affiliation to AKU for B.Ed.</td>
<td>6 July, 2013</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Surender College of Education, Neora</td>
</tr>
<tr>
<td>77</td>
<td>Inspection for affiliation to AKU for B.Ed.</td>
<td>2 July, 2013</td>
<td>Prof. Thomas Perumalil, S.J.</td>
<td>Ganga Global Institute of Education, Begusarai</td>
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<td>78</td>
<td>External Examiner for the Applied Yoga course</td>
<td>11 May, 2013</td>
<td>Ms. Vijay Shree</td>
<td>Students of Patna Women's College</td>
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<tr>
<td>79</td>
<td>Pre-Regency Programme for Jesuit Scholastics</td>
<td>23-26 April, 2013</td>
<td>7 of our Teachers</td>
<td>Nav Jyoti Niketan, Patna</td>
</tr>
<tr>
<td>80</td>
<td>Development of syllabus &amp; make recommendations for Integrated B.A.B.Ed. and BSc. B.Ed.</td>
<td>12-13 April, 2013</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Central University of Bihar, Patna</td>
</tr>
<tr>
<td>81</td>
<td>Moderation of I Semester M.Ed. Exam. 2012</td>
<td>9 April, 2013</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Dept. of Education Patna University, Dariyapur, Patna - 4</td>
</tr>
<tr>
<td>83</td>
<td>Selection of Academic Staff</td>
<td>17 Feb, 2013</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Ganga Global Institute of Teacher Education, Begusarai</td>
</tr>
<tr>
<td>84</td>
<td>External Examiner (ISC Board Exams.)</td>
<td>7 Feb, 2013</td>
<td>Mr. R.N.RoyMajumdar</td>
<td>Don Bosco Academy, Patna</td>
</tr>
<tr>
<td>85</td>
<td>External Examiner (ISC Board Exams.)</td>
<td>19 Jan, 2013</td>
<td>Mr. R.N.RoyMajumdar</td>
<td>St. Paul's High School,</td>
</tr>
<tr>
<td>86</td>
<td>Selection of Faculty members</td>
<td>15 Jan, 2013</td>
<td>Mr. R.N.RoyMajumdar</td>
<td>Mundeswari College of Education, Patna</td>
</tr>
<tr>
<td>88</td>
<td>Statistical Consultation DNB Trainees.</td>
<td>From December, 2012</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>DNB Trainees, Kurji Holy Family Hospital, Patna</td>
</tr>
<tr>
<td>89</td>
<td>NAAC Peer Team Visit</td>
<td>14-15 December, 2012</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Seventh Day Adventist Reform Movement (SRM), Vellore, TN</td>
</tr>
<tr>
<td>Sl. No.</td>
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<td>93</td>
<td>Guest Lecture for Orientation Programme</td>
<td>4 July, 2012</td>
<td>Prof. Preeti Sinha</td>
<td>Patna Women's College students</td>
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<td>94</td>
<td>Pre-Regency Programme for Jesuit Scholastics</td>
<td>23-26 April, 2012</td>
<td>7 of our Teachers</td>
<td>Nav Jyoti Niketan, Patna</td>
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<tr>
<td>95</td>
<td>NAAC Peer Team Visit</td>
<td>8-9 June, 2011</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Dept. of Teacher Education, HLM Girls College, Ghaziabad, UP</td>
</tr>
<tr>
<td>96</td>
<td>NAAC Peer Team Visit</td>
<td>6-7 June, 2011</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Dept. of Teacher Education, MCAT Education, Meerut, UP</td>
</tr>
<tr>
<td>97</td>
<td>UGC NET Evaluation Panel</td>
<td>2-7 May, 2011</td>
<td>Prof. S.N. Sharma</td>
<td>UGC NET Bureau, South Campus, Univ. of Delhi</td>
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<tr>
<td>98</td>
<td>Pre-Regency Programme for Jesuit Scholastics</td>
<td>22-25 April, 2011</td>
<td>7 of our Teachers</td>
<td>Nav Jyoti Niketan, Patna</td>
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<tr>
<td>99</td>
<td>NAAC Peer Team Visit</td>
<td>28-29 March, 2011</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>Jamshedpur Women’s College, Jamshedpur,</td>
</tr>
<tr>
<td>100</td>
<td>NAAC Peer Team Visit</td>
<td>3-4 February, 2011</td>
<td>Dr. Thomas Perumalil, S.J.</td>
<td>St. Mary's College of Education, Opp to Railway Station, Seydunganallur, Thoothukudi, TN</td>
</tr>
<tr>
<td>101</td>
<td>UGC NET Evaluation</td>
<td>13-18 Sept, 2010</td>
<td>Prof. S.N. Sharma</td>
<td>UGC NET unit, Pune</td>
</tr>
</tbody>
</table>

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

   The faculty/staff members of the institute are competent to undertake consultancy.
   - Two of the faculty members are in the different committees of Aryabhatta Knowledge University.
   - Dr. Thomas Perumalil, the Principal, is associated with Patna University (as member of Examination Board of PG Department), Central University of Bihar (as member of syllabus advisory committee and faculty selection screening...
committee), Sam Higginbottom Institute of Technology and Science, Allahabad (as B.Ed. external examiner, Ph.D. Thesis adjudicator and Ph.D. viva voce examiner), Guwahati University and Tamil Nadu Teachers Education University (as Ph.D. Thesis adjudicator) and Kurji Holy Family Hospital and College of Nursing (as consultant statistician and visiting professor).

- Two of the faculty are in the NAAC Peer Team.
- All others are involved in as external examiners of some school or college, UGC NET evaluation, college inspection team and faculty selection team and provide in-service training to school teachers and administrators.

- The areas of competency of staff members are:
  - Research Methodology
  - History of Education
  - Educational Measurement
  - Educational Psychology
  - Educational Technology
  - Educational Sociology
  - Philosophy of Education
  - All the method subjects

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

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

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

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

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

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

   The institution organizes parent-teacher meet in sub-standard schools for changing their attitude towards education and send their children to school regularly. If the parents come out with problems related teachers’ attitude towards their wards, solutions are sorted out and a review meeting is arranged.

   The institution is also attached to NGOs like Taru Mitra International, National Human Rights Commission, National Foundation for Communal Harmony, State Tuberculosis Association, AIACHE, and Xavier Board.

   Under ‘Each One Teach One’ programme, every B.Ed. student teaches one student of Evening School Children of St. Michael’s High School, Digha, Patna for an hour for a period of one month. Sports Day is also organized for them and prizes are given to them.

   B.Ed. students do a two days service at Asha Deep Rehabilitation Center, Fairfield Colony, Patna, for the differently-abled children. They also help the school authority in conducting Sports Day for these differently-abled children.

   We help the local community by donating blood to the neighbouring hospital. Twenty to 30% of our students and staff come forward to donate blood.

   The institution has adopted two government schools, Maiden AdarshVidyalaya Danapur and Shree Chandra MadhyaVidyalaya, Balupar, Patna and awareness programmes and material assistance are provided to them.

   Health awareness Programme among girl students of neighbouring school is done by our B.Ed. Students.

   Our students and staff participate in a week-long community service for the parents of one of the cooperating schools.

   The institution extends extension activities in the areas such as community development, inclusive education, working with schools and school teachers, education of the street and out-of-school children, adult education and literacy, AIDS awareness and environmental education.

   We send our students to teach Mathematics in Shree Chandra High School at their request.

   Plantation of trees at DAV, Danapur.
Cleanliness drive at Dhaneshwari School, DAV and Maiden AdarshVidyalaya, Danapur.

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

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

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

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

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

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

No

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

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

- Conducts social awareness programmes, Health Awareness Programme, Sanitation Programme and ‘Each One Teach One’ programme in the schools.
- Conducts Sports Day for the differently-abled children and poor children of the evening school.
- exposes students to real social situations in the adopted schools, and
• Provides opportunities for role plays.
• Celebrates International Women’s Day.

3.5 Collaborations

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

   The national level organizations, with which the institution has established linkages in the last five years are:
   • AIAER
   • IATE (Indian Association of Teacher Educators).
   • JHEASA (Jesuit Higher Educational Association of South Asia)
   • NCTE
   • NCERT and SCERT
   • Xavier Board of Higher Education in India.
   • AIACHE (All India Association of Christian Higher Education).
   • IGNOU (Indira Gandhi National Open University).
   • Nalanda Open University, Patna.
   • Patna Diocesan Educational Council.
   • JAAI (Jesuit Alumni Association of India)
   • XLRI, Jamshedpur
   • RIE, Bhubaneswar

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

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

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

   These linkages have helped in expanding the Jesuit Higher Education Network and collaborations for social justice. This has also helped in disseminating Jesuit education policy from time to time.
3. How did the linkages if any contribute to the following?
   - Curriculum Development
   - Teaching
   - Training
   - Practice Teaching
   - Research
   - Consultancy
   - Extension
   - Publication
   - Student Placement

   ➢ Though curriculum is developed by the affiliating university, the institution has helped in making a new syllabus for B.Ed. and M.Ed. courses. This was possible only because of the linkages with the national level organizations.

   ➢ The national level organizations conduct national level seminars and workshops and our faculty has participated in one or more seminar / workshop. This has helped in their better teaching and training.

   ➢ Interaction with members from other institutions in such forums helped in providing better practice teaching, research by our faculty, and publication of articles.

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

   ➢ The institution provides extension services to the staff of other schools for better teaching and personality development.

   ➢ The staff and students of the institution meet the parents of two neighbourhood schools and discuss on health and hygiene and change in attitude to send their wards to the schools.

   ➢ Our students go to various schools for teaching practice. So a healthy relationship is maintained with the Head and staff of the school which helps us conduct teaching practice smoothly. The school staff cooperate with our students and help in supervising their lessons, providing motivation, observation and feedback. They also provide their views for the improvement in real classroom teaching.

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

   The faculty is actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching.
➢ The faculty makes contact with the head of the institution much before the practice teaching begins.

➢ The faculty also meets with the subject teachers and the Principal with regard to the portions to be covered, process of evaluation with regard to the dimensions to be evaluated on a five-point scale.

➢ The time-table is designed by the faculty together with the staff of cooperating schools.

➢ The faculty makes sure that the students complete their lessons successfully and evaluation is sought from the subject teachers of the schools.

➢ The faculty makes sure that the student-teachers evaluate the students at the end of practice teaching.

➢ Finally, feedback from the cooperating school Principals are taken.

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

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

3.6 Best Practices in Research, Consultancy and Extension

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

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

Our staff prepares Jesuit Scholastics for school every year with teaching methodologies in different subjects.

12 plants were planted in DAV during the teaching practice.

Swatch Bharat Abhiyan was conducted by our students in DAV and Maiden schools.

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

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

**Additional Information provided by Institution for Re-accreditation**

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

   The main evaluative observations / suggestions made in the last assessment report with reference to Research, Consultancy and Extension are the following:
   - The institution needs to promote various research activities.
   - Teachers lack awareness regarding funding agencies such as UGC, ICSSR & DST etc.
   - Institution needs to organize training programmes and workshops for developing the research acumen of the faculty.
   - Teachers be encouraged to take up minor and major research projects.
   - The College needs to develop expertise in consultancy.
The institution has acted upon these suggestions in the following way:

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

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

- The institution has adopted two middle schools for its extension activities.
- Institution has a quarterly newsletter both in print and digital mode.
- The Principal gives a two-day workshop on writing of dissertation to the M.Ed. and Ph.D. students. This is also attended by the faculty.
National Seminar
International Conference
Blood Donation Camp
Library & Labs
Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

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

   The infrastructure facilities available with the institution are:

   (a) **For Academic activities:** 9 Classrooms, One central library, Science, Mathematics Social Science, Language and Psychology resource centres, individual faculty rooms, office and furniture.

   b) **For Co-curricular activities:** 1 Multipurpose Hall with Stage, Conference Hall and furniture, musical instruments and costumes for cultural activities.

   c) **For Extra-curricular activities and games and sports:** Play grounds – Football, basketball, Cricket, Volley ball, hockey and Hand ball (shared), garden, sports materials and indoor games materials (Balls, net, racquets, bats, carom boards, ludo and Chinese Checker.

   d) **Utilities:** Separate rest rooms for staff and students (21 units), Motor cycle / bicycle shed, generator for uninterrupted power supply, common rooms, store rooms, craft room, sports and games room and guidance and counseling room.

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

   The master plan is enclosed. (Appendix - 1)

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

   To keep pace with the academic growth the institution had built up another floor to the old building which comes to about 500 plus Sq. Mts. costing Rs. 50 lac. The land area available to the institution and the design of the institution is such that it can be expanded both horizontally and vertically as per the requirements.
3. **List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.**

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

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

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

The physical infrastructure shared with the sister school are:

- b) Swimming Pool of size 20 mts x 10 mts.
- c) 1 Dispensary
- d) 1 Canteen

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

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

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

Kurji Holy Family Hospital.

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

Yes, there are hostel facilities for students.

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

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

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

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

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

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

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

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

4.2 **Maintenance of Infrastructure**

1. **What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.**
   - Building
   - Laboratories
   - Furniture
   - Equipments
   - Computers
   - Transport/Vehicle
Budget Allocation and Utilization in the Last Five Years

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<td>55000</td>
<td>3000</td>
<td>18000</td>
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<td>2000</td>
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<tr>
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<td>34438</td>
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<tr>
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<td>67000</td>
<td>67465</td>
<td>12000</td>
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<td>7657</td>
<td>31000</td>
<td>44000</td>
<td>100000</td>
</tr>
</tbody>
</table>

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

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

   Besides the normal functioning of the institution for B.Ed. and M.Ed. courses by using the infrastructural space
   • For IGNOU B.Ed. and M.Ed. counseling and workshops,
   • For NGOs on holidays for workshops
   • For seminars for school teachers, orientation for MBA candidates,
   • For conducting University examinations,
   • For conducting competitive examinations
   • For coaching for CTET and NET,
   • For alumni activities, the institution makes sure that the infrastructure is optimally utilized.

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

   The College building was constructed according to the plan approved by an expert architectural engineer with sufficient foundation for three floors and maximum possible windows for open air circulation. The materials used were also of quality material. There is also a green belt around the building. All the rooms have sufficient ventilation for hot air to escape.
The institution has purified drinking water facility with water coolers for summer days. To protect the building from fire, fire extinguishers are installed in strategic places. To take care of the electricity fluctuations the building has MCB fuse switches for automatic cuts and uninterrupted power supply with a heavy silent generator. The college is plastic free zone and attempts are made to keep it so.

### 3.3 Library as a Learning Resource

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

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

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

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

<table>
<thead>
<tr>
<th>Volumes</th>
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<tbody>
<tr>
<td>Total collection (Number)</td>
</tr>
<tr>
<td>Books</td>
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<td>Textbooks</td>
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<tr>
<td>Reference books</td>
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<td>Indian journals</td>
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<tr>
<td>Peer-reviewed journals</td>
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<tr>
<td>Back volumes of journals</td>
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<tr>
<td>E-resources</td>
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<tr>
<td>CDs/ DVDs</td>
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<tr>
<td>Databases</td>
</tr>
<tr>
<td>Online journals</td>
</tr>
<tr>
<td>Audio-Visual resources</td>
</tr>
</tbody>
</table>

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

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

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

4. Is your library computerized? If yes, give details.
   The library is fully computerized and is using the INFLIBNET’s SOUL.2.0 software installed for its database management.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.
   Library has computers with internet Wi-Fi connections, and reprographic facilities. For staff the online and internet services in the library are always available. For students these services are available from 9.00 - 9.45 A.M., 12.25 - 1.15 P.M. and 3.45 – 4.30 P.M. and a Library period every week. INFLIBNET's NLIST facility is also available to staff and students.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.
   The institution makes use of Inflibnet facilities for students and teachers for their help in studies and research.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)
   The library is open from Monday to Saturday during the academic year. The library is open from 9.00 a.m., to 4.30 p.m. on all working days including examination days except Sundays. On Saturdays the Library is open from 9.00 a.m. to 01.00 p.m. The library is also open during summer vacation for the students and staff use.

8. How do the staff and students come to know of the new arrivals?
   New arrivals are kept on display in the library for two weeks before being added in the shelves.

9. Does the institution’s library have a book bank? If yes, how is the book bank facility utilized by the students?
The institution’s library has a book bank. The deserving student teachers are issued books for the whole session on condition they return them after the University examinations.

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

- The library is placed in the ground floor to help the physically challenged students.
- There are ramps at strategic places for the physically challenged students to access the library.

### 4.4 ICT as Learning Resource

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

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

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

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

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

   The students are provided appropriate number of theory and practical exercises so as to make them ICT savvy.
The major skills included are:
Concept and use of computer in education

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

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

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?
In classroom transactions all the teachers use:
- New technologies and ICT while transacting the curriculum.
- Use multimedia presentation,
- Video-audio presentation
- Jerk Technology
- Blended teaching,
- Smart class modules as well as
- PowerPoint Presentations while delivering the lessons.

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

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

4.5 Other Facilities

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

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

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

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

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

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

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

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

- The institution is equipped with method laboratories, Psychology lab, Science labs, Social Science lab, Maths lab, educational technology lab and workshop for preparing aids.
- The method-heads propose the need for enhancement of particular laboratories to the head of the institution
3. The Purchase Committee headed by the Principal makes sure the enhancement and maintenance of the equipment and other facilities.

4. These laboratories are maintained by an In-charge teacher and necessary replacement and up gradation of the apparatus and tools, if any, is done by them.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   In the previous assessment report the following evaluative observations were made:
   
   1. Library needs to be fully automated
   2. Some more refereed journals be added to the library
   3. Take membership of Inflibnet and provide online access and services to staff and students

   The institution has acted upon these in the following way:
   
   - Library is fully automated with INFLIBNET’s Soul.2 software and all the books have been coded with bar codes.
   - International and National refereed journals have been added to the library.
   - Institution has subscribed to INFLIBNET’s NLIST and is having online access to e-books and e-journals of UGC.
   - Dissertation Abstracts International has been added to the library through yearly subscription.

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

   The other quality sustenance and enhancement measure undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources are the following:
   
   - A well-furnished conference Hall has been developed
   - Infrastructure is optimally utilized
   - Biometric system is used for staff attendance
   - CCTV cameras are installed at strategic places
   - Number of computers have been added to be self-sufficient
   - Language lab software has been added to create the language lab
   - Smart class has been set up
   - Wi-Fi connectivity for internet facility has been set up
Air-conditioners are fixed in the main classrooms for better classroom climate

Introduced “Honesty Shop” for the convenience of the student-teachers

Installed a collection box for donating old clothes and shoes to help the poor of the neighbourhood.

Added two more water coolers with purifiers.
International Women's Day
Anticorruption Awareness Programme

Smart Class Training

Talk on St. Ignatius of Loyola
Eye Check-up

Prize to University Toppers 2013-2014
Criterion V: Student Support and Progression

5.1 Student Progression

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>B.Ed.</th>
<th>M.Ed.</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>2010-11</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2011-12</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2012-13</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2013-14</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2014-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**B.Ed. Drop-out Rate during the Last Five Years**
4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

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

<table>
<thead>
<tr>
<th>Year</th>
<th>CTET</th>
<th>NET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applied</td>
<td>Qualified</td>
</tr>
<tr>
<td>2013-14</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>2014-15</td>
<td>60</td>
<td>30</td>
</tr>
</tbody>
</table>

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

After getting B.Ed. degree, approximately 5% of them go for P.G. courses in their subject of Honours, 10-12% go for M.Ed. or M.A. in Education, and 80% seek employment, and almost all get employment within a year or so. After M.Ed. Course, some 10% of the students go for further studies. The rest get employed in some institution or other.
6. **Does the institution provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.**

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

7. **Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.**

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (%) (Apporx.)</th>
<th>Year 2 (%) (Apporx.)</th>
<th>Year 3 (%) (Apporx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher studies</td>
<td>5%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Employment (Total)</td>
<td>95%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>Teaching</td>
<td>90%</td>
<td>84%</td>
<td>81%</td>
</tr>
<tr>
<td>Non teaching</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Most of the schools want teachers in English, Science and Mathematics and in these subjects we get very few trainees.

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

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

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

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

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

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

5.2 **Student Support**

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

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

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

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

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

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

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

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

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

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

- Profile of the College
- Mandatory Disclosure Format
- IQAR (Internal Quality Assurance Report)
- Aims and Objectives
- Courses
- Admission Process
6. **Does the institution have a remedial programme for academically low achievers? If yes, give details.**

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

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

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

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

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

- The curricular guidance is given by the faculty members to the slow and the advanced learners by helping them how to write the assignment and how to prepare for the tests. Likewise, the average learners are encouraged and helped
to do still better. The subject teachers take care of the programme. The students are given reinforcements for every minor gain. This brings good results.

- For other co-curricular programmes the faculty members provide their guidance at each stage of the programme, such as programmes, picnic, sports, quiz, essay competition, workshop, seminar etc.
- The career and counseling cell of the college works under the able Guidance of Dr. (Fr.) Sushil Sah, S.J. He avails himself once a week providing necessary information on career and job opportunities available for the students.

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

The institution has a grievance redressal cell incorporating suggestion boxes at strategic places, a women cell and anti-ragging cell. The function is to listen to the grievances and provide solutions as far as possible. The suggestions provided by the students are looked at and acted upon. The major grievances redressed are installing an extra water cooler on the 2nd floor and additional air conditioners in the classrooms. Besides, all are conditioned to maintain self-discipline through well-knit curricular and co-curricular programmes of the College and faculty support.

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

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

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

To ensure students’ competency to begin practice teaching, the student teachers are required to attend seminars on Bloom's Taxonomy of Educational Objectives and Microteaching followed by Practice Sessions in formulation of specific objectives, lesson planning, skill practice, Video Recording, review and feedback. The method teachers present demonstration lessons, which are followed by student feedback and peer feedback. The student teachers are then required to
give criticism lessons in simulated settings, which are observed and criticized by the peers and the method teachers. They also undergo three content tests to update themselves with the content of the school subjects. In case of unsatisfactory presentation they are required to repeat the lesson. Special care is taken by the method teachers to guide the process of lesson planning and preparation of teaching aids. Pedagogic content analysis is done on the basis of Bloom's hierarchical levels of objectives and Gagne's hierarchical model (mainly discrimination, concepts, rules and problem solving).

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

5.3 Student Activities

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

The institution has an active and registered Alumni Association.

i) List of the current Office bearers

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present President</td>
<td>Dr. Marie D’Cruze</td>
<td>99-2000</td>
</tr>
<tr>
<td>Vice President</td>
<td>Mr. Ramesh Narayan</td>
<td>92-93</td>
</tr>
<tr>
<td>Secretary</td>
<td>Mr. Deep Kumar</td>
<td>2003-04</td>
</tr>
<tr>
<td>Joint Secretary</td>
<td>Mr. Ranjit Benedict Osta</td>
<td>97-98</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Mr. Mukesh Shah</td>
<td>92-93</td>
</tr>
<tr>
<td>Members</td>
<td>Mrs., Angela Anjana</td>
<td>01-02</td>
</tr>
<tr>
<td></td>
<td>Mrs. Stella Sah</td>
<td>96-97</td>
</tr>
<tr>
<td></td>
<td>Mr. Eric Rozario</td>
<td>09-10</td>
</tr>
<tr>
<td></td>
<td>Mrs. Smita Paschal</td>
<td>13-14</td>
</tr>
<tr>
<td></td>
<td>Ms. Priyanka Raj</td>
<td>13-14</td>
</tr>
<tr>
<td></td>
<td>Mr. Vijay Osta</td>
<td>13-14</td>
</tr>
</tbody>
</table>
ii) **Year of the last Election** : 2014

iii) **List its activities during the last two years.**
2. Inter-school drawing/painting competition
3. Inter-school Elocution competition.
4. Awareness Programme for the Marginalized children and
5. Visit to Mother Teresa’s Home for the old and children

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

1. Chief Executive Officers
   (i) Sr. Beena C.J., Executive Secretary, Provincial House, St. Joseph's convent, Digha, Patna, Bihar.
   (ii) Fr. Joseph Raj, Director, Patna Diocesan Education Council, Sewa Kendra, Kurji, Patna, Bihar.

2. Director of School
   (i) Mr. Eric de Rozario, Don Bosco Academy, Digha- Ashiana Road, Patna
   (ii) Mrs. Veronica Stanley, Director, Don Bosco Academy, Primary Section, Patliputra, Patna.

3. Principals of schools.
   (i) Sr. Mary Shobhana, C.J., Principal, St. Mary’s High School, Shahpur, Bhojpur, Bihar.
   (ii) Sr. Nancy Joseph, C.J., Principal, St. Mary’s High School, Jawalakhel, Kathmandu, Nepal
   (iii) Sr. M. Sylvie, A.C, Principal, St. Joseph’s Higher Secondary School, Jamshedpur
   (iv) Sr. Josephine C.J., St. Joseph’s High School, Jethuli, Patna
   (v) Fr. Sebastian A., Principal, St. Mary's School, Masaurhi, Patna.
   (vi) Sr. Mary Jessie, Principal, Notre Dame Academy, Patna.
   (vii) Mrs. Sweta Gilbert, Principal, St. Joseph’s School, Lodipur, Patna.

4. Head of the Department
   (i) Dr. (Mrs.) Marie D’Cruze, HOD English, St. Xavier’s College, Patna.
v) **Details of the contribution of alumni to the growth and development of the institution.**

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

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

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

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

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

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

Each House is responsible for organizing bulletin board. They organize boards with clippings of latest news, famous thoughts and quotations, self-portrait and information regarding the college etc.
4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

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

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

The academic and administrative bodies which have student representation are:

a) Cultural Events Committee: the students plans and organizes all the cultural activities on their own.

b) Sports and Games Committee: The House leaders together with all the student teachers plans, organizes and conducts Sports and Games by themselves.

c) Excursion/Picnic Committee: this committee plans and organizes the annual study tours to different historical places.

d) Community Service Committee.

The teacher educators remain in the background.

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

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

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

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

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

Additional Information provided by Institution for Re-accreditation

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

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

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

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

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

6.1 Institutional Vision and Leadership

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

**Purpose:**

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

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

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

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

**In Particular**

- To equip students with the necessary skills to compete in a technologically advanced global scenario.
- To acquire appropriate social and cultural values
- To provide value addition through co-curricular activities
- To enhance personality development for national and global competency.
To sensitize students to environmental issues
To empower women and subalterns by putting it in reality in academic and other activities.
To provide in-service training for teachers and administrators.
To use IT communication media and innovative practices
To do documentation and research

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

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

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

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

The society is very much in need of trained teachers with quality. The students who are admitted to this institution are mostly from the poorer sections of the society. The SC, ST, OBC and Minority group aspirants comprise of 75%. Thus, the mission includes the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientations.
3. Enumerate the top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

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

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

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

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

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

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

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

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

• The Management plays a proactive role.
• The Vice-president of Governing Body lives on the campus and is easily available to the staff of the college and interacts with them on various occasions. Such occasions help in building a direct rapport and ensure direct accessibility which is encouraging to the staff.
• The staff members participating in execution of the institutional activities are motivated and appreciation of good work is done during different occasions.
• The college faculty plays an important role in decision making and functioning of the Management.
8. *Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.*

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

6.2 Organizational Arrangements

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

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

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

**The committees that were operative during the last year were:**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Department</th>
<th>No.</th>
<th>Committee</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Management</td>
<td>1)</td>
<td>Admission Committee</td>
<td>Admission, Schedule and timing, Admission test, dates, selection of students, publication of selected list</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Department</td>
<td>No.</td>
<td>Committee</td>
<td>Decision</td>
</tr>
<tr>
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<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Examination</td>
<td>2)</td>
<td>Examination Committee</td>
<td>Question paper setting and printing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Scheduling of entry of marks to be sent to the university</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Scheduling of internal exams.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3)</td>
<td>Academic Planning Committee</td>
<td>Annual Calendar with activities</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>4)</td>
<td>Practice Teaching Committee</td>
<td>Planning and organizing practice teaching program.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>5)</td>
<td>Course Coordination Committee</td>
<td>Makes sure all the subjects get equal weightage.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>6)</td>
<td>Community Services Committee</td>
<td>Plans and organizes extension services</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>7)</td>
<td>Sports and Games Committee</td>
<td>Plans and organizes and conducts Sports and Games</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>8)</td>
<td>College Annual Committee</td>
<td>Collects all the articles and research papers and gets them published annually</td>
</tr>
<tr>
<td>2</td>
<td>Finance</td>
<td>9)</td>
<td>Finance Committee</td>
<td>Allocation of funds from UGC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Annual Budget Sending for approval by Governing Body</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Approval of Audited accounts</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>10)</td>
<td>Purchase Committee</td>
<td>Approval of buying of stationeries, equipment and consumables.</td>
</tr>
<tr>
<td>3</td>
<td>Research</td>
<td>11)</td>
<td>Research Committee</td>
<td>Policy for promotion of research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Publication of research in the college annual</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Department</td>
<td>No.</td>
<td>Committee</td>
<td>Decision</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>-----</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Placement</td>
<td>12)</td>
<td>Placement Cell</td>
<td>Planning and arranging of campus recruitment and placement of students</td>
</tr>
<tr>
<td>5</td>
<td>Seminars</td>
<td>13)</td>
<td>Seminars/Conference coordinating committee</td>
<td>Organizes seminars/workshops/Conferences in the college.</td>
</tr>
<tr>
<td>6</td>
<td>Library</td>
<td>14)</td>
<td>Library Committee</td>
<td>Planning budget for the academic year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Buying of new Titles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Buying equipment and shelves</td>
</tr>
<tr>
<td>7</td>
<td>Welfare</td>
<td>15)</td>
<td>Grievance Redressal Committee</td>
<td>More time for practice of cultural activities provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16)</td>
<td>Women’s Cell</td>
<td>Women’s grievances are looked into.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17)</td>
<td>Cultural Events Committee</td>
<td>Plans and organizes all the cultural activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18)</td>
<td>Staff Welfare Committee</td>
<td>Looks into the needs of staff and makes sure they are met.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19)</td>
<td>Excursion / Picnic Committee</td>
<td>Plans and organizes annual study tours to different historical places.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20)</td>
<td>Sexual Harassment cell</td>
<td>Looks into any problems if any arising out of sexual harassment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21)</td>
<td>Anti Ragging Cell</td>
<td>Looks into ragging incidents.</td>
</tr>
</tbody>
</table>
2. **Give the organizational structure and the details of the academic and administrative bodies of the institution.**

**Organizational structure of the Academic and Administrative Bodies**

![Organizational Structure Diagram]

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

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

4. **How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**
   
   - There is to and fro flow of planning process, decision making, implementation and reporting back of the outcome.
   - To enhance efficiency and effectiveness of sections/departments and school personnel, the Principal coordinates and monitors the different functional bodies.
   - Staff meetings held every two months and in the beginning of the term are aimed at planning and implementation of various activities in the college.
   - Feedback received by the Principal help in planning and execution of various activities in the subsequent years.
   - Reports of activities held in the college are published in our Annual Magazine.
5. **Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

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

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

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

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

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

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

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

   The library has INFLIBNET’s Soul2.0 software with additional facilities. The staff attendance records were improved with the introduction of Biometric system. The institution has introduced OMR sheets for faster and better evaluation of the entrance test examination. These systems and personal training have increased the retrieval efficiency of documentation.

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

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

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

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

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

   - The academic developmental plans have been based on current educational trends and societal needs. The Principal takes the initiatives and proposes the
academic developmental plans to the staff and the students. The feedback obtained through interaction with students and staff is taken to the Jesuit community. The views and suggestions of the Jesuit community are then presented to the Province education commission. After the approval of the Province education commission the developmental plans are presented to the Governing Body headed by the President which finally takes the decision.

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

The college has introduced:

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

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

The objectives of the institution are that the students who take their education here become well-formed guides who will accompany the young learners on their journey to becoming a fully human person. The college offers an all-round training, one that is at once intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.
The college further aims at promoting values such as respect for Indian Common Cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of environment, removal of social barriers, responsible use of cybernetics and mass media, transparency and probity in private and public life, observance of small family norms, national unity and respect for religious and moral values.

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

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

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

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

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

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

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

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

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

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

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

   Among the welfare measures for the staff and faculty:
   - The college follows the norms and regulations according to the UGC, the NCTE and the affiliating university. Therefore the staff and faculty are entitled for all the welfare measures as per regulations.
   - Salaries of all the staff are disbursed on time each month through their bank account. Medical allowance is provided in the salary.
• The college administration recognizes the services and experiences of its staff and faculty and **promotion is given to the deserving ones** (Two of our teachers have been promoted to the post of Professor and two of them to the post of Reader)

• The staff and faculty avail the **Govt. Provident Fund benefits.**

• The **administrative staff avail loans** from the institution if required.

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

• The institution has conducted two staff development programmes for skill up-gradation and training of the teaching and non-teaching staff.

• Five of our teachers attended a three-day staff development programme organized by Aryabhatta Knowledge University.

• Two of the faculty members were sent by the institution for staff development programme in Delhi and Bangalore.

• Two of our support staff were sent to Ahmedabad for training in Inflibnet’s Soul.2.0 programme.

• Besides, under staff development programme for skill up-gradation and training of teaching the institution organizes the seminars on Bloom, Piaget, Bruner, Gagne, Flanders and Allen and Ryan.

• They also attend the seminars, workshops and conferences in other universities and the program organized by NCERT.

• All our staff attends seminars and workshops conducted for the trainees and thus their skill up-gradation and training take place.

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

   The college strives to fill all the posts with qualified teachers. The faculty members are recruited through proper procedure. The required post is advertised in newspapers.
A selection committee, appointed by the Governing Body, after proper interview, selects the teachers and other staff. There is total transparency in the process of staff recruitment. The required qualification remains as per norms of the NCTE.

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

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

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

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

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

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

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

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

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

   All the faculty members have their own furnished space with facilities like staff room, individual cabins for teachers, laptops, cupboards and lockers in the cabins.
   • The library facility, Wi-Fi Internet connectivity, computer lab are available for the staff all the time.
   • The office is well-maintained and functional. The office assistants are also available to assist the faculty with typing, printing, copying and setting up of PowerPoint presentations etc.

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

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

   These system and personal training have increased the retrieval efficiency of documentation. The library has INFLIBNET’s SOUL.2.0 software with additional facilities.
The Grievance Redressal Cell, headed by the Principal, deals with the grievances of the teaching and non-teaching staff and the students' grievances. Most of the issues of teaching staff, college infrastructure and discipline in the campus are directed for decision at Governing Body meeting. Some of the problems resolved are:

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

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

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fr. Thomas Perumalil, S.J.</td>
<td>Chairman</td>
</tr>
<tr>
<td>2</td>
<td>Fr. Joe Maripuram, S.J.</td>
<td>Vice President</td>
</tr>
<tr>
<td>3</td>
<td>Prof. (Mrs.) Preeti Sinha</td>
<td>Member</td>
</tr>
<tr>
<td>4</td>
<td>Dr. (Mrs.) Madhu Singh</td>
<td>Member</td>
</tr>
<tr>
<td>5</td>
<td>Dr. (Fr.) Anthony Raj</td>
<td>Member</td>
</tr>
</tbody>
</table>

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

**Some of these grievances are:**

1. Change in time table to provide more time for practice of cultural activities.
2. Students suggested to install more air conditioners in the class room.
3. Students requested to have an extra water cooler and purifier on the second floor.
4. Students suggested to provide extra time in the library by extending the timing up to 5.30 p.m.
10. **Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

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

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

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

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

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

6.5 Financial Management and Resource Mobilization

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

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

Sources of revenue for the last three years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course fee</td>
<td>11,405,000</td>
<td>9,958,000</td>
<td>8,745,000</td>
</tr>
<tr>
<td>Interest from funds</td>
<td>656,729</td>
<td>698,243</td>
<td>580,594</td>
</tr>
<tr>
<td>Other sources</td>
<td>671,481</td>
<td>316,053</td>
<td>574,857</td>
</tr>
<tr>
<td>Total</td>
<td>12,733,110</td>
<td>10,972,296</td>
<td>9,900,451</td>
</tr>
</tbody>
</table>

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

No resources are mobilized through donations by the institution.

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

Yes, yearly budgetary allocations are made for day-to-day expenses for college office as well as other activities.
• Generally in the month of January the annual budget is made by the treasurer in consultation with the Principal. This is then taken to the management for
discussion and approval and finally it is discussed and approved by the Governing Body.

4. **What are the budgetary resources to fulfill the missions and offer quality programs?** (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

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

<table>
<thead>
<tr>
<th>Income</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Fees</td>
<td>11,405,000</td>
<td>9,958,000</td>
</tr>
<tr>
<td>Interest from funds</td>
<td>656,729</td>
<td>698,243</td>
</tr>
<tr>
<td>Other Sources</td>
<td>671,481</td>
<td>316,053</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>12,733,110</strong></td>
<td><strong>10,972,296</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>12,304,393</strong></td>
<td><strong>11,446,622</strong></td>
</tr>
</tbody>
</table>

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

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

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

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

Yes, the institution has computerized its finance management system since 1990. It uses EX software of Tata Consultancy.
6. 6 Best practices in Governance and Leadership

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

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

Impact of governance after the last accreditation

1. Conducted a National level seminars every year and an International Conference.
2. Started a bi-annual ISSN numbered research journal.
3. Started a quarterly newsletter both in print and digital format.
4. Published three seminar proceedings with ISBN number.
5. Took up four minor research projects under UGC.
6. Published more research papers in national / international journals.
7. English Language lab was set up.
8. OMR sheets introduced for answering and evaluation of entrance test examination.
9. CCTV installed at strategic places.
10. Air conditioners installed in the classrooms.
11. Two more water coolers with water purification facility.
12. Increase in the number of computers, LCD projector, and internet Wi-Fi connectivity.
13. Library facilities increased (Dissertation Abstracts International subscribed, Library software changed to INFLIBNET’s SOUL.2.0).
14. 1206 new books have been added.
15. Three more journals have been added.
16. Two schools have been adopted by the B.Ed. students.
17. Five faculty members got an extra PG degree.
18. Installed a separate Social Science resource centre.
19. Gym and games materials were added.
20. Honesty shop was set up.
21. Old clothes and shoes collection box was installed to help the poor and needy.
22. Ph.D. course work started at the college as University’s nodal centre.
23. Three of the faculty are guides of Ph.D. scholars.
24. Coaching for NET and CTET has started.
25. IGNOU M.Ed. study centre was added.
26. Add-on course on Dealing with Digital Learners conducted.
27. Two of the faculty got qualified in NET.
28. Other infrastructural facilities added to the institution are setting up of a conference room, language lab, smart class room, new silent generator, bio-metric system and a new gate and approach road for the college.

Additional Information provided by Institution for Re-accreditation

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

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

- Set up a sexual harassment cell.

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

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

The Governing Body and Faculty have been sensitive towards quality sustenance and enhancement measures and show readiness and concern. They have frequent consultations among themselves and their participation in seminars, workshops and conferences have increased. The infrastructural and instructional facilities were increased as mentioned in # 6.6.1 above.
Independence Day
Republic Day
Annual Sport Day
Silver Jubilee
St. Xavier’s College of Education, Patna

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

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

Composition

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

Major Activities undertaken

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

The college office records have been computerized and retrieving and processing data is much easier now.

The IQAC monitors the activities performed through various programs in line with the mission and objectives of the college.

The teachers in consultation with the Principal organize curricular and co-curricular activities at their level for the students.

To improve the records system, the IQAC has created formats to collect and maintain such records. Student appraisal of teacher, teachers' self-appraisal reports, peer appraisal and Principal appraisal are designed and used by the institution.

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

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

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

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

The institution ensures the quality of its academic programmes through:

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

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

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

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

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

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

7.2 **Inclusive Practices**

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

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

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

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

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

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

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

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

Some of these programmes are:

- Community service, April, 2011 – 2015.
3. **Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.**

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

- Each one Teach one and Plant one.
- Social/health awareness programme to neighbourhood schools.
- Blood donation.
- Bio-socio-academic survey.
- Education for environmental sustainability.

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

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

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

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

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

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

7. 3 Stakeholder Relationships

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

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

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

The information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders is passed on to the staff through notices and meetings and is discussed with them. The suggestions are considered
and proper steps are taken for bringing about qualitative improvement. Some of these actions are
- Sri Chandra High School requested to take Mathematics class to High School students and we obliged.
- Mr. R.N.R. Majumdar helps out the corrections of DBA and St. Paul’s School Science Practicals
- Mr. Sushil Kumar Singh helps out in practical works of DAV School, Danapur,
- Mr. Sushil Kumar Singh helps out in Sports arrangements, Publication of school magazine of Dhaneswari School.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

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

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

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

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

d) Academic peers?
Through regular staff meetings we get feedback on programme quality.

e) Community?
Feedback on programme quality from the community is reflected on the rush for admission to our college and the parents’ response that our programme is non-comparable which is confirmed by their eagerness to get admission of their wards in this College. For the one hundred seats, on an average we get about 500 applications every year.
Based on the information received, the institution adds new programmes like talks by experts in different fields for quality improvement.

**Additional Information provided by Institution for Re-accreditation**

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

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

   a) For national development we follow the state reservation policy in admitting SC, ST, OBC and Christian Minority students to the college. Seventy-five percent of the students come from these categories. We also follow the saying “Each One Teach One” and every student has to make one illiterate person literate.

   b) For fostering global competition among students, we provide spoken English classes in the beginning of the year. We provide ICT training to all the students. ICT is also part of the university syllabus. Special emphasis is given to modern Methods of teaching and teaching skills. These help the students to compete globally.

   c) For inculcating a value system among students, we work and stand for value in our life. We insist on truth and righteousness among students in all their dealing. We insist on fair means in exams. We provide cooperative learning skills for imbibing cooperation and mutual understanding, and Integral Pedagogy Paradigm where value education through core subjects is emphasized. We have networking with, Taru Mitra International, National Human Rights Commission, National Foundation for Communal Harmony, TB seal campaigns, Blood donation, Hospitals, Doctors and other neighbourhood schools, honesty shop, daily assembly and National integration values through celebration of Independence Day and Republic Day.

   d) Promoting use of technology is very much evident from a computerized office, library, internet connectivity and use of LCD projectors and OHPs for teaching lessons. ICT is part of paper IV in the syllabus in B.Ed. and Educational Technology in M.Ed. We manage all the activities of the institution in a technology enabled way. Demonstration and data management are there. The institution has its own website to provide ready and relevant information to
stake holders. The institution and the students make use of social net-working, blogs and wikie-spaces.

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

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<th>Weeks</th>
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- **Admission and Orientation**
- **Theory**
- **Tutorials/ Seminars**
- **Sessional Work – Tests & Assignment**
- **Practical Work**
- **Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations**
- **Practice Teaching/ Internship**
- **Co-curricular Activities**
- **Working with community/ project work**
- **End-Term Examination**

St. Xavier’s College of Education, Patna

NAAC Re-accreditation 2015- 3rd Cycle
Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution with seal: 

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

Place: Patna
Date: 2/11/2015
SWOT ANALYSIS

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

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

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

THREATS
- Salary paid is too high in proportion to the income.
- To get the University examination results on time.
- To get government scholarships for all deserving students.
- To get work done from the government sector.
- To get resource persons for National/International seminars.
- Financial constraint for development.
- To get financial aid from UGC.
Annexures
Government of India
Ministry of Human Resource Development
Department of Higher Education
Statistics Division
New Delhi
Certificate

Reference No. C-47807-2014

This is to certify that Dr. (Fr.) Thomas Perumalil, S.J. of St. Xavier’s College of Education has successfully uploaded the data of All India Survey on Higher Education (AISHE) 2014-2015.

CERTIFIED

Principal,
St. Xavier’s College of Education
Digha Ghat, Patna.

(B N Tiwari)
Deputy Director General

Dated: 24/07/2015
Reference No. C-47807-2013

This is to certify that Dr. (Fr.) Thomas Perumalil, S.J. of St. Xavier’s College of Education has successfully uploaded the data of All India Survey on Higher Education (AISHE) 2013-2014.

CERTIFIED

Principal,
St. Xavier’s College of Education
ODISHA, CHAT, PATNA

Dated: 24/07/2015

Deputy Director General

(B N Tiwari)
Government of India
Ministry of Human Resource Development
Department of Higher Education
Statistics Division
New Delhi

Certificate

Reference No. C-47807-2012
This is to certify that Dr.(Fr.) Thomas Perumalil, S.J. of St. Xavier's College of Education has successfully uploaded the data of All India Survey on Higher Education (AISHE) 2012-2013.

CERTIFIED

Principal,
St. Xavier's College of Education,
ODISHA CHIT, PATNA

Dated: 24/07/2015

Deputy Director General

(B N Tiwari)
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi-110002.

No. F.8-22/99 (CFP-1)

The Registrar,
Mageni University,
Peth-Gaya-824 234 (Bihar).

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

Sir,

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

Name of the College
St. Xavier's College of
Education, Digha Chat P.O.,
Patna-800 011,
Bihar.

Year of Estt.
1988

Remarks
The College is eligible
to receive central
assistance in terms of
the rules framed under
Section 12-B of the UGC
Act, 1956.

Yours faithfully,

( D.D. Mehta )
Under Secretary

Copy forwarded to:

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

( D.D. Mehta )
Under Secretary

3 Aug 1999

Principal,
St. Xavier's College of Education
Digha Chat, Patna.
TEACHER EDUCATION SCENARIO IN BIHAR

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

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

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

But most of the teacher education colleges in Bihar do not maintain good academic standards and the quality is pathetic. The pre-service teacher education programme (Primary and Secondary) has been left to private bodies since 1992. The two constituent training colleges in Patna University have been allowed to function as usual. Since 1992, the state government has been concerned with only in-service training of primary and secondary teachers through DIETS and SCERT. Regular
organization of in-service training programmes is one of the main indicators of effective functioning of a DIET. But, as per information available, most of the non-functional DIETs are in the state of Bihar.

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

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

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

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

No other Colleges of Education in Bihar has been assessed and accredited by NAAC so far, including the constituent colleges of Education under Patna University.
ST. XAVIER’S COLLEGE OF EDUCATION  
DIGHA GHAT P.O., PATNA - 800 011  


July 2014  

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

August 2014  

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

CERTIFIED  
Principal,  
ST. XAVIER’S COLLEGE OF EDUCATION  
DIGHA GHAT, PATNA.
September 2014

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

October 2014

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

November 2014

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

December 2014

3 Wed : College Day
4-6 Th-Sat : B.Ed. Study Holidays
5-6 F-Sat : Seminar on Dissertation (M.Ed. & Ph.D)
8-10 M-W : M.Ed. study Holidays
8-19 M-F : B.Ed. I Semester Internal Examinations
23 Tue : Christmas Gathering : Holidays begin
January 2015

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

February 2015

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

March 2015

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

CERTIFIED

Principal,
St. Xavier's College of Education,
Digha Ghat, Patna.
April 2015

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

May 2015

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

June 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mon</td>
<td>Univ.-Ph.D Course work Exam. begins</td>
</tr>
<tr>
<td>4 Th</td>
<td>Last date for Univ. M.Ed. &amp; Ph.D. Theory exams.</td>
</tr>
<tr>
<td>10 Wed</td>
<td>Last date for Univ. B.Ed. Theory Exams.</td>
</tr>
<tr>
<td>12-13 F-S</td>
<td>B.Ed. Practicals (Univ.)</td>
</tr>
</tbody>
</table>
ARYABHATTA KNOWLEDGE UNIVERSITY
PATNA

COURSES OF STUDY

FOR

BACHELOR OF EDUCATION (B.Ed.)

EFFECTIVE FROM JULY 2013
Ordinances & Regulations

O. B.Ed. 1 Eligibility:

A candidate seeking admission to B.Ed. Programme must satisfy the following conditions.
1. He/She must be a graduate of a recognized university. He/She must have passed the bachelor degree as a regular student or as a student of distance education at least in the 10 + 2 + 3 pattern.

2. He/She must have obtained at-least 50% marks at graduation or at post graduation in relevant subject. Candidate belonging to scheduled cast/ Scheduled tribe must have obtained at least 45% marks at graduation or at the post graduate level.

3. If a candidate is a graduate, he/she should have graduated with one of the secondary school subjects as a major subject and if he/she has a master’s degree, he/she should have offered any one of the higher secondary school subjects. The subjects offered by the students at the graduation and post graduation levels will form the basis for the selection of one/both method/methods at B.Ed. level.

4. A candidate for the degree of Bachelor of Education (B. Ed.) must have:
   (i) kept all the lectures of the theory and practice of education in a College affiliated to Aryabhata Knowledge University for the purpose of the B. Ed. Degree, and (ii) completed a course of practical work extending over one year to the satisfaction of the Head of the College in which the candidate is studying, consisting of:
   (a) Teaching practice of not less than 40 lessons (5 micro + 5 simulation+30 block lessons) during the year in the two subjects selected by him/her, distributed over Standards VI to XII of the recognized Primary/ secondary/ higher secondary schools.
   (b) Observed 20 directed lessons given by other candidates and demonstration lessons.
   (c) Attended the demonstration and discussion lessons.
   (d) Attended lectures and guidance in the discussion of theory courses, and
   (e) Completed practical work related to theory portion.

The examination for the degree of B. Ed. shall consist of division of marks, for each component of syllabus as shown in table-1.

| TABLE -1 |
| Part I: Written Examination (Theory) |
| 5.0 (A) The following Four courses are compulsory |

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Instructiona l hours/week</th>
<th>Exam Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>T</td>
<td>P</td>
</tr>
<tr>
<td>1.</td>
<td>Education in an Emerging Indian Society</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Educational Psychology and Measurement</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>School Organization and Management</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>ICT in Education</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

CERTIFIED
Principal,

St. Xavier's College of Education
VISHWA GRAT PATNA.
5.01 (B) Elective Courses: (Paper V)
Each candidate will select any ONE of the following courses as an elective course

<table>
<thead>
<tr>
<th>Paper V</th>
<th>Subject</th>
<th>Instructional hours/week</th>
<th>Exam Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L T P</td>
<td>Internal</td>
<td>External</td>
</tr>
<tr>
<td>1.</td>
<td>Teacher Education</td>
<td>4 0 0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>Environmental Education</td>
<td>4 0 0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Population Education</td>
<td>4 0 0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>History and Development of Education in India</td>
<td>4 0 0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>5.</td>
<td>Value Education</td>
<td>4 0 0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>6.</td>
<td>Women Education</td>
<td>4 0 0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>7.</td>
<td>Inclusive Education</td>
<td>4 0 0</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

5.02 (C) Optional Courses as Special Method (Papers VI)
Each student will also offer any TWO of the following methods from the Optional Courses

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Instructional hours/week</th>
<th>Exam Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper VI (Optional I &amp; II)</td>
<td>L T P</td>
<td>Internal</td>
<td>External</td>
</tr>
<tr>
<td>1.</td>
<td>Hindi</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>2.</td>
<td>English</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>3.</td>
<td>Sanskrit</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>4.</td>
<td>Urdu</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>5.</td>
<td>Arabic</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>6.</td>
<td>Persian</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>7.</td>
<td>Bangla</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>8.</td>
<td>Biological Science</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>9.</td>
<td>Mathematics</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>10.</td>
<td>Economics</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>11.</td>
<td>History</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>12.</td>
<td>Civics</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>13.</td>
<td>Geography</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>14.</td>
<td>Physical Science</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>15.</td>
<td>Home Science</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>16.</td>
<td>Computer Science</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>17.</td>
<td>Commerce</td>
<td>4 0 0</td>
<td>15</td>
<td>35</td>
</tr>
</tbody>
</table>

Any two school subjects are to be studied as content and method papers. These will be based on the two main subjects or the main and one of the auxiliary subjects in case of graduates; and the subjects offered at post graduation level should be the same as at graduation level except in case of those who have offered the fundamental subjects like Philosophy, Sociology, Psychology or M.A. Education.

5.03 (D) Practical Work: Field based study including Practice Teaching, final model lesson, observation and community work.
TABLE-4

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject/Curriculum Components</th>
<th>Instructional Hours</th>
<th>Exam Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>T</td>
<td>P</td>
</tr>
<tr>
<td>1.</td>
<td>Micro Teaching, Block Teaching</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>Assignment and content test (2)</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Gardening/Craft/Computer basics</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Psychology Practicals (3)</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>Blue Print (2)</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Observation Copy</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>7.</td>
<td>Action Research, Community work</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Viva (External Test)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>Annual Lessons (University Exam)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
<td>0</td>
<td>68</td>
</tr>
</tbody>
</table>

O. B.Ed. 2: Duration of Programme:
A candidate admitted to the B.Ed. Programme shall undergo a regular course of study for one academic year, that is, from June/July to April/May. There shall be not less than 180 working days which shall comprise 900 teaching/working hours, (Exclusive of the days for the conduct of University or external end-semester examinations).

O. B.Ed. 3: Programmes offered at B.Ed. Programme:
(1) B.Ed. General

O. B.Ed. 4: Courses in Programme:
The B.Ed. Programme consists of a number of courses. The term ‘Course’ is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of courses suggested for the B.Ed. Programme.
- Core Course (A 1 to A 4)
- Elective Course (B 1 to B 9)
- Optional Papers (Content cum Method), (C 1 to C 9)
- Practical Work (D 1 to D 9)
Core courses are the basic courses compulsorily required for the programme of study.

O. B.Ed. 5: Course:
Each course is to be designed variously under lectures / lessons/practical work or field work/seminar /workshop/practice teaching / assignment / term paper / Blue print / Internship / Literacy Programme/ Psychological Test/Action Research/ Viva etc., to meet effective teaching and learning needs of a would be teacher of B.Ed. Programme.

O. B.Ed. 6: Examinations:
There shall be examinations at the end of the course in the month of May. A candidate who does not pass the examination shall be permitted to appear in the subsequent examinations to be held in May.

O. B.Ed. 7: Condonation:
Student must have 75% of attendance in each course for appearing in the end-Semester examination. A shortage of attendance upto 15% can be condoned by the Vice Chancellor as per AKU rules.
O. B.Ed. 8: Questions Paper Pattern:
There will be 4 units in each paper. There shall be two questions from each unit. The 9th question shall have 10 objective type questions from all the four units of the theory course. The examinees should answer one question from each unit and also 7 sub-questions from question No. 9, totalling to 5 questions in all.

O. B.Ed. 9: Evaluation:
The performance of a student in each course is evaluated in terms of percentage of marks. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher/Method Master as well as by an end semester examination and will be consolidated at the end of the course. Attendance shall be taken as a component for continuous assessment, although the students should put in minimum of 75% attendance in each course. In addition to continuous evaluation component, the year-end examination, which will be a written-type examinations of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to year-end examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an year-end practical examination.

O. B.Ed. 10: Passing Minimum:
The passing minimum for CIA (Continuous Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). A student is required to score at least 45% as aggregate marks for the award of B.Ed. Degree.

O. B.Ed. 11: Examinations:
The University shall conduct the External or year-end Examination. The Internal Examination shall be conducted by the concerned colleges themselves.

O. B.Ed. 12: Self-Financing Stream:
The above Ordinances shall be applicable also for the candidates undergoing the programmes in self-financing stream.

O. B.Ed. 13: Grievance Redressal Committee:
The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher/Principal and the HOD of the faculty as the members. This Committee shall solve all grievance relating to the Internal Assessment marks of the students.

O. B.Ed. 21: Revision of Ordinance, Regulations and Curriculum:
The University may from time to time revise, amend and change the Ordinances, the Regulations and the Curriculum, if found necessary.

CERTIFIED

[Signature]
Principal,
St. Xavier's College of Education,
Digha C.H.T., Patna.
### R. B.Ed. 1: Division of Marks – Part 1 - Theory

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Instructional hours/ wk</th>
<th>Exam Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>T</td>
<td>P</td>
</tr>
<tr>
<td>1.</td>
<td>Education in an Emerging Indian Society</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Educational Psychology</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>School Organization and Administration</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Essentials of ICT in Education</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Elective Paper (B1-7)</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Method- I &amp; II (C 1-17)</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>180</td>
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<td>0</td>
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</tbody>
</table>

### Part – II – Practical

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject/Curriculum Component</th>
<th>Instructional hours</th>
<th>Exam Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>T</td>
<td>P</td>
</tr>
<tr>
<td>1.</td>
<td>Micro Teaching, Block Teaching</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>Assignment and content test (2)</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Gardening/Craft/Computer based</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Psychology Practicals (3)</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>Blue Print (2)</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Observation Copy</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>7.</td>
<td>Action Research, Community work</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Viva (External Test)</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>9.</td>
<td>Annual Lessons (University Exam)</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>250</td>
<td>150</td>
</tr>
</tbody>
</table>

### R. B.Ed. 2:

For part-II examination, the candidates will be tested for their practical skill, class management and teaching in two subjects of their choice.

The candidates will be required to keep the following for the inspection:

1. A journal / file containing the criticism on the demonstration lessons and at least 20 lessons of other candidates observed by them during the year.
2. A Lesson Plan file of at least 30 lessons given during the year and the criticism of the guides therein.
3. The head of the college will be required to keep a record of and evaluation of all lessons given by the students, of the practical work done by them in relation to the theory papers and of the co-curricular activities.

---

**CERTIFIED**

Principal, St. Xavier's College of Education, DIGHA GHAT, PATNA.
**R. B.Ed. 3:**
The practical work to be carried out by the candidates during the year is explained in R.B.Ed.-I

1. Micro Teaching, Block Teaching 50 Marks
2. Assignment and content test (2) 50 Marks
3. Gardening/Craft/Computer basics 50 Marks
4. Psychology Practicals (3) 30 Marks
5. Blue Print (2) 25 Marks
6. Observation Copy 20 Marks
7. Action Research, Community work 50 Marks
8. Annual lesson (Exam) (One lesson in each school subject selected by the teacher trainee and 50 marks in each lesson) (50+50) 100 Marks
9. Viva voce 25 Marks

**R. B.Ed. 4:**
The total number of External exam marks for Part-I shall be 420. For the practical work done by the candidate and the internal examination marks up to a maximum of 180 shall be given by the head of the college.

For part-II examination there shall be 150 external marks for Practical teaching and viva voce and 50 marks for Gardening/Craft/Computer Basics. For internal examination, 250 marks shall be given by the Head of the College in which candidate is studying and will be communicated to the University before the University practical Examination commences and/or as per the instructions of Controller of Examinations of the University.

Internals Marks may be revised in case of a candidate who fails to pass the internal evaluation and applied for such revision, provided:
(i) He puts in regular attendance for a period of at least one month in the college in which he has studied, and
(ii) During this period, a candidate gives additional lessons under the supervision of head of the college in teaching practice and does other practical work to the satisfaction of the Head of the college.

**R. B.Ed. 5: Passing of Examinations and Promotion Rules**

3.1 To pass the examination in Part – I, a candidate must obtain not less than 40% of the total number of marks in each course and 50% marks in aggregate of the seven papers.

3.2 To pass the examination in Part – II, a candidate must obtain minimum of 50% of the total internal marks and in each of the two lessons of the University held by Examination.

3.3 There shall be no supplementary examination or the provision of re-evaluation.

**R. B.Ed. 6:**
A candidate who fails in the Examination shall have to reappear in all such course/s. A candidate after failing in B.Ed. examinations shall be allowed to reappear for 3 consecutive examinations only.

**R. B.Ed. 7:**
Each Course is to be designed variously under lectures / tutorials / laboratory or field work / seminar / practical training / assignments / term paper or report writing etc., to meet effective teaching and learning needs.

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R. B.Ed. 8: Assessment and Instructions for implementation of practical work related to Educational Transaction Practice Teaching

8.1 Practice Teaching Lessons

<table>
<thead>
<tr>
<th>Work</th>
<th>Particulars</th>
<th>Total Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro teaching</td>
<td>Orientation and demonstrations of skills be given by lecturers. Lesson planning and teach-re-teach cycles of four microteaching skills per subject should be conducted. Recommended Skills: Questioning, Set induction, Illustration with examples, Explanation, Stimulus Variation, Making use of Chalk Board. One integration (bridge) lesson – (15 min.) in any one method</td>
<td>05</td>
</tr>
<tr>
<td>Simulation</td>
<td>Orientation and demonstration of lessons in simulation. They should be on the basis of methodology and on different techniques of teaching in respective school subject. The components observed in teaching respective subject should be monitored while observing lessons. The core skills should be prioritized in selecting simulation. Students should practice novel methods and models of teaching in these lessons, e.g. learning through group discussion, problem solving, practical, exhibitions; computer aided learning, visit lesson, dramatization, self-learning with the help of specially prepared work sheets, using concept attainment model, inductive thinking, synaptic, advance organizer, inquiry training, role play, jurisprudential model, Lessons catering to multiple intelligences. Five lessons in each method should be given.</td>
<td>10</td>
</tr>
<tr>
<td>Block teaching</td>
<td>Block teaching, one unit test lessorper subject. The student is supposed to prepare blue print of test and results sheet after assessment of answer sheets.</td>
<td>15</td>
</tr>
<tr>
<td>(Unit Planning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Lesson</td>
<td>Lesson without lesson plan under the supervision of school authority.</td>
<td>10</td>
</tr>
</tbody>
</table>

TOTAL PRACTICE TEACHING LESSONS 40

8.2 Lesson Observations: The trainee should observe lessons as under:
(i) Demonstration Lesson (Macro) 02
(ii) Block Teaching + Internship 20
Total observations 22

The trainee must provide the written feedback on each observation and a copy must be handed over to the trainee whose lesson is observed having signed by the Professor in-charge.

8.3 Internship & Literacy Programme: (A real school life experience)
- Internship 25 marks (5 marks for Literacy programme)
- Following activities are included in internship of 10 days in a school.
- The trainee is supposed to have experience of performing other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of homework/journals, conducting prayer, proxy periods and Teaching work observations of school record etc.

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- Student has to deliver 10 lessons during the internship programme under the supervision of school principal/supervisor/senior teacher without lesson plan. The student has to maintain the index of this lesson during the programme and approved by the authority.

- Study of a school system is expected. The student will collect information about location of school, establishment of a school, management, rules, school records, time-table, results, organizations associated with the school, co-curricular and extracurricular activities for student and staff of the school etc.

- The trainee must literate at least one illiterate during the internship programme. The evidences of literacy programme must be attached with the report of internship.

8.4 Action Research:
The trainee must undertake either a case study or an action research as a part of B.Ed. Part II assessment.

8.5 Seminar/Workshop Presentation
Every trainee has to participate in at least one seminar. There must be a presentation, one in large group or in small group. The group of students should prepare for a topic related to any subject from current concerns/new trends. Students should collect information from various sources and present the topic. Other students should ask questions to the presenter.

8.6 Psychological Test/Practical:
Every trainee is to administer any one psychological test on a small group. The trainee is to submit the report on general details of the test, the group on which it is administered, the procedure of administrating test, scoring and general interpretations.

8.7 Assignment/Content Tests:
There must be submission of one assignment on each of the five General papers (Paper I, II, III, IV and VII) and two methods (Paper V & VI). The institute has an option of taking content examination in lieu of assignments in methods.

8.8 Teaching Aids:
The trainee is to develop one teaching aid in a method of admission (i.e. Uni. Method) and submit it in the college.

8.9 Blue-print:
The trainee is to prepare a blue-print of the question paper of 50 marks in each method specifically in two days work-shop organized under direct supervision of the method master concerned.

8.10 Viva/Co-curricular activities
The participation in co-curricular activities in college programme shall be assessed. The viva-voce will be at the end of the year.

8.11 Annual Lessons: University Exam
There are two annual lessons in each method at the end of the year. There must be one-method related teacher/professor as an examiner in annual examination for the evaluation of each lesson. The records of 15 lessons of each method and observation book of lessons must be counter signed by the examiner of annual examination of lessons.

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**R. B.Ed. 9: Format of Theory Question Paper for B.Ed. Examination:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Instructions</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. 1 and 2 From Unit-I</td>
<td>Answer any one from the following two questions.</td>
<td>14 Marks</td>
</tr>
<tr>
<td>Q. 3 and 4 From Unit-II</td>
<td>Answer any one from the following two questions.</td>
<td>14 Marks</td>
</tr>
<tr>
<td>Q. 5 and 6 From Unit-III</td>
<td>Answer any one from the following two questions.</td>
<td>14 Marks</td>
</tr>
<tr>
<td>Q. 7 and 8 From Unit-IV</td>
<td>Answer any one from the following two questions.</td>
<td>14 Marks</td>
</tr>
<tr>
<td>Q. 9 From Unit-I-IV</td>
<td>Q.5 Answer any 7 of the following 10 questions in short. Each question carries 02 Mark.</td>
<td>14 Marks</td>
</tr>
</tbody>
</table>
COURSES OF STUDY
Paper - 1
EDUCATION IN AN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES:

To enable the prospective teachers to know and understand
1. About the relationship between Philosophy and Education and implications of philosophy on Education
2. The contribution of sociology to education.
3. The role of socialization and social change in the creation of new social order in the country and to be aware of various social welfare opportunities in which their participation may be helpful.
4. The importance and role of education for the progress of society.
5. The contribution of great educators and thinkers to education.
6. The need of promoting National Integration, helping in women empowerment efforts and awareness about human rights including children rights.

CONTENTS:

Unit I: a) Education nature and meaning
i. Functions and scope of education.
ii. Aims and objectives of education in relation to time and place.
b) Philosophy and education:
   i. Significance of studying philosophy in understanding educational problems and practices.
   ii. Major philosophical systems - their salient features and their impact on education
      (a) Idealism  (b) Naturalism  (c) Pragmatism (d) Constructivism
   iii. Educational Thinkers
      (a) Mahatma Gandhi  (b) Rabindra Nath Tagore  (c) Rousseau
      (d) John Dewey  (e) Montessori

Unit II
a) Knowledge about the Indian Constitution and the various provisions in the Constitution with respect to education.
b) National Integration and Emotional Integration.
   i. Role of teacher and educational institution in fostering national integration through democratic interaction.
   ii. Explanation of cultural heritage and contributions of different religions for the same cause.

Unit III:
Sociological Bases of education: Relationship between individual and society, society and utilitarian function of education, education as a tool of economic development, education as an instrument of social change, education and human resource development.

Unit IV

SUGGESTED BOOKS:

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181
10. Saxena, R.N., Education in an Emerging Indian Society, R. Lall Book Depot, Meerut, 2009
12. Walia, J.S., Education in an Emerging Indian Society, Paul Publ., Jalandhar, 2005
13. Yadav, Pratibha, Udyayan Bharatiy Samaj Kein Shikshak, Sahitya Prakashan, Apka Bazar, Hospital Road, Agra, 2009

Paper II

EDUCATIONAL PSYCHOLOGY AND MEASUREMENT

COURSE OBJECTIVES:
To enable the Prospective teachers to:
1. acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners.
2. develop understanding of process of children learning in the context of various theories of learning.
3. understand intelligence, motivation and various types of exceptional children
4. develop skills for effective teaching-learning process and use of psychological tests.

COURSE CONTENTS:

UNIT I: Nature of Educational Psychology and learners
(a) Meaning, nature, methods and functions of educational psychology
(b) Importance of Educational Psychology for teachers
(c) Stages of human development; Early childhood, later childhood and Adolescence; specific characteristics and developmental tasks at each stage.
(d) Jean Piaget’s theory of cognitive development
(e) Problems of adolescence in the Indian context, their needs and aspirations
(f) Guidance and counselling to adolescents

UNIT III: Learning and Motivation
(a) Learning – Meaning and Nature
(b) Learning theories: Thorndike’s Connectionism, Pavlov’s Classical Conditioning, Skinner’s Operant Conditioning and Gestalt Theory.
(c) Factors affecting learning
(d) Motivation - Concept of motivation and its techniques.
(e) Transfer of Learning: Meaning, Theories and educational implications.

UNIT III - Intelligence and Personality
(a) Nature of Intelligence
(b) Theories of Intelligence - Two Factor, Multi Factor and Guilford’s SI Model
(c) Measurement of Intelligence - Verbal, Non-verbal, performance test.
d) Meaning and Nature of Personality

e) Type and trait theories of personality

f) Measurement of personality: subjective method, objective method and projective method.

UNIT IV - a) Individual Differences, Exceptional children and Learners’ Assessment

i. Individual differences - nature, accommodating individual differences in the classroom

ii. Concept of exceptional children - types and characteristics of each type including children with learning disabilities.

iii. Programmes and Interventions for meeting the needs of exceptional children.

iv. Assessment of Learners: Standardized test, Difference between Criterion Referenced and Norm Referenced Test, Grading and Reporting, Computers and Assessment.

b) Measurement in Education


iii. Correlation: Rank Correlation and Product Moment Correlation.

PRACTICUM:

(a) Administering achievement motivation test and interpretation of the results.

(b) Administering and interpreting the results of two tests - one verbal and one non-verbal intelligence tests in a classroom.

(c) A case study of an exceptional child and suggestions to provide measures to improve his/her academic performance.

SUGGESTED BOOKS:


4. Dececco J.F.; Psychology of Learning and Instructions Educational Psychology, Prentice Hall of India.

5. Flemming, C.M. Teaching,. A Psychological Analysis.


10. Mathur S.S. Shiksha Manovigyan


16. Sinha, H.S., Shiksha Manovigyan, Atlantic Pubs and Distributors, New Delhi, 1996

17. Singh, Arun Kumar, Shiksha Manovigyan, Bhanati bhawan, Patna, 2001

18. Sharma, Rammath, Uchchatar Shiksha Manovigyan, Atlantic Pubs, and Distributors, N.D., 2004


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OBJECTIVES
1. To enable the student-teachers to understand the concept and concern of Educational Management.
2. To develop the understanding of the role of the headmaster in school management.
3. To enable the student-teachers to understand the Administrative set up of Education in Bihar.
4. To enable the student-teachers to understand the school as an Institution and the various registers.
5. Understand the contribution of various major commissions on education.

UNIT - I  School Administration:
Meaning, Principles, Scope, Process and function of Educational Administration. Types of Educational Administration.

UNIT - II  School Organization:
1. The School: its functions and relationship with Society, its site, design of the building, sanitary requirements and the environment, laboratory apparatus, library, museum and the hostel, school plant, playground, beautification of school.
2. The School Staff: Headmaster - his leadership qualities, his qualifications and his duties, his relations with teachers, the guardians and the public. The teachers, their qualities and duties. The office staff, records and functions of each record. The service conditions of the staff. Professional code of ethics for teachers.
3. School Finance: Sources of Income and items expenditure.

UNIT - III  Institutional Planning:

UNIT - IV  a) Time-Table and Human Management:
Nature, Types, Principles to be followed for framing an Ideal Time-Table, Factors affecting Time-Table, Calculation of Teachers workload, Staffing pattern, Seminars, Workshops, Orientation Programme, Refresher Course, In-service Programme. Organisation of Co-curricular Activities and Students self Govt. and the role played by them. Classroom Management, Co-curricular activities, co-operative learning, Group Discussion treatment, Organizing Health Education programme in school.

b) Supervision and Inspection:
Concept, Scope, Objectives and Planning Distinction between supervision and Inspection.

REFERENCES
Altekar a. S., Education in ancient India
Modaliar a. L., Education in India
Mukerjee r. K., Ancient education in India
Mukerjee s. N., Education in India - today and tomorrow
Kochhar S. K., Secondary School Administration
R. N. Safaya, School Administration & Org.
Mathur S. S., Vidyalaya Sangathan evarn Swashya Shiksha
Sukhiya S. P., Vidyalaya Prashasan evarn Sangathan
Agarwal J. C., School Organization and Management

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Rajani Joshi  Vidyalaya Prashasan evem Sangathan
Saroj Saxena  Vidyalaya Prashasan evem Swasthya Shiksha
Mathur K. P.  Vidyalaya Prabandhan evem Niyojan
Tak, Suleman,  Educational Management and School Organization, Jain Prakashan,
Jaipur,
Walia, J.S.  Madhyamik Shiksha Aom School Prabandh, Ahim Paul Pub, NN 11,
Gopal Nagar, Jabalpur, 2011
Sharma, Prajesh  Shaikshik Prabandh aom Vidyalay Sangathan, Sahitya Prakashan, Agra,
2008
Verma, Rajesh,  Shaikshik Prabandh aom Vidyalay Sangathan, Indian Publishing House,
Jaipur, 2007
Singh, Yashoda  Educational Administration and School Organization, Sheth Pub,
Bombay, 1981

Paper IV
INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION (ICT)
AND INSTRUCTIONAL SYSTEM

OBJECTIVES:
1. To develop an understanding of the concept of ICT in Education.
2. To develop an understanding of the importance and need of communication through ICT
3. To develop an understanding of the psychological bases of using various support media
   required for ICT.
4. To enhance the skill of communication in teaching.
5. To familiarize student - teachers with contemporary teaching - learning techniques.
6. To develop an understanding of the process of technology mediated communication.

UNIT - I: Educational Technology and Information and Communication Technology (ICT)
1. Educational Technology: Meaning and nature
2. Concept, Meaning and Importance of Information and Communication Technology
3. Origin and Development of ICT
4. Traditional and Modern ICT
5. Advantages & limitations of ICT
6. Difference between Educational Technology and ICT
7. Challenges in integrating ICT in School Education

UNIT - II: Communication Technology
1. Communication: Meaning, characteristics, principles
2. Process of Communication: Elements and Cycle
3. Types (Verbal and Non-verbal) and Modes of Communication
4. Barriers of Communication and teachers' role in overcoming them.
5. Development of Effective Classroom Communication skills
6. Multi-Media and Mass-Media: Concept and their Role in Education

UNIT - III: Instructional System and Strategies
A. Instructional System
   1. Meaning and Characteristics of System Approach
   2. Distinction between Education, Instruction and Training

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3. Components of Instructional System
4. Analysis of Instructional System
5. Advantages and Application of System in Education

B. Instructional Strategies
1. Large Group - a. Team-Teaching b. Seminar
3. Individualized: Programmed Learning - meaning, nature, principles
   Types - Linear and Branching
4. Multi-Sensory Instruction

UNIT - IV: Technology Mediated Communication

1. Computer and Operating System
   A. Definition, Characteristics and Limitations of Computer
   B. Types of Computer: Generation, Size, Technology and Purpose

2. Computer Assisted Instruction: Concept, instructional uses of computers,
   advantages and limitation of Computer Assisted Instruction.

3. Components of Computer System (Hardware / Software / Humanware)
   B. Software: 1. System a. Operating System b. Language Processor
   C. Humanware

4. Network: Concept, Meaning, Components and Types of Network
   Internet: Concept and Meaning of Internet; Internet Services

5. Facilities available for Communication:
   a. E-Learning (Concept, Meaning, Characteristics)
   b. Off-line Learning (Meaning, Importance)
   c. On-line Learning (Synchronous and Asynchronous)
   d. Use and Importance of Resources: E-mail, Chat, WWW, E-Library
      Teleconferencing [audio, video and computer (Audio-video)], Blog,
      and Discussion Forum

6. Role of teacher in information technology.

REFERENCES:
1. Information and Communication Technologies: Visions and Realities by William H. Dutton.
2. Information Society: Wireless ICT's Transformative Potential, t Futures by A. Grantham, 0.
   Tsekouras.
3. The Impact of ICT on Literacy Education. Edited by Richard Andrews London And New
   York
4. Developing Thinking and Learning with ICT: Raising Achievement in Primary Classrooms
   By Rupert Wegerif LynDawes & Routledge Falmer, 2004
5. Information and Communication Technologies: Visions and Realities by William H. Dution,
   Malcolm Peip; Oxford University Press, 1996.
6. New Communication Technologies in Developing Countries by Jarice Hanson, Uma Narula,
8. Handbook of Information Management by Alison Scammell
9. Information Technology by Vincent B and Vincent T; Kaban, 1985
11. Advanced Teaching Methods for the Technology Classroom Author: Petrina, Stephen Publisher Idea Group Pub
12. Models of teaching Author: Joyce B and Well 14 Prentice Hall of India, 1985
19. Simmons, Carl, Teaching ICT, Sage Pubs, India Pvt Ltd, N.D., 2009

PAPER V: ELECTIVE COURSES

Choose any ONE of the following as an Elective Paper.

1. Teacher Education 5. Women Education
2. Environmental Education 6. Inclusive Education
4. History and Development of Education in India

1. TEACHER EDUCATION

Fundamentals of Teacher Education Objectives:
1. To develop in the students understanding of the concept, history, need and objectives of teacher education.
2. To enable the students to understand teacher and curriculum transaction.
3. To enable the students to understand teacher education as a profession.

Unit-I Concept, Need, History and Objectives of Teacher Education
1.1 Concept of teaching and teacher education.
1.2 Historical Development of teacher education in India.
1.3 Need and Importance
1.4 Aims & Objectives
1.5 Basic Assumptions
Unit-2 Teaching as a Profession
2.1 Concept of a profession
2.2 Scope characteristics of teaching as a profession
2.3 Teachers status; social status, economics status and professional status.
2.4 Teachers competencies: kind of competencies
2.5 Teachers commitment areas: kind of commitment

Unit-3 In-service and pre-service programme
3.1 Meaning
3.2 Objectives
3.3 Basic requirement
3.4 Programmes for quality improvement
3.5 Innovative practices:
• Classroom teaching and methods
• Use of latest technology
3.6 Construction of TLM.

Unit-4 Role and function of Teacher Education Agencies:
4.1 SCERT, DIET, CTE
4.2 NCERT
4.3 Role of NCTE and NAAC for quality improvement.

Reference
Dewgouda, A. G. (1973). Teacher Education in India, Bangalore; Bangalore Book Bureau
Dutt, S. (1972). The Teachers and His World, Agra; Sukumaran Dutt, Soomibagh

Allen and Union Ltd.
I.A.A.T.C. (1964). Symposium on Teacher Education in India, Ambala Cantt; The Indian Publications
NCERT. Teacher Education, NCERT, ND, 1998
Sharma, Shashi, Teacher Education, Kanishka Pub., ND, 2003
Singh, YK, Teacher Education, AHP Publications, ND, 2005

2. ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES:
To enable the student-teacher to -
1. Understand the concept of environmental education
2. Develop in them a sense of awareness about the environmental pollution.
3. Act with a sense of responsibility in respect of conservation of environment, bio-diversity and sustainable development.
4. Understand and realise the role of school and education fostering among students the habit of living with nature in harmony.
5. Know the various effective measures to conserve the environment for sustainable development.

**COURSE CONTENTS:**

**Unit I:**
(a) Environment: meaning, scope and nature of environment education
(b) Types of environmental pollution.

**Unit II:**
(a) Course and effects of environmental pollution, global and local environmental pollution and remedies, Biological Magnification.
(b) Green House effect, cause of effect.
(c) Ozon layer depletion - environmental threat, acid rain, rise of sea level and their implications.

**Unit III:**
(a) Role of Education in creating environmental awareness.
(b) Programmes of environmental education for attitude change.

**Unit IV:**
a) Biodiversity: conservation of genetic diversity - learning to live in harmony with nature.
b) Role of school in environment conservation and sustainable development.

**PRACTICUM:**
Prepare a Project Report after surveying a typical degraded area and suggest remedial measures on anyone of the following topics:-
(a) Noise Pollution  (b) Water Pollution  (c) Air Pollution  (d) Deforestation
(e) Activities of the Pollution Control Board  (f) Role of Voluntary Agencies
(g) Sanitary conditions

**SUGGESTED BOOKS:**
4. Sharma, A.C. Interdisciplinary Approaches in Environmental Education
5. UNESCO: Environmental Education: Principles of Teaching and Learning, Paris
6. UNESCO: Education of Environmental Education in School, Paris
7. UNESCO: Interdisciplinary Approaches in Environmental Education, Paris
8. UNESCO: Guide to Environmental Value Education.

Teli, BL, Parayan Adhyan, College Book Depot, Jaipur,
Kislay, Shardencu, Parayan Shiksha, Discovery Publications, ND, 2006
3. POPULATION EDUCATION

COURSE OBJECTIVES:
To enable the student-teacher to know and understand -
1. The concept need and importance of population education
2. The various terminology used in population studies and factors responsible for population growth.
3. Implication of population growth as social functioning.
4. Effect of unplanned growth of population as a factor for the depletion of nature.
5. Role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS:

Unit I:
a) Nature and scope of population education, meaning, concept, need, scope, importance of objectives.
b) i. Population dynamics: distribution and density, population composition, age, sex, rural,
ii. Urban, literacy - India level.
iii. Factors affecting population growth: fertility, mortality and migration (population mobility)

Unit II:
(a) Population and quality of life: population in relation to: socio-economic development, health, nutrition, health service and education.
(b) Effect of unchecked growth of population on natural resources and environment.
(c) Population and literacy efforts in India.

Unit III
a) i. Population education in schools.
ii. Integration of population education with the general school curriculum.
b) i. Methods and approaches: inquiry approach, observation, self-study, discussion,
ii. Assignment.
iii. Use of mass media: Newspapers, Radio, TV., A.V. aids

Unit IV:
Role of teachers: in creating awareness of the consequences of population growth, inculcating new values and attitudes leading to modification and realising the disastrous effect of population problems.

PRACTICUM:
1. Content analysis of existing secondary level textbook and identify population education contents in them.
2. Survey of population situation in the locality
   (a) Any locality
   (b) Inhabited by disadvantaged people
3. Survey of the students families and comment on population situation.
4. Survey the social situation prevailing in the locality
5. Survey of the family planning efforts in a locality
6. Preparing charts on population.
SUGGESTED BOOKS:
3. NCERT, Population Education in School Curricula
4. NCERT, National Resource Book on Population Education
10. Rejoriya, Arun Kumar, Jansankhya Shiksha Shikshan, Jain Prakashan Mandir, Jaipur, 2006

4. HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA

COURSE OBJECTIVES:

To enable the student-teacher to know and understand -
1. Growth and development of Education in India.
2. The impact of different periods in History on development of Education.
3. The measures taken by different governments in the development of Education in India.

COURSE CONTENTS:

Unit I

Education in Ancient India – Vedic Education, Education during Later Vedic period, Education during Buddhist period.

Unit II

Education in Medieval India – The system of education during Sultanate period. The Hindu System of Education during the medieval age.

Unit III

Education during the British Period – Hunter Commission, University Commission, Sargent Commission.

Unit IV

Education in Post-Independence Period – Reports of Radha Krishan Commission, Mudaliar Commission, Kothari Commission, K.T. Shah Committee, Jawar Hussain Committee on higher education, NEP 86, BEP, Yashpal Committee Report, EPDP, Sarva Shiksha Abhiyan, RUSA.

Reference Books:

1. Urmila Sharma, Hand Book of Vedic Education
2. J.C. Aggarwal, Development of Education in India
5. WOMEN EDUCATION

Course Objectives:
To enable the student-teacher to:
1. Understand the need for women education today.
2. Understand the problems of women related to education, gender equality, home, Work-place, etc.
3. Develop a sense of awareness about the status of women in Indian society.
4. Understand the status of girl child and education at different stages in school and higher education.
5. Understand the concept of women empowerment and the role of the teacher in building strategies to develop and promote it.
6. Develop programmes to help women realize the importance of women empowerment.

Unit I: Need of Women Education
1. Need of women Education
2. Inequality of opportunities
3. Imbalance of educational developments
4. Gender inequality and its consequences on economic and social scenario
5. Role of women in socio-economic development

Unit II: Status and problems of women in Indian society
1. Social taboos and problems of Indian girls and women in the diversified Indian society (age of marriage, role as a woman, harassment at home and in the family, education and educational institutions and also at the working place)
2. The status of women at present in the present Indian society
3. Rights of women according to the Indian constitution
4. Constitutional and legal measures to prevent women exploitation

Unit III:
   a) Issues of Gender equality
1. Scope of attainment equality for women and the issues associated with it.
2. Educational provisions for women equality in the state
3. NPE/POA (1992) and its concerns for women education

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b) **Status of Girl Education**

1. Status of girl education at primary, secondary and higher education stages
2. Literacy programme for girls belonging to 15-35 years age group
3. Attitude towards women education, co-education and its educational implication
4. Access of women to vocational education and professional education

**Unit IV: Women Empowerment**

1. Concept of women empowerment and strategies of building it
2. Removal of sex bias in school curriculum
3. The role of the teacher in building simple strategies at school level
4. Research and women studies
5. Management structures at centre and state levels
6. National commission on women
7. Monitoring and evaluation of women education

**PRACTICUM:**

1. Submission of report
2. Conduct interview of women labour and prepare a report on the problems of women labour with suggested solutions
3. Conduct interview of women on a post in a company and prepare a report on the problems she faces with suggested solutions
4. Submit a report comparing and differentiating the problem in practical 1) and 2 above
5. Organize a panel for discussion on women rights and summaries the points that emerge and submit a report
6. Organize a debate on women empowerment issues and summarize the salient features of discussion for and against the motion

**Suggested Readings**

1. Ester Boserup, *Women's role in economic development*
2. Sardamoni K. (Ed.), *Women, work and society*
3. Neera Desai and M. Krishnaraj, *Women and society in India*
4. Leelamma Devasia, *Women in India and quality, Social Justice and Development*
5. Maitreyi Krishnaraj, *Women and Development- The Indian Experience*
6. Chatana Kalbagh (Ed.) *Women and Development*
7. Alwa Myrdal and Viola Klein, *Women's Two Roles-Home and the Family*

**6. INCLUSIVE EDUCATION**

**OBJECTIVES:**

1) To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
2) To identify and address diverse needs of all learners
3) To familiarize with the trends and issues in inclusive Education
4) To develop an attitude to foster inclusive education
5) To develop an understanding of the role of facilitators in inclusive education

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UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION
a) Concept: Need and Meaning
b) Philosophy: Transition from segregation to inclusion
c) Principles
d) Models

UNIT II: SPECIAL EDUCATIONAL NEEDS (SEN) OF LEARNERS IN INCLUSIVE SCHOOL
a) Identification of diverse needs of SEN learners and Referrals
c) Types and Use of Assistive Devices for learners with SEN
d) Adaptations & Accommodations: Physical & Curricular

UNIT III: PLANNING AND MANAGING INCLUSIVE CURRICULUM IN SCHOOLS
a) Individualized Educational Plan (IEP): Development & Implementation
b) Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teach
c) Activity Based Learning, Peer Tutoring and Cooperative/Collaborative Learning
d) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational

UNIT IV: LEGISLATION, EMERGING ISSUES AND CURRICULAR CONCERNS
b) Sarva Shiksha Abhiyan (SSA) (2002.)
c) Continual Education Programmes.

UNIT V: FACILITATORS FOR INCLUSIVE EDUCATION
a) Need for Multidisciplinary Approach
b) Role Responsibilities: General, Special and Resource
c) Teachers, Family, Community
d) Parent - Professional Partnership: Need and Relevance

SUGGESTED ACTIVITIES:
a) Plan two activities for cooperative learning in inclusive classrooms
b) Planning of two lessons and teaching in inclusive schools

REFERENCES

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7. VALUE EDUCATION

COURSE OBJECTIVES:
The student-teacher will be able to:

1. Understand the meaning, scope and significance of value education in schools.
2. Select value based axioms, principles, laws, events and stories etc., suitable to school students and use them for inculcating values in the school children.
3. Use suitable methods and media for inculcation of values in the children.
4. Use suitable evaluation tools and techniques for the assessment of value development.
5. Integrate desirable values in their day-to-day work.
6. Appreciate basic values underlying major religions of the world.

COURSE CONTENT:

Unit I: Introduction to Value Education
1. Meaning and definition of value education
2. Nature and sources of value education
3. Biological, Philosophical, Sociological, Economic, Scientific and Ecological determinants of values and their bearing on education

Unit II: Classification of Values
1. Classification of values into various types, material, social, moral, spiritual and aesthetic.
2. Status of values and how can these be realized through education.

Unit III: Underlying Values in Major Religions
1. Values in Hinduism
2. Values in Jainism
3. Values in Buddhism
4. Values in Islam
5. Values in Christianity
6. Consequences of Deterioration and absence of values
7. Overcoming deterioration of values through education

Unit IV:

a) Integration and Internalization of Values
1. Integration of values and Internalization of values
2. Resolving value conflicts
3. Development of values as a personal and life long process
4. Teaching values as a part of education
5. Means and method of communication of values
6. Role of media in propagation of values

b) Evaluation of Values
Evaluation of values - evaluation by observation, evaluation by behaviour, evaluation by inventory.

References
1. Pawar, N.G. Mooly shiksha Book Enclave, Shanti Nagar, Jaipur 2003
4. Charles, E.A. Value Education St. Xaviers Institute, Mumbai 1998

Paper VI (Optional I & II)

TEACHING OF METHODS

Choose any TWO from the subjects below.

1. English
2. Hindi
3. Sanskrit
4. Urdu
5. Arabic
6. Persian
7. Bangla
8. Biological Science
9. Mathematics
10. History
11. Economics
12. Civics
13. Geography
14. Physical Science
15. Home Science
16. Computer Science
17. Commerce

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1. TEACHING OF ENGLISH

COURSE OBJECTIVES:
To enable the student teacher know and understand about -
1. Nature and Characteristics of English
2. Requirement and skill needed for mastering English
3. The various approaches for teaching English
4. Approaches for teaching various aspects of English
5. Aids which could be useful for teaching English
6. Techniques for getting feedback, self-evaluation and evaluation.

COURSE CONTENTS:

UNIT I: NATURE OF ENGLISH LANGUAGE
1. Understanding the Nature of Language
2. Role of language in life - intellectual, emotional, social, cultural development
3. Brief history of English education from pre-Independence days to today.
4. Three language formula.
5. Role of English in Modern India: International language, window on the modern world, library language, link language
6. Characteristics of English Language and Problem of Teaching it in India.

UNIT II: A. TEACHING OF ENGLISH
1. General Principles of Teaching English as a Foreign Language.
2. Aims and Objectives of Teaching English at Junior and Senior Levels
3. Objectives of teaching of prose & poetry and Lesson Plan
   b. Methods: Inductive and Deductive

B. AUDIO-VISUAL AIDS IN THE TEACHING OF ENGLISH
1. Need and importance
2. Types of Audio-Visual Aids and its appropriate uses
3. Language laboratory

C. Essential qualification and qualities of an English teacher

UNIT III: METHODS AND APPROACHES OF TEACHING ENGLISH
A. Methods of teaching English
1. Grammar Translation Method
2. Direct Method
3. Bi-lingual Method

B. Approaches of teaching English
1. Structural approach
   - General principles of selection and gradation.
2. Communicative approach

UNIT IV: A. DEVELOPING BASIC SKILLS IN THE LEARNING OF A LANGUAGE
1. Listening: Casual and Focused listening, Identification of sound, information and emotional tone, understanding Syntactic patterns, Stress and Intonation
2. Speaking:
   a. Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Conversation, stress and intonation,
   b. Drill: Repetition, Chain, Substitution and Completion
   c. Presentation Skills: Recitation, Dramatization, Declaration, Paper-Reading
   d. Extempore, Short speeches, etc.
3. Reading:
   a. Skills in Reading Process: Eye movement, Perception and eye span
   b. Types of Reading - Loud, Silent, Intensive, Extensive and Supplementary
   c. Speed-Reading: Phrasing, Skimming and Scanning
4. **Writing:**
   a. Teaching Writing to beginners: Guided, Free and Creative; letter, word and sentence writing.
   b. Choice of Script: Print and Cursive
   c. Characteristics of good handwriting.

5. **Importance of Interdependence of Language Skills**

**B. EVALUATION AND TESTING IN ENGLISH**

a. Concept of Evaluation
b. Essentials of a good test
c. Tools of Evaluation - Oral, Written, Types of questions
d. Importance of tests and examination

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**REFERENCES:**

12. Sharma, K L: Methods of Teaching English in India.
15. Koli, A. L: Techniques of Teaching English
18. Das, Neema & M.: Teaching English As An Additional Language
19. Rai, Geeta: Teaching of English
20. Abha Rani Bist: Teaching English in India.
21. N. Krishnaswamy & Lalita Krishnaaswamy: Methods of Teaching English

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Digha Ghat, Patna.
2. हिन्दी भाषा अध्यापन पहलोत

OBJECTIVES
To enable the student-teacher understand about:
- The nature, characteristics and significance of Hindi language.
- The aims and objectives of teaching Hindi as a mother language.
- The various approaches for planning for successful Hindi teaching.
- Approaches for teaching different aspects of Hindi language.
- Aids and other similar available materials that could be used for teaching Hindi language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student’s success in learning and using Hindi language.

पाठक - 1A भाषा एवं भाषा शिक्षक
1.1 हिन्दी भाषा के सामान्य व विशिष्ट उदेश्य
1.2 भाषा शिक्षक
   (क) हिन्दी भाषा शिक्षक के विशेष गुण एवं व्यवसायिक सूत्र
   (ख) वर्तमान परिदृश्य में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवं चुनौतियाँ
1.3 इकाई—योजना एवं पाठ—योजना

1B भाषा अध्यापन के सूत्र और सिद्धांत
2.1 (क) भाषा अध्यापन के सूत्र : ज्ञान से अक्षरता की ओर, सरल से जटिल की ओर, मूर्ति से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर.
2.2 (ख) भाषा अध्यापन के सिद्धांत : अनुक्रमण का सिद्धांत, रूढि का सिद्धांत, अभ्यास का सिद्धांत, चेतना का सिद्धांत, अनुप्रयोग व क्रम का सिद्धांत, व्यविधाता विभिन्नता का सिद्धांत

पाठक - 2A भाषा अध्यापन की विविधताएँ
3.1 गत (क) उद्देश्य (ख) विभिन्नों — चर्चा, कविताकल्पना, अभिमुख (नाटकीयकल्प, भूमिका अभिमृत)
3.2 पत्र (क) उद्देश्य (ख) विभिन्नों — चर्चा, नाटकात्मक
3.3 व्यक्तित्व (क) उद्देश्य (ख) विभिन्नों — चर्चा, नाटकात्मक
3.4 रचना (क) उद्देश्य (ख) प्रकार — नियमित एवं विख्यात रचना(ग) विभिन्नों
3.5 हिन्दी भाषा का प्रचलित व प्रमाणित बनाने में जनसंगठन माध्यमों(सामाजिक पत्र, दूरदर्शन, आवासक्षेत्रीय एवं विद्यापीठ) एवं दृष्टिकोण साहित्य का महत्त्व एवं उपयोग

2B भाषा कौशल
4.1 शब्द : महत्त्व एवं दौष्ट
4.2 भाषण : महत्त्व एवं दौष्ट (अभ्यास तर्कशास्त्र के कल्पन एवं अभिव्यक्ति का महत्त्व के दिशाशंका में)
4.3 पत्र / वाचन : महत्त्व एवं दौष्ट (गौरव वाचन एवं रसिक प्रतिकृति)
4.4 लेखन : महत्त्व एवं दौष्ट (अभ्यास वर्तनी के कहानी के विशेष दर्शन में)
4.5 (क) उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका
(ख) निर्दानालयक परीक्षण एवं उपस्थानक परीक्षण (उपरोक्त कौशलों को ध्यान में रखकर)

पाठक — IIIA बालक के सार्वजनिक विकास में भाषा का महत्व

5.1 हिंदी भाषा का उद्गम (संक्षिप्त अध्ययन)

5.2 (क) मानसिक विकास

(ख) सामाजिक विकास

(ग) संस्कृतिक परीक्षण

IIIB हिंदी भाषा का स्थान व महत्व

6.1 विज्ञान-विद्यालय पादराम में हिंदी भाषा का स्थान व महत्व

(क) विषयानुसार सूचना कोटारी अध्ययन 64–68 के चुनाव एवं संक्षिप्त अध्ययन

(ख) प्रचारण समय में भाषा का बदलता स्वभाव

पाठक — IV A भाषा अध्ययन के आयाम (पहलू)

7.1 सहसंबंधभाव एवं प्रकार

(क) अंतर्राष्ट्रीय गति पहले एवं रचना

(ख) भाषा संबंधित विषयों के रूप में (अर्थशास्त्र, नृत्य, विज्ञान, अतीता, पर्यावरण, शिक्षण एवं कला हरता संगीत व नृत्य)

7.2 भाषा अध्ययन में बहुआयामी बुद्धिमानता का उपयोग शास्त्रिक, संगीतात्मक, शास्त्रीय, तर्कविद्यातिक, विज्ञानिक

IVB भाषा अध्ययन के शैक्षिक स्तर

8.1 विज्ञान-विद्यालय तरह पर स्तराधारित किए जानेवाले उपयोग भाषा परिवर्तन एवं भाषा प्रतियोगिताएँ (जोखिम, महत्व एवं आयोजन)

8.2 (क) पादराम अवस्थाक्रम एवं महत्व

(ख) पुरस्कार समारोह आयोजक, महत्व एवं उपयोग

8.3 हिंदी शिक्षा में मूल्यांकन

REFERENCES

- Ojha, PK, Hindi Shikshan, Anmol Publication, New Delhi
- Nandini, Durgesh, Hindi Shikshan, Sumit Enterprises, New Delhi
- Pandey, Ramshakal, Hindi Shikshan, Vinod Pustak Mandir, Agra.
- Yojendrajeet, Bhai, Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra
- Sinha Sharida, Hindi Adhyayan, Shardalay Gyanoday, Patna, 1986
- Sharma, SR., Bhasha Shikshan, Arjun Publications House, ND, 2006

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St. Xavier’s College of Education,
Dinga Chhit, Patna.
3. TEACHING OF URDU

Objective
1. Obtain Mastery over the concept of books in Urdu Language.
2. Become familiar with the objectives and importance of Urdu teaching
3. Become familiar with the techniques, methods and activities of Urdu teaching
4. Can construct, select and use suitable test items for evaluation
5. Become familiar with the basic skills of Urdu language teaching
6. Can develop professional competency and be aware of one’s professional growth

Unit-1 Content Std.-10
1.1 Prose : Bachhe, Ganv Ki Zindagi
1.2 Poetry : Masnavi, Ishrat-e-Rahat

Unit-2 Teaching of Verbal Communication, Reading and Writing
2.1 Teaching of Verbal Communication : Importance, Verbal Communication, Factors affecting the same, home environment, disability in terms of verbal communication, impact of regional dialects, psychological disability, measures of improvement.
2.2 Teaching of Reading : Concept, Method of Reading: Oral reading and loud reading, Types of reading: Alphabetic, phonetic, word, sentence, story.
2.3 Teaching Writing : Objectives: Teaching of writing—mechanics or writing—transcription method, dictation, paragraph writing, creative writing and composition writing.

Unit-3 Teaching Prose, Poetry, Grammar & Creativity
3.1 Unit Lesson Planning : Importance, Steps of Planning and merit demerits.
3.2 Teaching of Prose : Objectives—methods of Prose—Teaching an application in classroom activity
3.3 Teaching of Poetry : Objectives—methods of Poetry—Teaching an application in classroom activity
3.4 Teaching of Grammar : Importance of teaching of grammar in language teaching, methods of grammar Teaching an application in classroom activity
3.5 Teaching of Creativity : Objectives and methods of developing creativity

Unit-4 Evaluation techniques, teacher, textbook and teaching aids
4.1 Types of Evaluation : Essay type question, short question, objective type question
4.2 Evaluation techniques : Designing a question paper based on blue print.
4.3 Skill of Teacher of Urdu language
4.4 Text Book : Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
4.5 Use of Audio-Video aids in language teaching : Importance and types of A.V. aids.

References
Akhtar Hussain Akhtar, Urdu Ki Tadris
Alabakh Shaikh, Urdu Ki Tadris
Alka Ahuja, Teacher Education, New Delhi; A Mittal Publication
Arun Athreya, A Text Book of Teacher Education, New Dehi; Dominant Publishers and Dest Exibitags
Ram, S., Current Issues in Teacher Education, New Dehil; Sarup & Sons

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Digha Ghat, Patna.
4. TEACHING OF SANSKRIT

COURSE OBJECTIVES:

To enable the student-teacher understand about:

1. The nature, characteristics and significance of Sanskrit language.
2. The aims and objectives of teaching Sanskrit as an ancient Indian language.
3. The various approaches of planning for successful Sanskrit teaching.
4. Approaches for teaching different aspect of Sanskrit language.
5. Aids and other similar available materials that could be used for teaching Sanskrit language.
6. The techniques for obtaining feedback for self evaluation and evaluation of student's success in learning and using Sanskrit language.

COURSE CONTENT:

Unit I - Nature, Scope and Aims

1. Language its meaning and functions
2. General principles of language learning with special reference to Sanskrit.
3. Development of Sanskrit language in India
4. Special features of Sanskrit language and its universal significance - cultural, practical, literary and linguistic.

Unit II - Lesson Planning and Methods of Teaching:

1. Meaning and importance of lesson-planning, steps of the lesson plan - B.S. Bloom model.
2. Skills of teaching - Core skills and planning micro lessons for their development.
3. Translation method for teaching Sanskrit, its advantages and limitations
4. Direct method for teaching Sanskrit, its main principles and techniques.
5. Comparison between translation method and direct method.

Unit III: Specific Instructional Strategies:

1. Teaching of Prose, Drama, Story and Novel: Major steps in the planning of a prose lesson.
2. Teaching of poetry - Objectives of poetry lessons; Importance of recitation; Major steps in a poetry.
3. Teaching of Grammar: Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.
4. Teaching or Reading: Attributes of good reading; Types of reading - Scanning, Skimming, Intensive reading. Extensive reading, Silent reading, reading load; Various methods of reading, reading loud; The phonic method, Alphabetic method, word method and sentence method.
5. Teaching of vocabulary - its ways and means, oral work, drilling vocabulary building, making sentence.
6. Teaching of writing and composition; Letter writing, Essay writing and precis writing.

Unit IV - a) Aids to teaching:

1. Meaning and importance of Teaching Aids
2. Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
3. Technological Aids: (Audio - visual Aids) Radio, Tape recorder, Television, Video
Overhead projector, Gramophone and Linguaphone.
4. Computer Assisted Language learning
5. Language laboratory and its importance in the teaching of Sanskrit language

b) Evaluation Techniques
1. Concept and types of evaluation
2. Characteristics of a good test
3. Construction of achievement test in Sanskrit with Essay type, short answer type and objective type items.
4. Ways of testing reading, writing, speaking, grammar and vocabulary
5. Qualities of a Sanskrit Teacher- an evaluative approach.

PRACTICUM:
1. Sessional test
2. Assignment
3. Construction of Achievement test
4. Preparation of Unit Plan

Suggested Readings:
1. Gautam, Shailja & Rajni, Sanskrit Shikshan, Vinod Pustak Mandir, Agra
2. Sharma, Bele Rani, Modern Methods of Teaching Sanskrit, Sarup & Sons, ND, 2002
3. Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra

5. TEACHING OF ARABIC

OBJECTIVES
- To enable the student-teachers understand about:
  - The nature, characteristics and significance of Arabic language.
  - The aims and objectives of teaching Arabic as a foreign language.
  - The various approaches for planning for successful Arabic teaching
  - Approaches for teaching different aspects of Arabic language
  - Aids and other similar available materials that could be used for teaching Arabic language.
  - The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Arabic language.

UNIT 1 – a) Nature, Scope and Aims
- Language- its meaning and functions
- General principles of language learning with special reference to Arabic
- Development of Arabic language in India
- Special features of Arabic language and its universal significance – the cultural, practical, literary and linguistic
- The place of Arabic in school curriculum with special reference to BSEB
- Aims and objectives of teaching Arabic as a foreign language.

b) Lesson Planning
- Meaning and importance of lesson-planning- Steps of the lesson plan – BS model
- Skills of teaching: Core skills and planning micro-lessons for their development

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UNIT II - a) Methods of Teaching
- Translation method for teaching Arabic, its advantages and limitations
- Direct method for teaching Arabic, its main principles and techniques
- Comparison between translation method and direct method.

b) Specific Instructional Strategies
- Teaching of Prose: Maqamah, Story and Novel. Major steps in the planning of a prose lesson.

UNIT III - a) Teaching of Grammar
- Place of grammar in the teaching of Arabic, Inductive and Deductive methods and their relative merits.
- Teaching of vocabulary—its ways and means.
- Teaching of writing and composition: letter writing, Essay writing and précis writing.

b) Aids to teaching
- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape recorder, Television, Video, Overhead Projector, Gramophone and lingua phone.

UNIT IV – a) Computer Assisted Learning
- Computer Assisted language learning
- Language laboratory and its importance in the teaching of Arabic Language.
- Salient features of a good text-book in Arabic.

b) Evaluation Techniques
- Concept and types of Evaluation
- Characteristics of a good test
- Construction of achievement test in Arabic with Essay type, short Answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary
- Qualities of an Arabic Teacher—an evaluative approach.

PRACTICUM
Submission of report after completing any one of the following:
- Sessional test
- Assignment
- Construction of Achievement test

REFERENCES
1. Al-Naqa: Assiyyat Talim-al-Lugha-al Arabic Li
   Mahmoud K Ghairal-arabic, ALESCO, International Institute of Arabic Language,
   Khartoum (Sudan), 1978 (in Arabic)

6. TEACHING OF PERSIAN

**Course Objectives:**

To enable the student-teachers understand about:
- The nature, characteristics and significance of Persian language.
- The aims and objectives of teaching Persian as a foreign language.
- The various approaches of planning for successful Persian teaching.
- Approaches for teaching different aspects of Persian language.
- Aids and other similar available materials that could be used for teaching Persian language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student’s success in learning and using Persian language.

**Course Content:**

**Unit- I - a) Nature, Scope and Aims**
- Language- its meaning and functions.
- Special features of Persian language and its universal significance- the cultural, practical, literary and linguistic.
- Aims and objectives of Teaching Persian as a foreign language.
- The principles of the development of curriculum with special reference to Persian.
- The place of Persian in school curriculum with special reference to B.S.E.B.
- Development of Persian language in India.
- Problems concerning the development of Persian in Bihar

**b) Lesson Planning**
- General principles of language learning with special reference to Persian
- Meaning and importance of lesson planning. Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.

**Unit – II - a) Methods of Teaching**
- Basis skills of language learning.
- Translation method for teaching Persian, it’s advantages and limitations.
- Direct method for teaching Persian, it’s main principles and techniques.
- Comparison between translation method and direct method.

**b) Specific Instructional Strategies**
- Teaching of Prose: Dastan-e-Kotah (Short Story), Hikayat (Story), Ruman (Novel), Tamseel (Drama), Tanqeed (Criticism), Sawsan (Biography) and KhudNavist (Autobiography).
- Major steps in the planning of a prose lesson.
• Teaching of Poetry-Hamd, Na'at, Ghazal, Rabaee, Masnawi and Qaseedah; Objectives of poetry lesson. Importance of recitation. Major steps in a poetry plan.

Unit III - a) Teaching of Grammar
• Place of grammar in the teaching of Persian, Inductive and Deductive methods and their relative merits.
• Teaching of Reading: Attributes of good reading, Types of reading; Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading aloud. Various methods of reading; The phonetic method, alphabetical method, word method and sentence method.
• Teaching of vocabulary- Its ways and means.
• Teaching of writing and composition: Letter writing, Essay writing and Précis writing.
• Other literary activities in Persian: Elegant writing, Baitbazi, Mushaira etc.

b) Aids to Teaching
• Meaning and importance of Teaching Aids
• Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
• Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.

Unit – IV – a) Computer Assisted Learning
• Computer Assisted language learning.
• Language laboratory and its importance in the teaching of Persian Language.
• Salient features of a good text-book in Persian. Comparative Analysis of prescribed textbooks of different Boards.

b) Evaluation Techniques
• Concept and types of Evaluation.
• Concept and Components of Continuous Comprehensive Evaluation (CCE).
• Characteristics of a good test.
• Construction of achievement test in Persian with Essay type, Short answer type and Objective type items.
• Ways of testing reading, writing, speaking, grammar and vocabulary.
• Qualities of an Persian Teacher- an evaluative approach.

Practicum:
Submission of report after completing anyone of the following:
• Sessional test
• Assignment
• Construction of Achievement test.

Books Recommended
Al-Shourabi, Ebrahim Amin (1948). Basic Grammar for Teaching Persian; Cairo: Matba'at al-
Salādat.
Publication.
of Moscow.
University Press.
Tehran: Ministry of Art and Culture.
Bagchheban (Pimazar), Samineh (1971). Persian for Non-Persian Speakers. Tehran: Ministry of
Ariand Culture.
Promotion of Persian Language and Literature.
Promotion of Persian Language and Literature.
New York: Pearson Education Inc.
Oxford University Press.
Mirdelgham, Mahin-naz(2002). Teaching Persian to Native Speakers of Urdu, and Urdu to
Language and Literature.
University Press.
Course, Book 1-5. Tehran: Al-hoda Publisher and Distributors.
Language Classroom, New York: Cambridge University Press.
Zarghamian, Mehdi. (1997). The Persian Language Training Course: Preliminary to Advanced,
Volume-I & II, 1999 Vol. III, Tehran: Council for Promotion of Persian Language and
Literature.
Zarghamian, Mehdi. 1999. Basic Vocabulary and Basic Grammar: Teaching Persian for Non-
Native Speakers, Tehran: Council for Promotion of Persian Language and Literature.

7. TEACHING OF BANGLA

OBJECTIVES

To enable the student-teacher understand about:
- The nature, characteristics and significance of Hindi language.
- The aims and objectives of teaching Hindi as a mother language.
- The various approaches for planning for successful Hindi teaching
- Approaches for teaching different aspects of Hindi language
- Aids and other similar available materials that could be used for teaching Hindi language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student's
  success in learning and using Hindi language.

UNIT I: a) MEANING AND NATURE OF TEACHING BANGLA

1. Meaning and Nature of Teaching Bangla
2. Importance of the Mother Tongue.
3. Aims of Teaching Bangla

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b) TEACHING OF READING AND WRITING
1. Teaching of Reading in Bangla
   i. Concept,
   ii. Method of Reading: Oral reading and loud reading,
   iii. Types of reading: Alphabetic, phonetic, word, sentence, story

2. Teaching Writing in Bangla
   i. Objectives
   ii. Teaching of writing-mechanics or writing-transcription method, dictation, paragraph writing, creative writing and composition writing.

UNIT II: a) UNIT PLANNING
1. Importance of Unit Planning
2. Steps of Planning and
3. Merit and demerits.

b) LESSON PLANNING
1. Importance of Lesson Planning,
2. Steps of Lesson Planning and
3. Merit and demerits.

UNIT III: a) TEACHING OF PROSE IN BANGLA
1. Teaching of Prose in Bangla:
   a. Objectives
   b. Methods of Prose-Teaching
   c. An application of prose teaching in classroom activity

2. Teaching of poetry in Bangla
   1. Objectives
   2. Methods of Poetry-Teaching
   3. An application of poetry teaching in classroom activity

b) TEACHING OF GRAMMAR AND CREATIVITY
1. Teaching of Grammar
   a. Importance of teaching of grammar in language teaching,
   b. Methods of grammar Teaching
   a. An application of grammar teaching in classroom activity

2. Teaching of Creativity
   a. Objectives
   b. methods of developing creativity

UNIT-IV: a) EVALUATION TECHNIQUES,
2. Types of Evaluation
   a. Essay type question,
   b. short question,
   c. objective type question

b) TEACHER, TEXTBOOK AND TEACHING AIDS
1. Teacher qualities and skill required for teaching of Bengali language
2. Text Book: Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
3. Use of Audio-Video aids in language teaching: Importance and types of A.V. aids.
8. TEACHING OF BIOLOGICAL SCIENCE

OBJECTIVES
For student-teachers to:
1. Develop an understanding of the nature and place of Biological Science
2. Formulate instructional objectives in terms of behavioural outcomes
3. Understand the teaching methods, approaches and techniques for teaching material
4. Use appropriate educational technology and develop low cost teaching materials
5. Analyse and evaluate biological science syllabus and science text books
6. Develop skills in organizing curriculum activities such as science clubs, science fairs, science exhibition and field trips.

UNIT I – Biological Science in School Curriculum
1. Nature and Scope of Biological Science
2. Place of Biological Science in School Curriculum
3. Aims and Objectives of teaching Biological Science
4. Curriculum in Biological Science, Principles for construction of curriculum, approaches of curriculum planning, BSCS.
5. Curriculum accessories and support materials – text books, handbooks, workbooks.

UNIT II- Planning, Designing and Translation of Instruction
1. Development of Unit Plan, Lesson Plan (Using Herbart, Bloom and Gagne approaches)
4. Laboratory Management and Organization.

UNIT III- Instructional Media and Non-formal Approaches in teaching Biological Science.
1. Instructional media – need and importance, classification, selection and integration of media in teaching learning process.
2. Improvising low-cost apparatus
3. Non-formal approaches in teaching Biological Science – activity approach, field trip, Biology museums, aquarium and vivarium
4. Organising Science fairs and Science clubs.

UNIT IV: EVALUATION IN BIOLOGICAL SCIENCE AND BIOLOGY TEACHER
1. Meaning and Purpose of evaluation
2. Types of evaluation
3. Tools and Techniques of evaluation and qualities of a good evaluation tool.
4. Steps of Test construction and Preparation of blue print.
5. Qualities of a good biology teacher.

PRACTICUM
1. Test construction
2. Preparation of Teaching Aids
3. Content based test for secondary classes
4. Project/ assignment.

REFERENCES
2. Nair, Teaching Science in our school, S. Chand
4. Rawat, Ial and Johari, Vigyan Shikshan, Aga
9. TEACHING OF MATHEMATICS

OBJECTIVES:
To enable the student-teacher to:
1. Understand and appreciate the importance and use of Mathematics in daily life.
2. Know the various approaches to teaching Mathematics and practice them successfully.
3. Know the methods in planning instruction for classroom.
4. Prepare curricular activities and organize book as needed.
5. Appreciate and organize activities to develop ability in Mathematics.
6. Obtain feedback both about teaching as well as students’ learning.

UNIT I: a) NATURE AND SCOPE OF MATHEMATICS
   b) Mathematics and human civilization.
   c) need for teaching Mathematics
   d) Modern Mathematics and its characteristics
   e) History of Mathematics

b) AIMS AND OBJECTIVES OF TEACHING MATHEMATICS
1. Aims and objectives of teaching Mathematics
2. Types of objectives and stating them in behavioural terms.
3. Qualities of a good Mathematics teacher

UNIT II: a) APPROACHES TO TEACHING MATHEMATICS
1. Teaching strategies
2. Approaches to teaching Mathematics
   a) Inducto-deductive
   b) Analytic-synthetic
   c) Heuristic
   d) Laboratory and
   e) Project
2. Maths Lab

b) LESSON PLANNING
1. Preparation of lesson plans and unit plans
2. Characteristics of a good lesson plan
3. Teaching aids in Mathematics

UNIT III: a) HISTORY OF MATHEMATICS
Use of Mathematics in modern world. Contribution of Indian Mathematicians (Bhaskaracharya, Aryabhata, Leelawati, Ramanujan)
Contributions of Euclid, Pythagoras, Rene-Descartes

b) CURRICULUM
Curriculum and principles of curriculum development.
Place of Mathematics in school curriculum.

UNIT IV: EVALUATION IN MATHEMATICS
1. Evaluation: Purpose and procedure of evaluation
2. Characteristics of a good test
3. Developing test materials for diagnosing and assessing achievement,
4. Diagnosis and remedial teaching
5. Enriched programme for gifted and retarded children

PRACTICUM
1. Content test (based on secondary classes)
2. Preparation of teaching aids
3. Test construction
4. Assignment / Project

REFERENCES:
1. Aggarwal S M: The teaching of Mathematics
2. Mangal S K: Teaching of Mathematics
3. Sidhu Kulbir Singh: The Teaching of Mathematics
5. Yadav, Siyaram: Teaching of Mathematics
6. Kumar Sudhir, Ratnaikar D.N.: Teaching of Mathematics
7. Rawat, MS, Ganit Shikshan, Vinod Pustak Mandir, Agra, 2009

13. TEACHING OF HISTORY

Course Objectives:
To enable the student – teacher to:
appreciate the need and importance to Teaching History;
realize the aims and objectives of Teaching History;
develop understanding about the basic principles governing the History Curriculum;
acquire the ability to develop instructional support materials;
acquire competence to plan instruction;
acquire ability to use audiovisual aids in the teaching of History;
develop the ability to organize resource centres and co-curricular activities and
understand the role of evaluation in the teaching of History.

Course Content:

Unit I - Nature, Aims and Objectives
1. Definition, concepts and constituents of History, Historiography
2. Importance of teaching History as a school subject
3. Place of History in recent secondary school curriculum
4. General aims of teaching History; Objectives of teaching History.
5. Bloom’s Taxonomy of Educational objectives
6. Values of teaching History
7. Correlation of History with other subjects.
Unit II - Instructional Planning
   (a) Unit Planning
   (b) Lesson Planning
   (c) Planning of micro-teaching lesson for developing the skills.
   (d) Methods of Teaching, Techniques of Teaching History
   (e) Teaching Controversial Issues

Unit III - Aids and Activities
   1. Audio-visual aids in teaching History
   2. Co-curricular activities in History - History clubs, Field trips, Debate and Quiz.
   3. Evaluation – types, tools, qualities of a good tool.

Unit IV History Curriculum
   1. Principles of Curriculum Construction
   2. A Good History Teacher
   3. A good History text book
   4. Organising resource centres – history lab, museum, and classroom.

Practicum:
   Submission of report after completing anyone of the following:
   Sessional test
   Assignment
   Construction of Achievement test
   Preparation of Unit Plan / Project

Suggested Books.
1. Aggarwal J.C. : Teaching of History
4. Blank : Foundation of History Teaching
5. Johnson : Teaching of History
6. Khalilur Rob : Tadsees - E - Tareckh - NCPUL
7. Kochhar, S : Teaching of History
8. Yajnik, K : The Teaching of Social studies in India
9. Ian Philips : Teaching of History
10. Tyagi, Gurusharanadas : Itihas Shiksa, Vinod Pustak Mandir, Agra
12. Yadav, Nirmal 1994 : Teaching of Historyk, Anmol Pubs, ND,

II. TEACHING OF CIVICS

Course Objectives:
Enable the student - teacher:
To acquire Competence in the content prescribed for secondary and senior secondary schools.
To acquire Competence in various strategies, methods, techniques and skills of teaching civics at secondary level.
To acquire competence in relating of appropriate strategy to the content to be taught.
To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
To promote reflection on issue pertaining to teaching of Civics.
To develop competence in designing effective instructional strategies to teach Civics
To develop ability to design, develop and use various tools and techniques of evaluation.

Course Content:

Unit I – Civics as a School Subject
2. Importance of Civics as a School Subject
3. General aims of teaching Civics, Difference between aims and objectives of teaching Civics
4. Objectives of teaching Civics at Secondary level
5. Bloom’s Taxonomy in teaching Civics

Unit II – Teaching Aids and Lesson Planning
1. Importance of teaching Aids, Different types of teaching Aids and their effective use in teaching Civics
2. Role of Co-curricular activities in Civics teaching
3. Lesson Planning, writing a lesson plan, importance of lesson planning in Civics, Unit planning

Unit III - Method of Teaching Civics and Civics Teacher
1. Various Methods of teaching: (Lecture, discussion, story-telling, experimental, inquiry, problem solving, simulation, surveys, source, case study, project, text book, library, laboratory, planning methods)
2. Civics Room
3. Qualities of a good Civics Teacher
4. Importance of Civics teacher,
5. Techniques of teaching Civics

Unit IV - Curriculum and Evaluation of Civics
1. Meaning of Curriculum, difference between curriculum and syllabus, basic Principles of curriculum construction.
2. Meaning of Correlation, Importance of correlation, and correlation of Civics with other subjects of social science, science and literature.
3. Nature of educational evaluation in Civics, its need, role in educational process, planning and preparation of unit test
4. Open book examination, evaluating project work, question bank and Blue Print.

Practicum:

Submission of report after doing work in any one of the following:
1. Preparation of a Model
2. Content based test of secondary classes.
3. Preparation of teaching aids.
4. Preparing a resource unit on a topic of their choice in Civics
5. Project/ Assignment on a topic of their choice in Civics;

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Suggested Books.


12. TEACHING OF GEOGRAPHY

Course Objectives

To enable the student teachers:
Appreciate the need for learning Geography;
Appreciate the nature and importance of Geography in school curriculum;
To help them realize the values of learning Geography;
Develop the principles governing the construction of Geography curriculum;
Acquire the class room skills needed for teaching Geography using modern methodologies;
Acquire the competence to plan instruction;
Develop the ability to organize activities in community for the judicious use of resources and conservation of the environment;
Acquire the ability to develop instructional support material and
Develop skills of relating daily problems with Geography and finding solutions.

COURSE CONTENT

Unit I - Nature, Scope and Aims of teaching Geography

Nature, Scope, importance of Geography, Geography as a science and art, place of Geography in the school curriculum;
Values of Teaching Geography - Moral, Aesthetic, Utilitarian, Practical, Intellectual, Vocational;
Correlation, its meaning and usefulness;
Objectives of teaching Geography at the secondary school level in the context of Bihar;
Writing instructional objectives in behavioural terms and their importance; Classifying them into categories of knowledge, understanding, application, skills etc.

Unit II - Planning, Methods & Approaches of Teaching Geography

Preparing the programme of work for the year
Micro Teaching
Lesson planning - meaning, importance, format, characteristics of a good lesson plan
Planning of practical work in Geography
Excursion method, project method, survey method, observation method, laboratory method, comparative method, picture method

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Inductive - deductive approach, descriptive approach, regional approach, environmental approach, teacher-centered, learner-centered, activity centered, systematic approach

Unit III - Geography Curriculum

1. Critical study of existing Geography curriculum in Secondary School;
2. Recommendations made by NPE (1986) regarding Geography curriculum; To look into the NPE
3. Overview of the recent curriculum developments in Social Studies with special reference to Geography and Various methods to organize Geography curriculum.

Unit IV - a) Teaching Aids and Co-curricular Activities

Geography teacher - requirements, qualities of Geography teacher
Geography text book - characteristics of a good Geography text book
Teaching aids
Mass media
Geography room, lab, Geography museum, importance, designing, equipping, maintaining Importance and organization of fields trips, visits, excursion
Geography based hobby, clubs, etc.

b) Evaluation in Geography

Purpose and importance of evaluation in Geography
Formative and summative evaluation
Unit test-meaning, importance
Well balanced question paper in Geography

Practicum:

1. Preparation of a Unit Plan
2. Test construction
3. A report on the organization, planning and outcome of excursion
4. A critical study of the present Geography text books of Secondary School

Suggested Books.

3. Digumarti, B.B.: Methods of Teaching Geography, Discovery Publishing
   Basho, S.A. House, N. Delhi
4. Hussain Majid, Ed.: Methodology of Geography
5. Negi Vishal: New Methods of Teaching Geography, Cybertech
   Publications, New Delhi
6. Prasad: Methods of Teaching Geography, ABD Publishers, Jaipur
7. Rao, M.S.: Teaching of Geography
8. Rai, B.C.: Teaching of Geography, Prakashan Kendra, Lucknow
13. Vatsyayan, T: Bhoogol Shikshan ki Asdhunik Vidiyan, Shahdra, Delhi
13. TEACHING OF ECONOMICS

Course Objectives:

Enable the student-teacher to:
To acquire Competence in the content prescribed by B.S.E.B., C.B.S.E.,I.C.S.E., Secondary and senior secondary schools
To acquire Competence in various strategies, methods, techniques and skills of teaching Economics at secondary level
To acquire competence in relating of appropriate strategy to the content to be taught
To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching
To promote reflection on issues pertaining to teaching of Economics
To develop competence in designing effective instructional strategies to teach Economics and
To develop ability to design, develop and use various tools and techniques & evaluation.

Course Content:

Unit I - Nature, Scope and Aims of teaching Economics

Concept, Meaning and definition of Economics
Nature, Scope and Importance of Economics teaching at secondary level
Integration of Economics with other school subject
General Aims of teaching Economics at secondary level
Instructional and behavioral objective of Economics teaching at secondary level

Unit II - Principles of curriculum construction

Place of Economics in secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.
Develop mental trends in Economics teaching at secondary level
Approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches
Defects in the present Economics curriculum at secondary level
Text books in Economics - Importance and qualities

Unit III - Instructional planning and Instructional Strategies

A) Unit planning, lesson planning and development of micro lessons for the developments of core skills of teaching.

B) Method of Teaching

- Expository Based : Lecture, debate, discussion, story-telling method
- Discovery Based : Experimental/inquiry/problem solving
- Activity Based: Simulation/gaming, survey method, source method, case study, project
- Individualized : Computer assisted instruction, modular, mastery learning, Dalton Plan
- Others : Principles of giving assignments, types of assignments, techniques of framing assignments
Unit IV - a) Teaching Aids and Co-curricular Activities in Economics Teaching

Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics.
Role of Co-curriculum activities in economic teaching
Organizing Co-curriculum activities in economic teaching - Debate, Seminar, Conference, panel discussion and symposium

b) Evaluation in Economics

Nature of educational evaluation, its need, role in educational process
Evaluation procedure for appraising learner's performance, uses of evaluation
Behavioral approach to testing instructional objectives in Economics
Planning & Preparation of unit test and achievement test
Open book examination, evaluating project work, question bank
Remedial Teaching
Qualities of good Economics teacher - an evaluation approach

Practicum

Submission of report after doing work in any one of the following:

1. Preparation of an album as an aid to the teaching of Economics
2. Preparation of Model
3. Critical review of a text book of secondary or higher secondary level
4. Preparing a resource unit on a topic of their choice in Economics

Suggested Books.

5. An Introduction to Economics,: Oxford University Press London
7. Khan, R.S: : Teaching Economics (in Hindi), Kota Open University, BE-13
8. NECRT: : (1977) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi

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14. TEACHING OF PHYSICAL SCIENCES

COURSE OBJECTIVES:
To Enable the student-teacher to:
(1) Have developed a broad understanding of the principles and procedures used in modern science education.
(2) Develop the skills necessary for science education
(3) Develop the aptitude for innovation
(4) Devise experiments with the help of available materials, if needed
(5) Know and understand innovative techniques for teaching
(6) Plan and execute activities useful for learners of science
(7) Utilize the community resources for teaching physical science.
(8) Develop needed instruction materials
(9) Develop scientific temper

CONTENTS:

Unit I:
a) Need for studying science - importance, Nature of science - impact of modern science on individual and society, globalization and science, place of physical science in school.

b) Physical science, its nature and including it as a discipline in school curriculum, objectives of teaching physical science, educational objectives, process outcomes, Product outcomes, concept attainment, organizing learning experiences for achieving specified behavioural outcomes.

Unit II:
Methods of teaching physical sciences, Lecture-Demonstration method, Project Method, Heuristic Method, Laboratory Approach Method, Activity method and Problem solving method of teaching science, non-formal methods like field trips, science museums, visits to science fairs, organizing science fairs, quizzes etc. science projects. Science Lab.

Unit III
a) Planning for teaching, year plans and unit plans, Designing and preparing of Lesson Plan, content analysis, pedagogical analysis; improvised apparatus - preparation of teaching aids, innovations in teaching - team teaching, seminar presentation, microteaching Disciplinary approach vs. General Science Approach.

b) Curriculum - approaches, PSSC (Physical Science Study Committee) & Chemistry and integrated curriculum and availability of local resources, use of community resources and local centres of scientific interests. Familiarity with accepted curriculum materials.

Unit IV:
Evaluation - developing tests, other methods of testing specific objectives - testing cognitive, affective and psychomotor outcomes, process and product outcomes, scientific attitude, reasoning and habits, Diagnostic testing and remedial teaching, formative and summative evaluation.

PRACTICUM:
Test construction
Preparation of teaching aids
Content Tests based on Secondary Classes
Assignment

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SUGGESTED BOOKS:
2. Lewis, J., Teaching of School Physics, Penguin, UNESCO.
5. Richardson and Cohn, Methods and Materials for Teaching Physical Science, MacGraw Hill.
7. Siddiqui, Dr., Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1988.

15. TEACHING OF COMMERCE

COURSE OBJECTIVES:
To enable the student-teachers:
1. Acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce;
2. Understand the nature of Commerce;
3. define the specific objectives of teaching Commerce in terms of learning outcomes;
4. Understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction;
5. Understand the place of commerce in higher secondary syllabus;
6. Apply evaluation techniques most appropriate to assess the progress and achievement of pupils and
7. Develop attitudes to be a competent and committed Commerce teacher.

COURSE CONTENTS:

Unit I: a) Nature and need of Commerce
1. Meaning, Nature, Need and Scope of Commerce Education
2. Aims and objectives of teaching Commerce
3. Blooms Taxonomy of Educational Objectives
4. Techniques of writing objectives - Instructional and behavioural

b) Curriculum of Commerce

1. Concepts of Curriculum
2. Principles of curriculum construction in commerce syllabi with reference to BSEB, CBSE and ICSE.

Unit II: Instructional Planning and Instructional Strategies
1. Unit planning
2. Lesson planning
3. Core teaching skills
4. Planning of micro lessons for the development of core skills

Unit III: Methods of Teaching and Teaching Aids in Commerce
Methods:
1. Lecture Method
2. Project Method
3. Problem Solving
4. Discussion Method
5. Games Method
6. Practical work in Commerce
Teaching Aids:
1. Meaning, Importance and use of teaching aids in teaching of Commerce
2. Criteria for selection of instructional material and equipment
3. Different audio visual equipments and materials used in commerce teaching
4. Use of textbook as teaching aids and
5. Use of Software and Hardware in teaching of Commerce.

Co-curricular Activities:
Different types of co-curricular activities for strengthening Commerce Education

Unit IV: Evaluation

1. Concepts of evaluation
2. Types of evaluation
3. Developing different types of tests in Commerce including diagnostic test
4. Remedial teaching
5. Preparing an achievement test
6. Types of test items
7. Qualities of a good test
8. Qualities of a good commerce teacher - an evaluative approach

PRACTICUM:
Submission of report after doing work in any one of the following:
1. Preparation of a balance sheet
2. Preparation of a teaching model
3. Critical review of a test book of secondary or higher secondary level.
4. Preparation of a unit plan in Commerce.
5. Sessional tests.

REFERENCES:
1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
3. Teaching of Commerce in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)

16. TEACHING OF COMPUTER SCIENCE

COURSE OBJECTIVES:
To enable the student teachers:
1. To know the principles of curriculum construction
2. To acquire skills of evaluation
3. To understand the importance of computer in the era of globalization
4. To familiarize with the history of development of Computer Science
5. To develop the skills necessary for Computer education
6. To know and understand the innovative methods for teaching Computer Science
7. To develop needed instructional material.
COURSE CONTENT:

Unit I: a) Nature, Scope and aims of teaching Computer Science

1. Meaning and Concept
2. Nature and Scope
3. Importance of Computer Science
4. Place in the School Curriculum in the era of globalization
5. Aims of teaching computers
6. Difference between aims and objectives
7. Instructional objectives
8. Taxonomy and writing Instructional objectives in behavioural terms

b) Development of Computer Science and its Curriculum

1. First step in computing
2. History of Computers in India
3. Importance and Limitations of Computers
4. Computer and its classification
5. Curriculum (meaning and concept)
6. Principles of curriculum construction
7. Development of Computer Science Curriculum

Unit II: Methods of Teaching and Teaching strategies in Computer Science

1. Lecture method
2. Demonstration method
3. Laboratory method
4. Heuristic method
5. Project method
6. Assignment method
7. Problem solving method
8. Computer Assisted Instruction

Unit III: Lesson planning, Teaching aids and instruction in Computer

1. Steps involved in lesson plan
2. Ideal lesson plan
3. Textbook in Computer Science
4. Effective teacher of Computer Science
5. Teaching Aids in Computer Science
6. Problem in teaching Computer Science

Unit IV: a) Evaluation in Computer Science

1. Nature and Need of Evaluation
2. Objectives and kinds of Evaluation: Internal - External, Criterion referenced – non-referenced, formative - summative
3. Evaluation through computer
4. Test construction
5. Tools of evaluation: characteristics of a good measuring tool

b) Computer Science Laboratory

1. Need and importance
2. Planning and Designing laboratory
3. Equipments and material
4. Maintenance and safety measures
5. Practical work in Computer Science teaching
6. Record keeping of the practical work

PRACTICUM:
Submission of report after completing anyone of the following:
1. Entry and processing the test marks in terms of average, percentage and ranks.
2. Preparation of CAI
3. Power point presentation.
4. Preparation of teaching aids through Computer.

Suggested Readings

17. TEACHING OF HOME SCIENCE

COURSE OBJECTIVES
To enable the students-teacher understand and explain -
1. The nature and contents of home science
2. The nature and process of home science is a branch of science;
3. Develop their skills in practicing as a home science teacher;
4. A symphony among various branches of home science;
5. Know and practice the various methods in home science teaching;
6. Plan home science lesson;
7. The methods of organising home science curriculum;
8. The modern evaluation methods in home science.

COURSE CONTENT
Unit 1:a) Need for including home science at the school level, importance of home science in the modern life style. Need for teaching home science.

b) Curriculum: the various ways of arrangement, supporting materials textbooks, laboratory, charts, models etc.
Unit II:

a) Various methods of teaching home science, subject specific method, use of modern methods

Unit III:

a) Teaching of nutrition and food, home decoration, health care, baby care, including mother health, baby health and clothing, mother-craft, nursing, home management, home budget and accounts.

b) Lesson Planning, instructional planning, year planning

Unit VI:

Evaluation - outcome evaluation, tests-kinds of test, diagnostic and remedial teaching.

PRACTICUM:
Planning for Home Sc. Laboratory
Family budget of Middle class income group
Decoration of drawing room/bedroom/study room/children's room/guest room.
Preparation of sick diet-anaemic, diabetic, High Cholesterol
Preparation of diet for expecting mother, Lactating mother, for growing children
First Aid, Arrangement of First Aid Box
Food Preservation - Jam, Jelly, Pickles, Chips, Peyuri
Kitchen Garden
Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork

SUGGESTED BOOKS:

1. Devadas : Teaching of Home Science
2. E. Atkinson : Teaching of Domestic Science
3. Amy : Evaluation of Home Science
4. Al Good : Demonstration Techniques
5. Spai : Care of Children in the Tropics
7. Spafford : Fundamentals in Teaching Home Science
8. Shorry & Sharma : Grih Vigyan Shikshan
9. Ehclorinich : Lessons in Domestic Science
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11. Devadas, Rajamall, : Methods of Teaching Home Science, NCERT, New Delhi, 1978
ARYABHATTA KNOWLEDGE UNIVERSITY

PATNA

COURSES OF STUDY
FOR
MASTER OF EDUCATION (M.Ed.)
CREDIT BASED SEMESTER SYSTEM

EFFECTIVE FROM JULY 2012
Regulations

R.1 Any person who has taken the degree of Bachelor of Education of this University or of another university recognized as equivalent there to may be admitted to the examination for the degree of Master of education after having fulfilled the requirements as mentioned in R.1.2 Students passing the B.Ed (Physical Education), B.Ed (Special Education) or equivalent thereto of any statutory University will also be held eligible for the admission to the M.Ed course.

R 1.1 General Objectives of the Course
After successfully undergoing this course, trainee-teacher-educators will be able
(i) To understand the Socio-economic-cultural background and academic competency of entrants to B.Ed course.
(ii) To master the methods and techniques of developing competencies, commitments and performance skills of a teachers.
(iii) To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
(iv) To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.
(v) To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual, emotional and performance skills among secondary pupils - the “Global citizens of tomorrow”.
(vi) To imbibe in them attitudes and skills required of ‘life-long learners’ on the ‘ICT influenced world’ of today and tomorrow.
(vii) To acquire the skills required of a ‘consumer’ and ‘practitioner’ of educational research and innovations.

R 1.2 Admission to the Course-
A candidate should have a minimum of 55% marks at B.Ed. degree course or a CGPA of B+ to be eligible for admission to M.Ed. Admission to the course will be given on the basis of Entrance Examination and marks of eligibility degree.

- The examination for the degree of M. Ed. shall consist of division of marks, credit and allotment of time to each Credit. Each component of syllabus is shown in table-I.

---

**TABLE -1**

**Scheme of Examination**

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject CORE SUBJECTS</th>
<th>Instructio nal hours/week L</th>
<th>T</th>
<th>P</th>
<th>Credit</th>
<th>Exam Hours Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Philosophical Foundation of Education</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Psychology of the Learner</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>Methodology of Educational Research</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>Educational Statistics</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Optional I</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>25</td>
<td>150</td>
<td>350</td>
<td>500</td>
</tr>
</tbody>
</table>

---

(St. Xavier's College of Education, DIGHA GHAT, PATNA.)
### CORE SUBJECTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Instructional Hours/week</th>
<th>Credit</th>
<th>Exam Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Sociological Foundation of Education</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>6.</td>
<td>Psychology of Learning</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>Optional II</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>C</td>
<td>Total</td>
<td></td>
<td>15</td>
<td>90</td>
<td>210</td>
</tr>
<tr>
<td>8.</td>
<td>Dissertation and Viva-Voce</td>
<td>0 0 8 8</td>
<td></td>
<td>60</td>
<td>100+40</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>8</td>
<td>60</td>
<td>140</td>
</tr>
</tbody>
</table>

### Optional Courses

Each student will also offer any two of the following courses, one in each semester.

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Instructional Hours/week</th>
<th>Credit</th>
<th>Exam Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guidance and Counseling</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Educational Technology</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>Management Planning and Finance of Education</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>Value Education and Human Rights</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Curriculum Development</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>6.</td>
<td>Environmental Education</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher Education</td>
<td>3 1 1 5</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

In addition to a wide range of options the syllabus also provides for:

i) Dissertation

The facility of dissertation provides for students interested in doing research on the topic of his/her choice. The topic and the plan of the dissertation will be decided in consultation with the faculty member/supervisor.

### R 2: Duration of the Programme:

A candidate admitted to the M.Ed. Programme shall undergo a regular course of study for one academic year, that is, two semesters. Semester-I shall be from July to mid-December and semester-II shall be from Mid-December to mid-May. There shall be not less than 90 working days which shall comprise 450 teaching/working hours for each semester. (Exclusive of the days for the conduct of University or external end-semester examinations). A candidate can avail of a maximum of 2 Semesters (1 year), in a continuous stretch of 1 year from the date of admission to complete M.Ed. Degree.

### R 3: Programmes offered at M.Ed. Programme:

(1) M.Ed. General
R. 4: Semesters:
An academic year is divided into two semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. Each week has 36 working hours spread over 6 days a week.

R. 5: Credits:
The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing an M.Ed. programme is 48 credits (25 credits for semester-I and 27 credits for semester-II).

R. 6: Examinations:
(i) There shall be examinations at the end of each semester, for the first semester, in the month of December and for the second semester in the month of May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the next examinations to be held in December or May, as the case may be.
(ii) A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates will not be permitted to move to the next semester. Such candidates shall redo the semester in the subsequent turn of that semester as a regular student; however, a student of first semester shall be admitted in the second semester if he/she has successfully kept the term in first semester.

R. 7: Condonation:
Student must have 75% of attendance in each course for appearing in the end-semester examination. Shortage of attendance up to 15% can be condoned by the Vice Chancellor as per AKU rules.

R. 8: Questions Paper Pattern:
Question Paper shall have Four questions corresponding to four units of each theory course. Question No. 5 shall have objective type of questions to be asked from all the four units of the theory course by giving equal weightage.

R. 9: Evaluation:
The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by an end semester examination and will be consolidated at the end of the course. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70.

R. 10: Passing Minimum:
The passing minimum for CIA (Continues Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semester (2 chances will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 50% as aggregate marks for the award of M.Ed. Degree. In order to be promoted from Semester I to Semester II, a student shall have to pass in at least 3 out of five papers of Semester I. A maximum of 5 grace marks can be given if a student fails to get the minimum of 40% marks in the external examinations in any subject.

[Signature]
Principal,
St. Xavier's College of Education
Digha Ghat, Patna.
R. 11: Grading:

Once the marks the CIA (Continues Internal Assessment) and end semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded on a 10-point scale as per details provided in R.17 from the first semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). These two are Calculated by the following formula:

\[ \text{SGPA} = \frac{\sum C_i G_i}{\sum C_i} \]

where \( C_i \) is the Credit earned for the course in any semester; \( G_i \) is the Grade point obtained by the student for the course \( i \) and \( n \) number of courses passed in that semester. CGPA = SGPA of all the Courses starting from the first semester to the current semester.

Note: Examples for the calculation of GPA & CGPA are explained in R.19

R. 12: Final Results:

For purpose of declaring a candidate to have qualified for the Degree of M.Ed. in the first class/second class or first class with Distinction, the marks and the corresponding CGPA earned by the candidate will be the criterion.

R. 13: Conferment of the M.Ed. Degree:

A candidate shall be eligible for the degree of M.Ed. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 52 Credits).

R. 14: External Examinations:

The University shall conduct the External or End semester Examination for Semester - I and II. The Internal Examination for the Semester I and II shall be conducted by the concerned college. The Dissertation and Viva will be conducted by a panel of 2 external examiners to be appointed by the University and the Head of the Department.

R. 15: Self-Financing Stream:

The above Regulations shall be applicable also for the candidates undergoing the programmes in self-financing stream.

R. 16: Grievance Redressal Committee:

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher/Principal and the HOD of the faculty as the members. This Committee shall solve all grievances relating to the Internal Assessment marks of the students.
R. 17: Grading of the Courses:

<table>
<thead>
<tr>
<th>Percentage / Marks (Normalized)</th>
<th>Grade</th>
<th>Grade Points</th>
<th>Classification of Final Result</th>
<th>CGPA From – to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 80</td>
<td>O</td>
<td>10</td>
<td>First class with Distinction</td>
<td>Above 7.5</td>
</tr>
<tr>
<td>70 - 79.99</td>
<td>A+</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 – 69.99</td>
<td>A</td>
<td>8</td>
<td>First Class</td>
<td>6.00 – 7.49</td>
</tr>
<tr>
<td>55 – 59.99</td>
<td>B+</td>
<td>7</td>
<td>Higher Second Class</td>
<td>5.5 – 5.59</td>
</tr>
<tr>
<td>50 – 54.99</td>
<td>B</td>
<td>6</td>
<td>Second Class</td>
<td>4.5 – 5.49</td>
</tr>
<tr>
<td>40 – 49.99</td>
<td>C</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 40</td>
<td>D (Dropped)</td>
<td>0.0</td>
<td>Dropped or Fail</td>
<td></td>
</tr>
</tbody>
</table>

R. 18: Format of Theory Question Paper for M.Ed. Semester I & II:

| Q. 1 and 2 From Unit-1         | Answer any one question from the following two questions. | 14 Marks |
| Q. 3 and 4 From Unit-2         | Answer any one question from the following two questions. | 14 Marks |
| Q. 5 and 6 From Unit-3         | Answer any one question from the following two questions. | 14 Marks |
| Q. 7 and 8 From Unit-4         | Answer any one question from the following two questions. | 14 Marks |
| Q. 9 From Unit-1-4             | Q. 5 Answer any 7 of the following 10 questions in short. Each question carries 02 Mark. | 14 Marks |

R. 19:
Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for M.Ed. Programme.

The credit grade points are to be calculated on the following basis:

\[
SGPA = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}
\]

Example - I
Marks obtained by Student in course Paper I = 68

\[
\therefore \text{percentage of marks} = \frac{68}{100} = 68\%
\]

\[
\therefore \text{Grade from the conversion table is} = A
\]

\[
\therefore \text{Grade Point} = 8.0
\]
The Course Credits = 5
∴ Credits Grade Point = 8 x 5
= 40.00
∴ CGP of the student in course Paper I = 40.00
The SGPA will be calculated as a weighted average of all the grade point of the semester courses. That is

\[
SGPA = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}
\]

As per example for SGPA

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Marks obtain/100</th>
<th>Percentage of Marks</th>
<th>Grade Point</th>
<th>Credit</th>
<th>Credit Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1 (Comp. paper)</td>
<td>69</td>
<td>69</td>
<td>8</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>A-2 (Comp. paper)</td>
<td>71</td>
<td>71</td>
<td>9</td>
<td>5</td>
<td>345</td>
</tr>
<tr>
<td>A-3 (Comp. paper)</td>
<td>56</td>
<td>56</td>
<td>7</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>A-4 (Comp. paper)</td>
<td>47</td>
<td>47</td>
<td>6</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>B-1 (Elective)</td>
<td>61</td>
<td>61</td>
<td>8</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>304</td>
<td>61</td>
<td>8</td>
<td>25</td>
<td>190</td>
</tr>
</tbody>
</table>

\[
SGPA = \frac{190}{25} = 7.6
\]

Suppose, SGPA for M.Ed. student in semester-II = 6.22. Now we will calculate CGPA of the student:

(SGPA) for M.Ed. student in semester-I = 7.6
(SGPA) for M.Ed. student in semester-II = 6.22

Cumulative Grade Point Average (CGPA) = \[\frac{13.82}{2} = 6.91\]

CGPA = 6.91

The cumulative grade point average will be calculated as the average of the SGPA of the two semesters, as shown above.

For the award of the class CGPA shall be calculated on the basis of:

(a) End Semester External Examination Marks
(b) Total Marks obtained (End Semester External Examination Marks + (Marks for internal assessment)) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of CGPA of First & Second semester examinations.
SEMESTER I

PAPER I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION

OBJECTIVES
1. To acquire the knowledge of the concepts and principles of philosophy.
2. To understand the concepts and its implications in education.
3. To analyze the contributions made to education by prominent educational thinkers – Indian and Western.

COURSE CONTENTS

UNIT I
- Philosophy of Education : its nature - Directive Doctrine
- a Liberal Discipline;
- an activity.
- Its Function - Speculative, Normative and Analytical

UNIT II
- Impact of idealism, Realism, Marxism, Pragmatism, and Vedanta schools of thought.

UNIT III
- Critical appreciation of contribution made by Buddhism, Jainism, Bhagwatgita, Islam and Christianity in terms of value formulation

UNIT IV
- Thinkers and their contribution
  Karl Marx, Rousseau, Gandhi, Tagore, Aurobindo
- Practicum
- Paper presentation on a given topic

References:
1. Aggrawal J.C., Philosophical and Sociological Perspectives on Education
2. Bhatia & Bhatia, Philosophical & Sociological Foundation of Education
3. Bhatia Kamala, Philosophical & Sociological Foundation of Education
4. Chaube, SP, Philosophical & Sociological Foundation of Education
5. Jayaswal Dr. Siwan, Philosophical and Sociological Principles of Education
6. Jayaswal Sitarani, शिक्षा के राजनीति एवं सामाजिक सिद्धांत
7. Malwa Rajeev, शिक्षा के राजनीति एवं सामाजिक सिद्धांत
8. Mathur, S.S., शिक्षा के राजनीति तथा सामाजिक आवाज
11. Saxena Dr. Saroj, शिक्षा के राजनीति एवं सामाजिक आवाज
12. Sharma, Ramnath, प्रमुख भारतीय शिक्षा राजनीति
OBJECTIVES
1. To understand the psychology of the learners
2. To understand the individual differences those exist among the learners.
3. To understand the developmental processes of the learners

COURSE CONTENTS

UNIT I
- Educational Psychology - Concept, concerns and scope of educational Psychology, contribution of psychology to education.

UNIT II
- Human Development: concept, Principles, sequential stages of development, factors influencing development and their relative role, general characteristics and problems of each stage.
- Theories of Piaget and Bruner, major concepts and stages and implications for education.

UNIT III
- Personality: Concept and factors of personality development.
- Theories of personality - Psychoanalytic, trait and type, social learning theories
- Humanistic approach: Rogers and Maslow.
- Indian theories: Vedic, Buddhist, J.Krishnamurti

UNIT IV
- Assessment of personality - Techniques
  Personality inventories, rating scales
  Projective techniques - Rorschach, T.A.T.

Reference:
1. Chand, Tara Advanced Educational Psychology
2. Chauhan S.S. Advanced Educational Psychology
3. Dandapani, S. Advanced Educational Psychology
4. Gupta, S.P. & Alka Gupta उच्चतर शिक्षा मनोविज्ञान
5. Hall, Calvin S. Theories of Personality
6. Hilgard, Ernest Theories of Learning
7. Kappuswamy, B. Advanced Educational Psychology
8. Mangal, S.K. Advanced Educational Psychology
9. Pandey, K.P. Advanced Educational Psychology
10. Sharma, Rajanith & Rachna Sharma उच्चतर शिक्षा मनोविज्ञान
11. Singh, Arun Kumar उच्चतर मनोविज्ञानिक धोषन एवं परीक्षण
12. Skinner Charles E. Educational Psychology
PAPER III: METHODOLOGY OF EDUCATIONAL RESEARCH

OBJECTIVES
1. To acquire the knowledge of the different aspects, principles and processes of educational research.
2. To understand the need, nature and scope of educational research and various methods and techniques of educational research.
3. To acquire the skills of a) preparing proposals for research using different tools and techniques of research b) stating hypotheses, c) To write research report and d) solving problems in educational research.

COURSE CONTENTS

UNIT I
a) Nature of research, knowledge and inquiry
   • Scientific inquiry, scientific method, nature and sources of knowledge
   • Paradigm, theory, model and approach - positive and non-positive; Paradigms and their implications for educational research.

b) Philosophical, Psychological and sociological orientation in educational research;
   • Interdisciplinary in educational research and its implications

UNIT II
a) Methods of educational research:
   • Experimental, Historical, Normative survey, case study, developmental, Ethnographic and documentary analysis.

b) Developing a Research Proposal:
   • Problem and its sources, selection and definition of Problem;
   • Objectives - Primary, secondary and concomitants;
   • Hypothesis - nature, definitions, types, sources, characteristics of a good hypothesis, directional and non-directional hypothesis.

UNIT III
a) Sampling:
   • Unit of sampling, population, techniques (Probability and non-probability sampling technique); characteristics of a good sample; sampling error and how to reduce them; Tables of Random Numbers and how to use them.

b) Tools and techniques of data collection:
   • Observation, Interview, Socio-metric techniques,
   • Questionnaires, interview schedule, Rating scales, Attitude scales etc.,
   • Reliability and validity of various tools and techniques.
UNIT IV

a) Validity and limitations of findings; factors influencing validity of research finding
b) Evaluation of research - criteria and types of Research Practicum

• Review of two research papers, one quantitative and the other qualitative
• Review of an M.Ed. an M. Phil dissertation
• Development of research proposal for M.Ed. dissertation and its seminar presentation
• Construction of one tool of data collection.

Reference:
1. Drew, Clifford, J. Designing and Conducting Research in Education
3. Prasad, Gopaljeet शैक्षिक अनुसंधान विषयों
4. Raina, M.K. Educational Research
5. Saikali, D.P. Research Methodology in Education
6. Sarin Shashikala शैक्षिक अनुसंधान विषयों
7. Sharma B.M. Teachers Training and Educational Research
8. Sidhu, Kulbir Singh Methodology of Research in Education
9. Singh Rampal शैक्षिक अनुसंधान एवं साह्यापकी
10. Srivastava D.N. वैज्ञानिक अनुसंधान एवं मनान
11. Sukhiya S.P. शैक्षिक अनुसंधान के मूल तत्त
12. Yadav Sukesh शैक्षिक अनुसंधान विषयों एवं शैक्षिक साह्यापकी
PAPER IV: EDUCATIONAL STATISTICS

OBJECTIVES
1. To acquire knowledge about fundamental statistical concepts
2. To develop the skills of computation of central tendencies, variations and correlations
3. To develop the skill of drawing statistical graphs.
4. To develop the skill of testing of hypothesis by using ‘t’ test, ANOVA and Chi-square.

UNIT I
- Nature of educational data : quantitative and qualitative
- Scales of measurement - nominal, ordinal, interval and ratio
- Organisation and representation - Frequency distribution, Frequency Polygon, Histogram, Ogive, Smoothed Frequency, curve.

UNIT II
- Concept, calculation and uses of
- Central tendencies;
- Measures of variability
- Percentiles and percentile ranks,

UNIT III
- Correlation and Regression equations.
- Properties and uses of normal distribution

UNIT IV
- Inferential statistical methods -
- Standard errors, confidence limits,
- Hypothesis testing, difference between means, correlations,
- Cross breaks (Chi-square)

Reference:
1. Yadav Sukesh
2. Asthana, Bipin
3. Asthana & Agrawal
4. Chanda & Sehgal
5. Garrett Henry E.
6. Garrett, Henry E,
7. Kurtz Albert K,
8. Mangal, S.K.
9. Pandey, M.M.

Certified
By Xavier's College of Education,
CIGHA Ghat, PATNA.
SEMMESTER II
PAPER V: SOCIOLOGICAL FOUNDATION OF EDUCATION

OBJECTIVES
1. To understand the importance and role of education in the Indian society.
2. To acquire the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations.
3. To understand the process of social change, social progress and the difference between social change and cultural change.
4. To apply the knowledge towards the promotion of National Integration and International understanding.

UNIT I
- Concept and nature of sociology of education, Difference between sociology of education and educational sociology, social organization, social groups, social stratification, factors inflaming social organisation.
- Characteristics of social organization; institutions, attitudes and values.

UNIT II
a) Culture - Meaning and nature of culture, Role of education in cultural context, Education and cultural change.

b) Education and society - Education as a social system, as a socialization process and a process of social progress and change.

UNIT III
- Equality of educational opportunity and excellence in education. Equality - Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation; measures to address them

UNIT IV
- Education and democracy: constitutional provision of education, Nationalism and education, Education for national integration and international understanding

References:
1. Aggrawal J.C., Philosophical and Sociological Perspectives on Education
2. Bhatia & Bhatia, Philosophical & Sociological Foundation of Education
3. Bhatia Kamala, Philosophical & Sociological Foundation of Education
4. Chaube, SP, Philosophical & Sociological Foundation of Education
5. Jayaswal Dr. Sitaram, Philosophical and Sociological Principles of Education
6. Jayaswal Sitanam, शिक्षा के राजनीतिक एवं समाजशास्त्रीय शिक्षण
7. Malwa Rajeev, शिक्षा वर्तन एवं समाजशास्त्रीय पूर्णता
8. Mathur, S.S., शिक्षा के राजनीतिक तथा समाजशास्त्रीय अध्ययन
11. Saxena Dr. Saroj, शिक्षा के राजनीतिक एवं समाजशास्त्रीय अध्ययन
12. Sharma, Ramnath, प्रथम भारतीय शिक्षा राजनीति
OBJECTIVES
1. To understand the theories of learning and its application
2. To understand the styles of learners
3. To understand the emotional behavior and balances their emotions
4. To understand the process of adjustment and stress management

COURSE CONTENTS

UNIT I
Learning: Concept, kinds, levels of learning various view points on learning.
Gagne's conditions of learning, cognitive view point and information processing, transfer of learning, educational implications of the view points on learning.

UNIT II
Group Dynamics: Group process, interpersonal relations, sociometric grouping, socio-emotional climate of the classroom and influence of teacher characteristics.

UNIT III
Individual differences: Concept of intra and inter differences:
Intelligence and cognitive abilities - identification and fostering
Creativity - nature, process, identification, fostering and guiding creative children;
Interests, attitudes and values
Adjustment of teaching learning process to suit individual differences, learning styles and teaching strategies.

UNIT IV
Adjustment and Mental Health -
Concept, mechanisms of adjustment - defense, escape, withdrawal, compensation;
Introduction to common forms neuroses, psychosis and somatic disorders;
Principles of mental hygiene - preventive, curative and constructive measures;
Implications for education.

PRACTICUM
- Identification of IQ, EQ, and SQ
- Administering and interpreting the results of two tests of intelligence—verbal, non-verbal or performance.
- A case study of an exceptional child and suggesting how to provide education for the particular child
- Assignments and tests
- Seminar and symposium

References:
1. Chand, Tara
2. Chauhan S.S.
3. Dandapani, S.
4. Gupta, S.P. & Alka Gupta
5. Hall, Calvin S.

Advanced Educational Psychology
Advanced Educational Psychology
Advanced Educational Psychology
उच्चतर शिक्षा महाविद्यालय
Theories of Personality

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Digha Ghat, Patna
6. Hilgard, Ernest
7. Kuppuswamy, B.
8. Mangal, S.K.
9. Pandey, K.P.
10. Sharma, Rajnath & Rachna Sharma
11. Singh, Arun Kumar
12. Skinner Charles E.

Theories of Learning
Advanced Educational Psychology
Advanced Educational Psychology
Advanced Educational Psychology
उपन्यास शिक्षा मनोविज्ञान
उपन्यास मनोवैज्ञानिक व्यवहार एवं परिकल्पना
Educational Psychology
Optional Papers
Areas of specialization

I. GUIDANCE AND COUNSELLING

OBJECTIVES
1. To acquire the knowledge of Guidance and Counseling.
2. To understand the objectives of Guidance and Counseling.
3. To develop skills for an effective Counselor.
4. To understand the need and the scope of Guidance and Counseling.
5. To acquire the knowledge of Educational, Personal and Vocational Guidance
6. To acquire skills to provide special Guidance for Special Children
7. To understand the importance of testing in Guidance
8. To understand the importance of EQ and SQ
9. To develop the process of organizing Guidance programmes.

COURSE CONTENTS

UNIT I GUIDANCE
a) Concept, assumptions, issues and problems of guidance
b) Needs, scope and significance of guidance
c) Types of guidance - Educational, vocational and personal, group guidance
d) Role of the teacher in guidance
e) Agencies of guidance - National, State level

UNIT II
• Educational Guidance
• Principles of guidance
• Guidance and curriculum, guidance and classroom learning
• Vocational guidance: Nature of work
• Various motives associated with work
• Career development - Super's Theory about guidance
• Approaches to career guidance. Vocationalization of secondary education and career development.
• Guidance of Children with special needs
  a) Problems and needs
  b) Guidance of the gifted and creative students
  c) Guidance of under-achiever and first generation learners
  d) Role of the teacher in helping children with special needs

PART II: COUNSELING

UNIT III
• Counseling Process
• Concept, nature, principles of counseling
• Counseling approaches - directive, non-directive.
• Group counseling vs. individual counseling, counseling for adjustment
• Characteristics of good counseling
• Group guidance
• Concept, concern and principles
• Procedure and techniques of group guidance
UNIT IV

- Organisation of a guidance programme
  a) Principles of organisation
  b) Various types of services - counseling
  c) Group guidance, individual inventory service and information orientation service
     placement service and follow up service.
  d) Evaluation of guidance programme

- Testing in Guidance Service
  a) Use of tests in guidance and counseling
  b) Tests of intelligence, aptitude, creativity, interest and personality
  c) Administering, scoring and interpretation of test scores
  d) Communication of test results as relevant in the context of guidance programme

- Human Adjustment and Mental Health
  a) Psychological foundation of adjustment
  b) Role of motivation and perception in adjustment
  c) Principles of mental hygiene and their implication of effective adjustment
  d) Mental health and development of integrated personality

References:

1. Bala Rajini Guidance & Counseling
2. Chaturvedi Ramesh Career Guidance & Counseling
3. Chaturvedi Ramesh Group Guidance and Counseling
4. Chaube SB Educational & Vocational Guidance
5. Chauhan S.S. Principles and Techniques of Guidance
6. Chowelhary Shilpa Guidance, Counseling & Career Information
7. Dash, B.N. Career Guidance & Counseling
8. David A. Guidance and Counseling
9. Dev, Kapil Educational Counseling
10. Gupia, Manju Effective Guidance and Counseling
11. Jaiswal Sitaram शिक्षा ने विशेष एवं पान्ना
13. Madhur S.S. Fundamentals Guidance and Counseling
14. Saxena Alka Modern Techniques of Counseling
15. Sharma P.K. Educational Guidance & Counseling
16. Sharma V.K. Principles and Methods of Educational and Vocational Guidance
17. Sharma V.K. Educational & Vocational Guidance in Secondary Schools
18. Scepelre Buford Theories of Counseling
II: EDUCATIONAL TECHNOLOGY

COURSE CONTENTS

UNIT I
- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET
- Components of ET: Software, hardware
- Educational Technology and instructional technology

UNIT II: Instructional Technology
- Designing Instructional System:
- Formulation of Instructional objectives
- Task analysis
- Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT III
- Teaching levels, Strategies & Models
- Memory, Understanding and Reflective levels of teaching
- Teaching strategies: Meaning, Nature, Functions and Types
- Models of teaching: Meaning, Nature, Functions and Types
  (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour
- Micro teaching, Flanders Interaction Analysis, Simulation

UNIT IV
- Programmed instruction (linear/branching model) - Origin and types - linear and branching.
- Development of the programmed instruction material
- Teaching machines
- Computer Assisted Instruction
- Future priorities in Educational Technology

References:
1. Aggarwal J.C.
2. Aggarwal J.C.
3. Jati Samanda
4. Khushkret S.P.
5. Mangal S.M.
6. Mishra D.C.
7. Sampath K.
8. Shartendu Saty Narayan Dubey
9. Singh C.P.
10. Singh Sudhesh
11. Walia J.S.

Essentials of Educational Technology: Teaching Learning
Advanced Educational Technology
Educational Technology
Introduction of Educational Technology
Introduction to Educational Technology
Educational Technology
III. MANAGEMENT, PLANNING AND FINANCING OF EDUCATION

COURSE CONTENT

UNIT I

1. Educational Management Practice in Present Day Context
2. Meaning, nature, scope and principles of modern scientific management.
3. Systems approach to educational management
4. Recent trends in educational management: MBO, Decision making, PERT & Organizational Development.

UNIT II

1. Educational Management as Process: POSDCORB
2. Approaches to Planning: Perspective planning and Institutional Planning.
3. Leadership in Education: Its meaning and nature
4. Theories of leadership and styles of leadership

UNIT III

1. Supervision in Education: its need meaning, nature and functions
2. Inspection Vs Supervision
3. Planning, Organizing and implementing supervisory activities in schools

UNIT IV

1. Meaning of financing
2. Nature and scope of Educational finance
3. Private and self-financing of educational institutions.

References
1. Ahuja Amrish, R., Educational Management & Planning and Finance, Author Press, Delhi, 2007
2. Akhtar Najma, Higher Education and University Management, Allyn-bacon, USA
3. Ricky W. Griffin, 1997, Management, ATIBS, New Delhi
5. Lallan Prasad, 1979, management Principles and Practices, S.Chand & Co, New Delhi
7. J.C. Aggarwal, Development and Planning of Modern Education, Acharya Book Depot, Baroda
9. Kanna, S.D, Educational Administration, Planning, Supervision, and Finance
10. Moonis Raza, Educational Planning: A long term perspective.
11. Chandra Sekaran, P, 1994, Educational Planning and Management, Sterling Pub, New Delhi
IV. VALUE EDUCATION AND HUMAN RIGHTS

COURSE CONTENTS

UNIT I: a) The Socio-moral and cultural context
1. Need and importance of Value Education and Education for Human Rights in the existing social scenario
2. Valuation of culture: Indian Culture and Human Values

b) Nature and Concept of Morality and moral Education
1. Moral Education Vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
2. Language of moral education - its form and context; characteristics of a morally educated person.
3. Justice and care - the two dimensions, perspectives in Morality - Dichotomy between reason and passion.

UNIT II: Moral Development of the Child
1. Concept of Development and Concept of Moral development
2. Psycho-analytic approach
3. Learning theory approach, especially social learning theory approach
4. Cognitive developmental approach – Piaget and Kohlberg, stages of moral development and their characteristic features

UNIT III: Moral learning and Moral Education
2. Moral learning inside the school: providing “form” and “content” to education.
3. Moral education and curriculum: can moral education be imparted taking it as a subject of curriculum

UNIT V: Intervention Strategies for Moral Education and Assessment of Moral Maturity
1. Model of Moral Education –
   a. Rationale Building Model,
   b. The consideration Model
   c. Value classification Model
   d. Social Action Model
   e. Just Community Intervention Model
2. Assessment of moral maturity via moral dilemma resolution
3. Examples of some select moral dilemmas.

References
2. Unnithan, TKN, Human Value through Education, Gujarat Vidyamandal, Ahmadabad, 1988
3. NCERT, Education in Values, NCERT, New Delhi, 1992
V. ENVIRONMENTAL EDUCATION

COURSE CONTENTS

UNIT I
1. Introduction
2. Concept, importance and scope
3. Aims and objectives
4. Guiding principles and foundations
5. Relationship between man and environment

UNIT II
1. Environmental hazards
2. Environmental pollution, physical, air, water, noise, chemical
3. Extinction of flora and fauna, deforestation, soil erosion
4. Need for conservation, preservation and protection of rich environmental heritage.
5. Programme of environmental education for primary secondary and higher education institutions

UNIT III
1. Features of curriculum for environmental education
2. Special nature of curriculum on environmental education
3. Concept of environment and ecosystem
4. Natural system earth and biosphere, abiotic and biotic components
5. Natural resources, abiotic resources
6. Human systems – Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
7. Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system

UNIT IV
1. Methods and approaches of environmental education
2. Strategies and approaches, treating environment education as a separate subject topical units. Integration and interdisciplinary approaches.
4. Comparative study of environmental projects from various countries.

References
1. Bhattacharya, Shukla, Project Nutrition Health Education & Environmental Sanitation, NCERT, New Delhi, 1991
2. NCTE, Environmental Education, NCERT, New Delhi, 2005
3. NCTE, Environmental Education Curriculum Framework, NCERT, New Delhi, 2005
4. Bandhu Desh, Education for Environmental Planning and Conservation, Natraj Rajpur Road, Dehradun, 1982
VI. CURRICULUM DEVELOPMENT

COURSE CONTENTS

UNIT I
1. Introduction
2. Concept and meaning of curriculum
3. Curriculum development, theories and procedures
4. History of curriculum development

UNIT II
1. Bases of determinants of curriculum
2. Philosophical considerations
3. Psychological considerations
4. Sociological considerations
5. Discipline-oriented considerations

UNIT III
1. Curriculum design and organization
2. Components and source of design
3. Principles
4. Approaches
5. Categories and types
6. Curriculum construction:
   a. Different models and principles
   b. Deduction of curriculum from aims and objectives of education
   c. Administrative consideration
   d. Grass-root level planning
   e. System-analysis
7. Curriculum implementation strategies

UNIT IV
1. Role of curriculum support materials
2. Type of materials and aids
3. Models of implementation
4. Curriculum evaluation
   a. Importance of evaluation of curriculum
   b. Models of curriculum evaluation
   c. Interpretation of evaluation results and method
5. Issues and trends in curriculum development, curriculum research in India.
6. Suggestions and recommendation in curriculum development as per the following commissions:
   a. University education commission, 1948
   b. Secondary education commission, 1952
   c. Education commission, 1966

References
2. Bhalja Navneet, Curriculum Development, Authors Pub, Delhi, 2007
VII. TEACHER EDUCATION

COURSE CONTENTS

UNIT I
1. Teacher education – concept, aims and scope
3. Teacher education curriculum at different stages: approaches to teacher education – consecutive and integrated.

UNIT II
1. A critical appraisal of the present system of teacher education in India – a study of the various recommendations of the commissions and committees in the post independence era.
2. Qualities of a good teacher – cognitive, affective and psychomotor skills.

UNIT III
1. Principles of teaching methods of teaching school subjects
2. The teaching models – concept attainment model, inquiry training model, problem solving model and inductive thinking model.

UNIT IV

ASSIGNMENT
Student will be required to submit a term paper on any one of the following:
1. Preparation of resource material on any teaching unit of Teacher Education paper
2. A critical study of any one aspect of Teacher Education
3. Study of teaching methods used at any stage of schooling
5. Work study project related to teacher education.

References
7. Devgowda, A. C. (1973). *Teacher Education in India*, Bangalore; Bangalore Book Bureau
8. Dutt, S. (1972). *The Teachers and His World*, Agra; Sukumar Dutt, Soanibagh
11. Commission (1964-66), New Delhi; Govt. of India.
13. I.A.A.T.C. (1964). *Symposium on Teacher Education in India*, Ambula Canti; The Indian Publications
ST. XAVIER'S COLLEGE OF EDUCATION

Students' overall Evaluation of the programme and Teaching

Course: B.Ed. - 2014-2015

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

Your responses will be seen only after your course results have been finalised and recorded.
The information will be used only for the improvement of the course and teaching in future.

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

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

1. The syllabus of each course was
   a) adequate    b) inadequate
   c) challenging d) dull

2. Background for benefiting from the course was
   a) more than adequate b) adequate
   c) inadequate        d) cannot say

3. Was the course easy or difficult to understand?
   a) easy           b) manageable
   c) difficult      d) very difficult

4. How much of the syllabus was covered in the class?
   a) 85 to 100%    b) 70 to 85%
   c) 55 to 70%    d) less than 55%

5. What is your opinion about the library material and facilities for the course?
   a) more than adequate b) adequate
   c) inadequate        d) very poor

6. To what extent were you able to get material for the prescribed readings?
   a) Easily       b) with some difficulty
   c) not available at all d) with great difficulty

7. How well did the teacher prepare for the classes?
   a) thoroughly    b) satisfactorily
   c) poorly        d) indifferently

8. How well was the teacher able to communicate?
   a) Always effective b) sometimes effective
   c) Just satisfactorily d) generally ineffective

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9. How far the teacher encourages student participation in class?
a) mostly yes  b) sometimes  
c) not at all  d) always

10. If yes, which of the following methods were used?
a) Encouraged to raise questions  b) get involved in discussion in class
   c) encourage discussion outside class  d) did not encourage

11. How helpful was the teacher in advising?
a) Very helpful  b) sometimes helpful
   c) not at all helpful  d) did not advise

12. The teacher's approach can best be described as
   a) Always courteous  b) sometimes rude
   c) always indifferent  d) cannot say

13. Internal assessment was
   a) Always fair  b) sometimes unfair
   c) Usually unfair  d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?
a) Helps to improve  b) discouraging
   c) no special effect  d) sometimes effective

15. How often did the teacher provide feedback on your performance?
a) Regularly/in time  b) with helpful comment
   c) often/late  d) without any comments

16. Were your assignments discussed with you?
a) Yes, fully  b) yes, partly
   c) not discussed at all  d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?
a) Yes  b) no
   If yes, was it helpful?
a) Yes  b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.
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Students' overall Evaluation of the programme and Teaching Course: B.Ed. - 2014-2015

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

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

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

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

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<th>Question Number</th>
<th>Prof.(F.r.) Thomas Penmular, SI</th>
<th>Prof. Preeti Saini</th>
<th>Fr. Victor Oosta, SI</th>
<th>Mr. R.N.R Majumdar</th>
<th>Dr. Mattoo Singh</th>
<th>Dr.(F.r.) P. Anthony Rai, S.J.</th>
<th>Mrs. Roseline Jerry</th>
<th>Mr. Stalin Kumar Singh</th>
<th>Mr. Deep Kumar</th>
<th>Ms. Deepa Shrestha</th>
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### Questionnaires for Feedback from Students: 2014-2015

**Course:** B.Ed.

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

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>Parameters</th>
<th>A - Very Good</th>
<th>B - Good</th>
<th>C - Satisfactory</th>
<th>D - Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Depth of the course content including project work if any</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Extent of coverage of course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Applicability/relevance to real life situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Clarity and relevance of textual reading material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Relevance of additional source material (Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Extent of effort required by students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Overall rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date:**

**Certified by:**

Principal,
St. Xavier's College of Education
Digha Ghat, Patna.
### ST. XAVIER’S COLLEGE OF EDUCATION, PATNA

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

Dear Student,

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

<table>
<thead>
<tr>
<th>Knowledge base of the teacher (as perceived by you)</th>
<th>A</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>B</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills (in terms of articulation and comprehensibility)</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Sincerity / Commitment of the teacher</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Interest generated by the teacher</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>A</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>Ability to integrate course material with environment (other issues, to provide a broader perspective)</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Ability to integrate content with other courses</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>Ability to design quizzes / Tests / assignments examinations and projects to evaluate students understanding of the course</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Provision of sufficient time for feedback</td>
<td>A</td>
<td>A</td>
<td>C</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

**Date:** 19-03-15

Any Remarks:

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Certified by:
Principal,
St. Xavier’s College of Education,
Digha Ghat, Patna.

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AUDITORS’ REPORT:

We have audited the attached Balance Sheet of ST. XAVIER’S COLLEGE OF EDUCATION PATNA SOCIETY: DIGHA GHAT P.O., PATNA – 800011 as at 31st March, 2015 and Income & Expenditure Account for the year ended on that date. These Financial Statements are the responsibility of the management. Our responsibility is to express opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining on a test checking basis evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management as well evaluating the overall financial statements presentation we believe that audit provides a reasonable basis for our opinion.

We report that:

1. Depreciation has been charged on Fixed Assets & Dead Stock.
2. Some of the items of Income & Expenditure are on cash basis.
3. Fixed Assets have been valued at Cost and no revaluation has been done during the year and physically verification of Fixed Assets has been conducted by the Institution.
4. During the year an amount of Rs. 5,00,000.00 and Rs. 3,00,000.00 has been transferred from endowment fund and reserve fund to contingency fund.
5. In our opinion and to the best of our information and according to the explanations given to us the said accounts read together with notes thereon gives a true and fair view,
   i) In the case of Balance Sheet of the state of affairs as at 31st March, 2015 and;
   ii) In the case of the Income & Expenditure Account of the Excess of Income over Expenditure for the year ended on that date.

For RAJIV RANJAN & ASSOCIATES
CHARTERED ACCOUNTANTS

PLACE: PATNA
DATE: 30th April, 2015
<table>
<thead>
<tr>
<th>Prv.Yr. Funds &amp; Liabilities</th>
<th>Amount (Rs)</th>
<th>Prv.Yr. Property &amp; Assets:</th>
<th>Amount (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capital Fund</strong></td>
<td></td>
<td><strong>FIXED ASSETS</strong></td>
<td></td>
</tr>
<tr>
<td>As per last Bal/SHEET</td>
<td>5,889,343.37</td>
<td>As Per Schedule II</td>
<td>8,863,422.72</td>
</tr>
<tr>
<td>Add: Assets Acquired</td>
<td>406,219.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 6,295,562.37</td>
<td></td>
</tr>
<tr>
<td>Less: Depreciation</td>
<td>732,139.65</td>
<td>6,563,422.72</td>
<td></td>
</tr>
<tr>
<td><strong>Specific Purpose Fund</strong></td>
<td></td>
<td><strong>INVESTMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>9,950,184.15</td>
<td></td>
<td>FD with Uco</td>
<td>10,450,000.00</td>
</tr>
<tr>
<td>As per Schedule I</td>
<td></td>
<td>FD with S.I.B.</td>
<td>2,500,000.00</td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
<td>12,950,000.00</td>
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<tr>
<td>16,906.00</td>
<td></td>
<td>Cash in Hand</td>
<td>26,403.20</td>
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<tr>
<td>EPF Payable</td>
<td>35,898.00</td>
<td>Uco Bank 703/4</td>
<td>1,370,589.84</td>
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<td>5,492.00</td>
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<td>Uco Bank 1257</td>
<td>116,063.33</td>
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<td>FPF Payable</td>
<td></td>
<td>S.I.Bank 1097</td>
<td>112,194.10</td>
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<td>228,400.00</td>
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<td></td>
<td>1,627,259.47</td>
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<tr>
<td>Govt. Scholarship payable</td>
<td></td>
<td>Imprest:</td>
<td>6,000.00</td>
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<tr>
<td><strong>Income &amp; Expenditure Account</strong></td>
<td></td>
<td>Advances</td>
<td>435,941.00</td>
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<tr>
<td>(As per last Account)</td>
<td>2,645,977.32</td>
<td>Security Deposit</td>
<td>3,300.00</td>
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<tr>
<td>Add: Excess of Income</td>
<td></td>
<td></td>
<td>435,941.00</td>
</tr>
<tr>
<td>2,645,977.32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transferred from IA &amp; E Ac.</td>
<td>428,717.15</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Rs.)</strong></td>
<td>19,746,304.86</td>
<td><strong>Total (Rs.)</strong></td>
<td>21,575,823.19</td>
</tr>
</tbody>
</table>

As per our report of even date

For RAJIV RANJAN & ASSOCIATES
CHARTERED ACCOUNTANTS

(TANESHWAR AZAD)
PARTNER
Membership No. 403632

PLACE: PATNA
Date:

(0.00)
<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount (Rs.)</th>
<th>Income</th>
<th>Amount (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>26,385.00</td>
<td>Grants (UGC)</td>
<td>254,550.00</td>
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<tr>
<td>Athletics</td>
<td>27,535.00</td>
<td>Application/Reg.B Ed</td>
<td>131,549.00</td>
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<tr>
<td>Admin Charges on PF</td>
<td>30,018.00</td>
<td>AKU Examinations</td>
<td>3,938.00</td>
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<tr>
<td>Advertisements</td>
<td>27,140.00</td>
<td>Course Fees 2 Ed</td>
<td>8,380,000.00</td>
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<tr>
<td>Alms &amp; Contributions</td>
<td>42,250.00</td>
<td>Course Fees 3 Ed</td>
<td>3,325,000.00</td>
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<tr>
<td>Audit expenses</td>
<td>9,842.00</td>
<td>Degree/Reg/Centif. AKU</td>
<td>18,450.00</td>
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<tr>
<td>Audio Visual</td>
<td>17,700.00</td>
<td>National/College Seminar</td>
<td>13,000.00</td>
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<tr>
<td>Bank Charges</td>
<td>3,004.00</td>
<td>Interest on FD &amp; SB A/c</td>
<td>656,729.00</td>
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<tr>
<td>Course &amp; Seminar Expenses</td>
<td>90,000.00</td>
<td>Other</td>
<td>21,918.00</td>
</tr>
<tr>
<td>Computer/Printer &amp; Copier Maintenance</td>
<td>24,207.00</td>
<td>Cheese</td>
<td>1,178,872.00</td>
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<tr>
<td>Electricity</td>
<td>165,739.00</td>
<td>Total</td>
<td>218,560.00</td>
</tr>
<tr>
<td>Exam Expenses AKJ</td>
<td>17,648.00</td>
<td>Total</td>
<td>218,560.00</td>
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<tr>
<td>Equipment Maintenance</td>
<td>26,784.00</td>
<td>Total</td>
<td>218,560.00</td>
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<tr>
<td>Edu. Conference Extension Prog.</td>
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<td>218,560.00</td>
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<tr>
<td>Electrical Maintenance</td>
<td>4,235.00</td>
<td>Total</td>
<td>218,560.00</td>
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<tr>
<td>Garden Expenses</td>
<td>516.00</td>
<td>Total</td>
<td>218,560.00</td>
</tr>
<tr>
<td>Honorarium</td>
<td>1,550,000.00</td>
<td>Total</td>
<td>218,560.00</td>
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<tr>
<td>Legal Expenses</td>
<td>41,250.00</td>
<td>Total</td>
<td>218,560.00</td>
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<tr>
<td>Library Expenses</td>
<td>256,433.00</td>
<td>Total</td>
<td>218,560.00</td>
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<td>Leave Encashment</td>
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<tr>
<td>Laboratory Expenses</td>
<td>1,674.00</td>
<td>Total</td>
<td>218,560.00</td>
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<tr>
<td>Office Expenses</td>
<td>18,522.00</td>
<td>Total</td>
<td>218,560.00</td>
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<td>Printing</td>
<td>18,709.00</td>
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<td>218,560.00</td>
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<td>Furniture Maintenance</td>
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<td>Generator Maintenance</td>
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<td>Vehicle Maintenance</td>
<td>13,583.00</td>
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<td>Postage &amp; Telephones</td>
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<td>Stationery/Filing</td>
<td>151,834.00</td>
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<td>218,560.00</td>
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<td>P.F. Contributions</td>
<td>237,507.00</td>
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<td>Salaries</td>
<td>6,553,925.00</td>
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<td>Travel &amp; Conveyance</td>
<td>30,078.00</td>
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<td>Remuneration &amp; wages</td>
<td>60,004.00</td>
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<td>Scholarships Given</td>
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<td>218,560.00</td>
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<tr>
<td>Total</td>
<td>8,654,462.00</td>
<td>Total</td>
<td>12,733,110.00</td>
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<tr>
<td>Pvt. Yr.</td>
<td>Expenditures</td>
<td>Pvt. Yr.</td>
<td>Expenditures</td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>8,654,468.00</td>
<td>B/F</td>
<td>9,673,899.00</td>
<td>B/F</td>
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<tr>
<td>53,492.00</td>
<td>NAAC Inspection</td>
<td>73,084.00</td>
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<td>68,460.00</td>
<td>Language Lab Expenses</td>
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<td>19,000.00</td>
<td>Penal Charges/Electricity</td>
<td>322,089.00</td>
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<td>8,461.00</td>
<td>Silver Jubilee Account</td>
<td>28,500.00</td>
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<td>688,910.00</td>
<td>Grants Given</td>
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<td>71,591.00</td>
<td>Inspection &amp; Processing</td>
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<tr>
<td>58,000.00</td>
<td>Miscellaneous/Taxes</td>
<td>40,000.00</td>
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<tr>
<td></td>
<td>LGC XI Plan Exp</td>
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<tr>
<td></td>
<td>Depreciation</td>
<td>732,139.55</td>
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<tr>
<td></td>
<td>Less: Transfer to Capital Fund</td>
<td>732,139.55</td>
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<tr>
<td>1,133,739.99</td>
<td>Assets Purchased during the year</td>
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<tr>
<td></td>
<td>Transferred to Capital Fund</td>
<td>406,219.00</td>
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<tr>
<td>200,000.00</td>
<td>Development Fund</td>
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<td>345,003.00</td>
<td>Transfer to Grant Fund</td>
<td>620,581.85</td>
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</tr>
<tr>
<td>200,000.00</td>
<td>Transfer to Scholarship Fund</td>
<td>400,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contingency Fund</td>
<td>200,000.00</td>
<td>2,026,780.85</td>
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<tr>
<td>(474,327.15)</td>
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<tr>
<td></td>
<td>Excess of Income Over Expenses</td>
<td>420,717.15</td>
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</tr>
<tr>
<td>10,972,295.84</td>
<td>TOTAL</td>
<td>12,733,110.00</td>
<td>12,733,110.00</td>
</tr>
</tbody>
</table>

As per our report of even date

For RAJIV RAJAN & ASSOCIATES
CHARTERED ACCOUNTANTS

(TANISHWAR AZAD)
PARTNER
Membership No. 403582

PLACE: PATNA
Date:

[Signatures]

VICE-PRESIDENT
SECRETARY
TREASURER
MEMBER
<table>
<thead>
<tr>
<th>Particulars</th>
<th>%</th>
<th>WDV on 01.04.2014</th>
<th>Additions</th>
<th>Rev</th>
<th>Total</th>
<th>Dep. for the year</th>
<th>WDV 31.1.2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>0</td>
<td>185,882.00</td>
<td>-</td>
<td>-</td>
<td>185,882.00</td>
<td>-</td>
<td>185,882.00</td>
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<tr>
<td>Building</td>
<td>5</td>
<td>1,179,541.45</td>
<td>-</td>
<td>-</td>
<td>1,179,541.45</td>
<td>58,977.07</td>
<td>1,120,518.52</td>
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<td>Electric Fixtures</td>
<td>15</td>
<td>32,198.75</td>
<td>-</td>
<td>-</td>
<td>32,198.75</td>
<td>4,629.81</td>
<td>27,568.93</td>
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<tr>
<td>Equipment</td>
<td>20</td>
<td>17,015.50</td>
<td>21,000.00</td>
<td>-</td>
<td>38,015.50</td>
<td>3,563.10</td>
<td>33,332.40</td>
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<tr>
<td>Furniture</td>
<td>15</td>
<td>393,549.23</td>
<td>68,719.00</td>
<td>-</td>
<td>462,268.23</td>
<td>59,032.88</td>
<td>403,235.34</td>
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<tr>
<td>Library Books</td>
<td>10</td>
<td>657,521.48</td>
<td>51,971.00</td>
<td>-</td>
<td>709,492.48</td>
<td>85,752.15</td>
<td>643,740.33</td>
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<td>Computer</td>
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<td>-</td>
<td>-</td>
<td>801,784.17</td>
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<tr>
<td>Audio Visual Equip</td>
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<td>7,701.51</td>
<td>99,529.00</td>
<td>-</td>
<td>107,230.51</td>
<td>1,155.23</td>
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<td>Air Conditioners</td>
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<td>165,000.00</td>
<td>-</td>
<td>259,878.72</td>
<td>18,075.74</td>
<td>240,902.98</td>
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<td>CC TV Fixtures</td>
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<td>-</td>
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<td>Printer - Coper</td>
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<td>-</td>
<td>-</td>
<td>139,500.00</td>
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<td><strong>TOTAL</strong></td>
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<td>3,667,566.54</td>
<td>406,219.00</td>
<td></td>
<td>4,073,785.54</td>
<td>431,981.07</td>
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**UGC ASSETS**

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<tr>
<th>Particulars</th>
<th>%</th>
<th>WDV on 01.04.2014</th>
<th>Additions</th>
<th>Rev</th>
<th>Total</th>
<th>Dep. for the year</th>
<th>WDV 31.1.2015</th>
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<td>-</td>
<td>851,423.23</td>
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<td>227,125.10</td>
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<td>204,412.69</td>
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<td>2,143,228.50</td>
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<td>300,185.58</td>
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<td>7,295,562.37</td>
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### ST. XAVIER'S COLLEGE OF EDUCATION PATNA SOCIETY

**SPECIFIC PURPOSE FUND SCHEDULE AS ON 31-03-2015**

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>BALANCE AS ON 01/04/2014</th>
<th>RECEIVED DURING THE YEAR</th>
<th>INTEREST EARNED DURING THE YEAR</th>
<th>Transfer from I &amp; E/Ac</th>
<th>INTER Transfer of Fund</th>
<th>TOTAL</th>
<th>UTILISED DURING THE YEAR</th>
<th>INTER Transfer of Fund</th>
<th>BALANCE AS ON 31/03/2015</th>
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<td>Contingency Fund</td>
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<td><strong>800,000.00</strong></td>
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</tbody>
</table>
TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education
Eastern Regional Committee
(A Statutory Body of the Govt. of India)
15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012
Phone: (0674) 2562793, 2563252, 2553156, Fax: (0674) 2564873

F. ERC/NCTE/BR-5/E-3/96/B.Ed.(Revised Order)/2015/238397 Date: 29/05/2015

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution viz. St. Xaviers College of Education, GPO Dighaghat, Patna, Bihar-800011 was granted recognition for conduct of B.Ed. course of One year duration with an annual intake of 100 from the academic session 1998-1999 vide ERC order No. BR-S/E-3/96/6636(2) dated 28.08.1998.

3. AND WHEREAS, the institution viz. St. Xaviers College of Education, GPO Dighaghat, Patna, Bihar-800011 has by affidavit dated 14.01.2015 consented to come under New Regulations 2014 and sought for Two Basic Units in B.Ed. course, which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to fulfill following conditions namely:

(i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.

(ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

P.T.O.

Certified
Principal,
St. Xavier's College of Education
DIGHAGHAT, PATNA.
(iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to St. Xavier’s College of Education, GPO Digha Ghat, Patna, Bihar-800011 for conducting B.Ed. Programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:

   a) Sanctioned programmes along with annual intake in the institution;
   b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph;
   c) Name of faculty members who left or joined during the last quarter;
   d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.:
   e) Fee charged from students;
   f) Available infrastructural facilities;
   g) Facilities added during the last quarter;
   h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
   i) The affidavit with enclosure submitted along with application.
   j) The institution shall be free to post additional relevant information. If it so desires.
   k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

---

**CERTIFIED**

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

---

P.T.O.
If the institution contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

[Signature]

Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054

To

The Principal
St. Xavier's College of Education,
GPO Dighaghala,
Patna, Bihar-800011

Copy to:

1. The Commissioner-cum-Secretary, Primary, Secondary & Higher Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
2. The Registrar, Aryabhatta Knowledge University, A.N. Sinha Institute of Social Studies Campus (West), North Gandhi Maidan, (Near D.M. Residence), Patna, Bihar-800001
3. The Director, Department of Secondary Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-Il, 1, Bahadurshah Zafar, New Delhi-110002.
6. Office Order file/ Institution file

[Signature]
Regional Director

CERTIFIED
[Signature]
Principal,
St. Xavier's College of Education
Digha Ghat, Patna.
TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education
Eastern Regional Committee
(A Statutory Body of the Govt. of India)
15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012
Phone -(0674) 2562713, 2563252, 2543156, Fax : (0674) 2564673

F. ERC/NCTE/APE00870/M.Ed.(Revised Order)/2015/ 32495
Date: 30/05/2015

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993[73 of 1993], and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014,

2. AND WHEREAS, the institution viz. St. Xavier’s College of Education, Vill-Makhmdpur, Po-Digha Ghat, Ps-Digha, Dist.- Patna, Bihar-800011 was granted permission for conduct of M.Ed. course of One year duration with an annual intake of 25 from the academic session 2009-2010 vide ERC order No. ERC/7-92.6(I),11/2009/16280 dated 04.05.2009.

3. AND WHEREAS, the institution viz. St. Xavier’s College of Education, Vill-Makhmdpur, Po-Digha Ghat, Ps-Digha, Dist.- Patna, Bihar-800011 has by affidavit dated 14.01.2015 consented to come under New Regulations 2014 and sought for One Basic Unit in M.Ed. course, which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution to have one basic unit of 50 students subject to fulfill following conditions namely,

(i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.

(ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

CERTIFIED

[Signature]
Principal,
St. Xavier’s College of Education,
DIGHA GHAT, PATNA.

P.T.O.
(iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 15(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants permission to **St. Xavier's College of Education, Village-Makhmdpur, P.O. Digha Ghat, P.S-Digha, Dist.- Patna, Bihar-800011** for conducting M.Ed. Programme of two years duration with an annual intake of **50 students** from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:

   a) Sanctioned programmes along with annual intake in the institution;
   b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
   c) Name of faculty members who left or joined during the last quarter;
   d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.:
   e) Fee charged from students;
   f) Available infrastructural facilities;
   g) Facilities added during the last quarter;
   h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
   i) The affidavit with enclosure submitted along with application.
   j) The institution shall be free to post additional relevant information, if it so desires.
   k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

---

**Certified**

Principal,
St. Xavier's College of Education,
Digha Ghat, Patna.

P.T.O.
If the institution contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued thereunder, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,

Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054

To

✓ St. Xavier's College of Education,
Vill.- Makhampur, Po- Digha Ghat,
Ps-Digha, Dist.- Patna,
Bihar-800011

Copy to:

1. The Commissioner-cum-Secretary, Primary, Secondary & Higher Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
2. The Registrar, Magadh University, Bodh Gaya, Bihar-824234
3. The Director, Department of Secondary Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi -110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-I, 1, Bahadurshah Zafar, New Delhi- 110002.
6. Office Order file/Institution file

Regional Director

Principal,
St. Xavier's College of Education-
DIGHA GHAT, PATNA.
ST. XAVIER'S COLLEGE OF EDUCATION
DIGHA GHAT P.O., PATNA - 800 011, BIHAR

ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA
B.ED. RESULTS

<table>
<thead>
<tr>
<th>Session</th>
<th>Sanctioned Seats</th>
<th>Admitted</th>
<th>Exam. Form Filled</th>
<th>Appeared</th>
<th>Dropouts</th>
<th>Date of Exam</th>
<th>Date of Result</th>
<th>Distinctions</th>
<th>First Divisions</th>
<th>Second Divisions</th>
<th>Fail</th>
<th>Pass %</th>
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<td>28</td>
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ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA
M.ED. RESULTS

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<th>Sanctioned Seats</th>
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<th>Appeared</th>
<th>Dropouts</th>
<th>Date of Exam</th>
<th>Date of Result</th>
<th>Distinctions</th>
<th>First Divisions</th>
<th>Second Divisions</th>
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<th>Pass %</th>
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<td>--</td>
<td>--</td>
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</table>
FEED BACK ON PRACTICE TEACHING BY TEACHER EDUCATORS

Session 2014-2015

1. Are you satisfied with the trainees’ pre-practice teaching preparations?
   Yes. Before going to schools they observe a model lesson presented by their mentor teachers and get a feel of the real classroom situation. Then they practice the skill in simulated situation so they are updated with micro-teaching. They try incorporating them in their teaching.

2. How did you find them during practice teaching?
   Though nervous on the first day they settle to the new situation confidently and try their best to utilise the learnt trade in the classroom.
   a. Were they prepared well for practice teaching?
      Yes. The first lesson plan is taken care of in the college itself. The mentor teachers sign it and they cannot enter the class without the signatures.
   b. Were the trainees able to make adjustments?
      Yes. They are generally prepared with extra lesson plans. Even if a change is needed they do not hesitate. Besides they also handle the substitution class with glee.
   c. Did they have the desire to learn? (go for learning)
      Yes. They take the advice and suggestions of the observing teachers seriously. They also come to the Centre supervisors for feedback as well as suggestions.

3. How helpful were you to the trainees during practice teaching?
   The Centre supervisors are always there in the school to guide and facilitate in the working of the student teachers. We also coordinate with the school administration to provide enough working space to our students.

4. Was the school climate conducive for practice teaching?
   The management and the teachers are very cooperative. They try their level best to make our student feel at home. The teaching, sitting space or other facilities

Principal
St. Xavier’s College of Education
Digha Ghat, Patna.

Certified
D(r) Prachi Binka

6/12/2014
To
Rev. Fr. Tom Perumalil S.J.
Principal
St. Xavier's college of Ed.
Digha, Patna - 11

Dear Fr. Tom

I am glad to let you know that we are very happy with the trainees who came here for the Teaching Practice. Some of the points we like to highlight on their Practice teaching are:

- They were well prepared with their lessons and were on time for their classes.
- Most of them had good command over their classes and of course one or the other will have to improve upon the management of class and discipline.
- They were ever willing to help out whenever needed and there was openness to seek and receive suggestions from the teachers and from the office too.
- The school teachers were there to supervise their classes and to give feed back on time. In some cases like English, the teacher was out of station and therefore a regular supervision was not done. In this case I myself did the supervision whenever possible and gave feed back to them.
- The trainees used enough teaching aids in every class and I personally feel that the students were more alert and enthusiastic in the classes.
- Our time-table was not disturbed because of the practice teaching. We could easily adjust it. Therefore it was a blessing.
- One week of their internship was really a time of blessing for the school as our teachers had gone for the tour and a blessing for the trainees as they got some more classes to teach.

Therefore I express my thanks to you for sending your trainees to our school trusting that we can be a help and guide to them in their teaching learning process.

Sincerely yours

Sr. Nirmal SND
(Principal)
इन्द्र प्रसाद सिंह गंग-स्थली (+2) उच्च माध्यमिक बालिका ज्ञानपीठ
मकहुमपुर दीघा, पटना- 11

पत्रक

कैसे हैं,

पृष्ठभंगः अध्यापक

रेड एंथरस कंटीया एकिक एल्किसेम

दि.27, 11.01.14.

माफ़ी के साथ,

उपयोग करने के उद्देश्य से आपके योग्यता को निरीक्षित किया गया।

इसलिए, उपयोग के अनुसार उपयोग को निरीक्षित किया गया।

अतः, उपयोग के अनुसार उपयोग को निरीक्षित किया गया।

इसलिए, उपयोग के अनुसार उपयोग को निरीक्षित किया गया।

अतः, उपयोग के अनुसार उपयोग को निरीक्षित किया गया।

हाँ, फलस्वरूप निरीक्षण आयोजित किया गया।

प्रमुख

मन्जुला कुमारी
PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) General Information
   a) Name: Dr.(Fr.) Thomas Perumalil, S.J.
   b) Address (Residential): St. Michael's School, Digha Ghat,
                              Patna - 800 011
                              Ph. No.: 0612-2260253
   c) Designation: Principal
   d) Department: Education
   e) Date of Birth: 01.12.1952
   f) Area of Specialization: Educational Management & Educational Guidance and Counselling

A) Academic Qualifications

<table>
<thead>
<tr>
<th>Exam Passed</th>
<th>Board/University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/Grade Merit etc.</th>
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<td>High School</td>
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<td>III</td>
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<td>Sc. Soc.St.</td>
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<tr>
<td>Higher Secondary or Pre-degree</td>
<td>Ranchi University</td>
<td>Hin, Eng, Pol.Sc., Psycho, Hist</td>
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<tr>
<td>Bachelor's Degree (s)</td>
<td>Gujarat Univ.</td>
<td>Economics</td>
<td>1980</td>
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<tr>
<td>Master's Degree (s) Eco M.Ed</td>
<td>Delhi Univ</td>
<td>Economics</td>
<td>1983</td>
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<tr>
<td><strong>Psychology</strong></td>
<td>MS Univ</td>
<td>Education</td>
<td>1999</td>
<td>I</td>
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<tr>
<td><strong>Madras Univ</strong></td>
<td><strong>Psychology</strong></td>
<td><strong>Education</strong></td>
<td><strong>2013</strong></td>
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<td>MS Univ</td>
<td>Education</td>
<td>2004</td>
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<td><strong>Other Diploma / Certificates etc.</strong></td>
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* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

### ii) Research Experience & Training

<table>
<thead>
<tr>
<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
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<tbody>
<tr>
<td>M.Phil or equivalent</td>
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<tr>
<td>Ph.D.</td>
<td>Educational Intelligence and Teaching Competency of High School Teachers</td>
<td>MS University Tirunelveli</td>
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<tr>
<td>Post-Doctoral</td>
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<tr>
<td>Publications (give a list separately)</td>
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<tr>
<td>Research Guidance (give names of students guided successfully)</td>
<td>Kali Clara Anand Nazreen Naz</td>
<td>AISECT Univ., Bhopal Magadh Univ., Bodh Gayal</td>
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<td>Training (please specify)</td>
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### B) Research Projects carried out

<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
</tr>
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<tbody>
<tr>
<td>(Minor Research) Creative Thinking and Learning Styles of Tribal and Non-Tribal Secondary Students</td>
<td>UGC</td>
<td>2 years (2014-2016)</td>
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</table>
C) Seminars, Conferences, Symposia Workshops etc. attended

<table>
<thead>
<tr>
<th>Name of the Seminar/Conference/Symposia Workshop, etc.</th>
<th>Name of the Sponsoring Agency</th>
<th>Place and Date</th>
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</table>

iii) Teaching Experience

<table>
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<tr>
<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
<th>Duration</th>
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<tr>
<td>iv) U.G. B.Ed. (B.A./B.Sc., etc. Pass)</td>
<td>St. Xavier's College of Education, Patna</td>
<td>16 years</td>
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<tr>
<td>(B.A./B.Sc. etc. Hons.)</td>
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</tr>
<tr>
<td>v) P.G. M.Ed. (M.A./M.Sc., etc.)</td>
<td>St. Xavier's College of Education, Patna</td>
<td>6 years</td>
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<tr>
<td>vi) M.Phil</td>
<td></td>
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</tr>
<tr>
<td>vii) Any other Ph.D. Course Work</td>
<td>St. Xavier's College of Education, Patna</td>
<td>1 year</td>
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</table>

Total Teaching Experience: 23 years

a) Under-graduate (Pass): 

b) Under-graduate (Hons): 16 years

c) Post-graduate: 7

viii) Innovations/Contributions in Teaching

   a) Design of Curriculum ✓

   b) Teaching methods

   c) Laboratory experiments

   d) Evaluation methods

   e) Preparation of resource material
      Including books, reading materials,
      Laboratory manuals etc.

   f) Remedial Teaching / Student Counseling (academic) ✓

   g) Any Other
ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution : Principal and Teacher,
   Guide for Ph.D. & M.Ed. Students

b) Co-curricular Activities

c) Enrichment of Campus Life
   (Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees : NAAC Peer Team Member on Education and National Development

f) Professional Organization of Teachers : Member IATE
E. (a) **Membership of Professional Bodies, Societies etc.**

(i) Member IATE  
(ii) Member Xavier Board  
(iv) Member AIACHE  
(v) Member JHESA

(b) **Editorship of Journals** : Editor-in-Chief : Journal of Research in Education

F. **Any other information**

(Signature of the Teacher)
Contributions in the Field of Education

1. NAAC Peer Team Member from September 2010

2. Editor
   a. Journal of Research in Education, SXCE, Patna
   b. Seminar Proceedings, SXCE, Patna

3. Visiting Professor
   - Kurji Holy Family Hospital : 2012-2013

4. Ph.D. Guide
   a. Kali Clara Anand, AISECT University, Bhopal
   b. Nazreem Naz, Magadh University, Bodh Gaya

5. Ph.D. Theses Adjudicator
   a. Guwahati University - 1
   b. Sam Higginbottom Institute of Agriculture, Technology and Science - 3
   c. Tamil Nadu Teachers Education University - 1

6. Ph.D. Examiner
   Sebastian, E.L., Department of Education, Sam Higginbottom Institute of Agriculture, Technology and Science, Allahabad

7. Member, P.G. Examination Moderation Committee, Patna University

8. External Examiner:
   B.Ed. - SHIATS, Allahabad
   M.Ed. Theses Evaluation - Mithila University, Darbhanga
   Exam. Paper Evaluation - Nalanda Open University, Patna

9. Statistical Consultant
   Medical Research Students of Kurji Holy Family Hospital, Patna

10. Central University of Bihar
    b. Member, B.Ed. Application for Faculty Shortlisting Committee

11. Aryabhatta Knowledge University, Patna
    a. Member: Executive Council, Affiliation Board, Syllabus Committee
       Discipline Committee, Ph.D. Selection Board, PCRC, College Inspection Team
    b. Dean (Eds.) from 2012-2014
    c. Member: Affiliation and New Programmes Committee (2012-2014)
       Examination Board (2012-2014)
    d. Faculty Interview Board of Affiliated Colleges

Dr.(Fr.) Thomas Perumalil, S.J.
Seminars/Conferences/Workshops Attended

3. National Seminar on Impact of Technology on Society: Issues and Challenges, on 12-13 April, 2014, St. Xavier's College and St. Xavier's College of Management and Technology, Digha Ghat, Patna - 800 011
4. International Conference on Seeking Jesuit Brand and Identity in our Higher Educational Apostolates in India, on 8-9 Nov., 2013 at Loyola College of Social Sciences, Trivandrum, Kerala
10. International Conference of IHEASA at St. Xavier's College, Mumbai on 13-14 November, 2011.
11. NAAC Assessors' Training at NAAC Bangalore 10-12 September, 2010

Awards Received

2. Best Principal's Award by Private Schools and Children Welfare Association, Patna on 1st March, 2014
**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

i) **General Information**
   a) **Name:** PREETI SINHA
   b) **Address (Residential):** 3/9 ANANDAPURI Ph. No.: WEST BORING CANAL ROAD, PATNA, 800001.
   c) **Designation:** PROFESSOR
   d) **Department:** EDUCATION
   e) **Date of Birth:** 24.01.1952
   f) **Area of Specialization:** EDUCATION (Philosophy and Sociology; History of Education)

### A) Academic Qualifications

<table>
<thead>
<tr>
<th>Exam Passed</th>
<th>Board/ University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/ Grade Merit etc.</th>
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<tbody>
<tr>
<td>High School</td>
<td>BIHAR SCHOOL EXAMINATION BOARD</td>
<td>HINDI, ENGLISH, ECONOMICS, GEOGRAPHY, HISTORY, CIVICS, HOME SCI.</td>
<td>1968</td>
<td>II</td>
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<tr>
<td>Higher Secondary or Pre-degree</td>
<td>PATNA UNIVERSITY</td>
<td>HISTORY, POL Sci., PSYCHOLOGY, HINDI, ENGLISH</td>
<td>1969</td>
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<td></td>
<td>POL SCI., ENGLISH, HINDI</td>
<td>1975</td>
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<td>Master’s Degree(s)</td>
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<td>HISTORY</td>
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<td>EDUCATION AWARDED 1983</td>
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<td>Other Diploma / Certificates</td>
<td>B.Ed.</td>
<td>HIST, METH, PRE-RIP. METH.</td>
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<td></td>
<td>M.Ed.</td>
<td>PRI ED., TEACHER ED.</td>
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*Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of opening of the institution.*
### ii) Research Experience & Training

<table>
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<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
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<tr>
<td>M.Phil or equivalent M.Ed</td>
<td>M.Ed Dissertation</td>
<td>Magadh University Medicine Knowledge University</td>
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<td>Ph.D.</td>
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<td>Post-Doctoral</td>
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<tr>
<td>Publications (give a list separately)</td>
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<tr>
<td>Research Guidance (give names of students guided successfully)</td>
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<td>B.R. A. Bihari Ulon Muzaffarpur</td>
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<td>Training (please specify)</td>
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### B) Research Projects carried out

<table>
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<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>An Investigation into Dropout Among Socioeconomically Disadvantaged Students of Bihar</td>
<td>UGC</td>
<td>2014 - 2016</td>
<td>Ongoing Project</td>
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### C) Seminars, Conferences, Symposia Workshops etc. attended

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<th>Name of the Seminar/Conference/Symposia Workshop, etc.</th>
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<th>Place and Date</th>
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<td>Papers attached</td>
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### iii) Teaching Experience

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<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
<th>Duration</th>
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<tr>
<td>iv) U.G. B.Ed. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)</td>
<td>ST. XAVIER'S COLLEGE OF EDUC.</td>
<td>27 years</td>
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<tr>
<td>v) P.G. M.Ed. (M.A./M.Sc., etc.)</td>
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<td>6 years</td>
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<tr>
<td>vi) M.Phil</td>
<td>”</td>
<td>”</td>
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<tr>
<td>vii) Any other IGNOU-B.Ed</td>
<td>COUNSELLOR - SXCCE</td>
<td>12 years</td>
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<td>”</td>
<td>- M.Ed</td>
<td>1 year</td>
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Total Teaching Experience: ________________________________

a) Under-graduate (Pass): Twenty seven years

b) Under-graduate (Hons): ________________________________

c) Post-graduate: Six years ________________________________

### viii) Innovations/Contributions in Teaching

a) Design of Curriculum
   Involved in the curriculum development of B.Ed and M.Ed of ArtsKrishi Knowledge University

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
   Including books, reading materials, Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)
   Involved in the college

g) Any Other

### ix) Extension Work/Community Service

Please give a short account of your contribution to:

i) Community work
   such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution

b) Co-curricular Activities  *co-ordinator for programmes presented in college*

c) Enrichment of Campus Life  *(Hostels, sports, games, cultural activities)*

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

1. All India Association for Educational Research
2. Adolescenceindia Group of Pediatricians(Adolescent Health Academy)

(b) Editorship of Journals  *attached*

F. Any other information  *Chairperson at various seminars, Resource person at few institutions*

*Signature of the Teacher*
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name</th>
<th>University</th>
<th>Year</th>
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<tr>
<td>1</td>
<td>Kumari Shweta</td>
<td>Aryabhat Knowledge</td>
<td>2014-15</td>
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<td>2</td>
<td>Manish Kumar Singh</td>
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<td>3</td>
<td>Niladri</td>
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<td>4</td>
<td>Ravi Shanker Singh</td>
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<td>5</td>
<td>Ritu Kumari</td>
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<td>6</td>
<td>Smriti Raj</td>
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<td>7</td>
<td>Neel Kamal Sharan</td>
<td></td>
<td>2013-14</td>
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<td>Nikhil Kumar</td>
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<td>Roma Kumari</td>
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<td>Rosy Kumari</td>
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<td>Sameeksha</td>
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<td>Ashutosh Ranjan</td>
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<td>Majela Ekka</td>
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<td>16</td>
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<td>Kavita Srivastav</td>
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<td>2011-12</td>
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<td>Kumari Sunita Singh</td>
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<td>26</td>
<td>Sunil Kumar</td>
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27 Abhay Narayan Jha Magadha Uni 2010-11
28 Deepa
29 Mussarat Jahan
30 Rajeev Ranjan
31 Shemushi Kumari
32 Vinod Kumar Baskey
33 Amrendra Kumar Sinha 2009-10
34 Archana Yadav
35 Nilima Toppo
36 Setu Minj

P. S.
Publications

1. An Investigation into Interest in Teaching Profession
   Teacher Education : A National Challenge
   St. Xavier's College of Education Publication, Digha Ghat, Patna, 2011

2. A Study of the Impact of the use of ICT on Achievement
   Application of ICT for Quality Enhancement in Teacher Education
   St.Xavier's College of Education Publication, Digha Ghat, Patna 2012

3. A Thought For All
   An Investigation into Motivating and Non-motivating Forces of School Teachers

4. Education A Vital Tool for Ensuring Environmental Harmony

5. Women Empowerment : Symbolism or Certainty
   Indian Women : Problems and Concerns

6. Impact of Teaching through Slide Presentation on Retention of Learning among the Teacher Trainees
   Patna Women's College Publication, Department of Education, 2013, ISSN2249-989X

7. Effects of Stress on Secondary Students and Prospective Teachers in relation to their Non-Cognitive Variables
   St. Xavier's College of Education, Digha Ghat, Patna, ISSN2347-5676

8. Attitude of Higher Secondary Students towards Environmental Values
9. Attitude of Prospective Teachers towards Examination Reforms in Higher Education


St. Xavier's College of Education, Digha Ghat, Patna, ISSN2347-5676


Seminars/Workshop Attended:

2. Orientation Program on "ICT based Research Methodology" organized by SCERT Patna on 18th August 2011.
3. UGC Sponsored National Seminar on "Education in the background of social justice" organized at J. D. Women's College, Patna on 26-27th November, 2011.
7. Seminar cum workshop on "Revamping Teacher Student Learning Interaction for 21st Century" at St. Xavier's College of Education Digha Ghat Patna from 20th to 22nd May 2013.
9. Training cum Orientation workshop, on "Development of communication skills, Computer applications and Stress Busting Proficiency" organized by Institute of Engineers (India) and AKU, Patna on 12th January 2014.
11. Workshop on "ICT IN EDUCATION" organized by Department of Education in collaboration with Directorate of Distance Education Magadh University Bodh Gaya February 2014.
15. National workshop on Innovation in Curriculum, Teaching and Instruction for Teachers of Professional and Technical Institutions organized by the Centre for Education Beyond Curriculum (CEDBEC), Christ University, Bengaluru on 4-6 March 2015.

16. NAAC sponsored National Seminar on “TEACHING STRATEGIES TO ENHANCE INNOVATIVE LEARNING PROCESS” organized by IQAC of Loyola College of Education, Jamshedpur on 27th and 28th March 2015.

17. National Seminar on Knowledge Society for Sustainable Development organized by St. Xavier’s college, St. Xavier’s college of Management & Technology and Xavier Institute of Social Research, Patna on 11-12, April 2015.

Conference Conveners National Level Seminars


5) NAAC sponsored National seminar on “Quality Enhancement In Higher Education And RUSA” (Rashtriya Uchchatar Shiksha Abhiyan), 12-13, Sept. 2014.

EDITORIAL BOARD


PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information
   a) Name : Dr. (Mrs.) Madhu Singh
   c) Designation : Assistant Professor
   d) Department : Education
   e) Date of Birth : 25. 04. 1965
   f) Area of Specialization : ICT, Educational Psychology, Teaching of Bio.Sc

A) Academic Qualifications

<table>
<thead>
<tr>
<th>Exam Passed</th>
<th>Board/University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/Grade Merit etc.</th>
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<tbody>
<tr>
<td>High School</td>
<td>B.S.E.B Patna</td>
<td>Hin, Eng, Maths, Sci, Soc.Sc, Sanskrit, Eco</td>
<td>1982</td>
<td>I</td>
</tr>
<tr>
<td>Higher Secondary or Pre-degree</td>
<td>B.I.E.C Patna</td>
<td>Phy, Chem, Bio, Maths, Eng, Hindi</td>
<td>1984</td>
<td>II</td>
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<td>B.Ed</td>
<td>B.H.U</td>
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<td>1992</td>
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<td>Master’s Degree (s)</td>
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<tr>
<td>M.Ed</td>
<td>B.H.U Magadh Univ.</td>
<td>Education Zoology</td>
<td>1993</td>
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<tr>
<td>M.Sc.(Zoology)</td>
<td>Nalanda Open Univ.</td>
<td>Psychology</td>
<td>2000</td>
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<td>M.A( Psycho)</td>
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<td>Other Diploma / Certificates etc.</td>
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<td>NET(Education)</td>
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<td>Education</td>
<td>1994</td>
<td></td>
</tr>
</tbody>
</table>

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.
## ii) Research Experience & Training

<table>
<thead>
<tr>
<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed</td>
<td>Science Process skills, logical reasoning and achievement in Science of XI grade students</td>
<td>B.H.U Varanasi</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>An investigation into relationship between teacher effectiveness and some non-cognitive variables</td>
<td>Patna university</td>
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</table>

### Research Guidance (give names of students guided successfully)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the Student (M.Ed)</th>
<th>Year</th>
<th>University</th>
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<tbody>
<tr>
<td>1</td>
<td>Abha Kumari</td>
<td>2014-15</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>2</td>
<td>Dolly Kumari</td>
<td>2014-15</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>3</td>
<td>Manish Kumar</td>
<td>2014-15</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>4</td>
<td>Reena Ranjan</td>
<td>2014-15</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>5</td>
<td>Sadma Shahin</td>
<td>2014-15</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>6</td>
<td>Sharha Shafaque</td>
<td>2014-15</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>7</td>
<td>Ankita</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>8</td>
<td>Geeta Shukla</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>9</td>
<td>Madhu Bala</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>10</td>
<td>Sanjay Kumar</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>11</td>
<td>Saurav Kumar</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>12</td>
<td>Shipra</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
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<tr>
<td>13</td>
<td>Shivani</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>14</td>
<td>Anju Sinha</td>
<td>2012-13</td>
<td>Aryabhata Knowledge Univ.</td>
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<tr>
<td>15</td>
<td>Minakshi Sharma</td>
<td>2012-13</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>16</td>
<td>Rachna Priyamvada</td>
<td>2012-13</td>
<td>Aryabhata Knowledge Univ.</td>
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<tr>
<td>17</td>
<td>Rahul Singh</td>
<td>2012-13</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>18</td>
<td>Rashmi</td>
<td>2012-13</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>19</td>
<td>Sharda Kumari</td>
<td>2012-13</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>20</td>
<td>Shruti</td>
<td>2012-13</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>21</td>
<td>Kumari Anamika</td>
<td>2011-12</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>22</td>
<td>Kumari Shashi</td>
<td>2011-12</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>23</td>
<td>Manора Xalixo</td>
<td>2011-12</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>24</td>
<td>Nidhi Abhishek</td>
<td>2011-12</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>25</td>
<td>Sharad Kumar</td>
<td>2011-12</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>26</td>
<td>Anjali Kumar</td>
<td>2010-11</td>
<td>Magadh University</td>
</tr>
<tr>
<td>27</td>
<td>Arvind Kumar</td>
<td>2010-11</td>
<td>Magadh University</td>
</tr>
<tr>
<td>28</td>
<td>Kadambini Lata</td>
<td>2010-11</td>
<td>Magadh University</td>
</tr>
<tr>
<td>29</td>
<td>Reena Kumari</td>
<td>2010-11</td>
<td>Magadh University</td>
</tr>
<tr>
<td>30</td>
<td>Sanjiv Kumar Soren</td>
<td>2010-11</td>
<td>Magadh University</td>
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<tr>
<td>31</td>
<td>Taj Shamina Suleman</td>
<td>2010-11</td>
<td>Magadh University</td>
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<tr>
<td>32</td>
<td>Chanchala Kumari</td>
<td>2009-10</td>
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### Training (please specify)

<table>
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<th>S.No</th>
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<th>Organizer</th>
<th>Date</th>
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<tbody>
<tr>
<td>5.</td>
<td>Four day Training program on HIV/AIDS Awareness In Schools And Among Youth.</td>
<td>Kurji Holy Family Hospital in association with UNICEF, Bihar and Maharashtra.</td>
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</tr>
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</table>

### Publications (give a list separately):

i) Research Papers published In Journals And Conference Proceedings with ISSN/ISBN

<table>
<thead>
<tr>
<th>S.No</th>
<th>Title of the paper</th>
<th>Name of the Journal / Book</th>
</tr>
</thead>
</table>
3. MOOCs: A Doorway for Sustainable Development in Higher Education

4. Prospective Teachers' And Prospective Teacher Educators’ Attitude Towards ICT Supported Lectures

5. Teacher Effectiveness of In-Service and Prospective Teachers in relation to their leadership skills
   Journal Of Research In Education, st. xavier’s college of education, *ISSN 2347-5676*

6. A Cross Cultural Study Of Level Of Aspiration, Need For Achievement In Relation To Adjustment
   Anusandhan, *ISSN 0973-0923* Vol. X11, No. 25, 21-23, Dec 2010

7. An investigation Into the attitude of senior secondary school students towards HIV/AIDS

8. Higher Education In Bihar: Historical Perspective, Present Status And Outlook For Future

9. Cognitive Style In Relation To Anxiety And Adjustment,

---

**ii) Research Papers / Articles Published In Journals, Magazines And Books:**

<table>
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<th>S.No</th>
<th>Title of the paper</th>
<th>Name of the Journal / Magazine / Book</th>
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<tr>
<td>Title of the Project</td>
<td>Name of the funding Agency</td>
<td>Duration</td>
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<table>
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<th>S.No</th>
<th>Name of the Seminar/ Conference/ Symposia Workshop, etc.</th>
<th>Name of the Sponsoring Agency</th>
<th>Place and Date</th>
<th>Level</th>
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<tbody>
<tr>
<td>1.</td>
<td>Education for achieving millennium Development Goals</td>
<td>AAE, Faculty Of Education BHU</td>
<td>Nov 16-18, 2013</td>
<td>International</td>
</tr>
<tr>
<td>2.</td>
<td>Issues &amp; Challenges of Higher Education Today</td>
<td>jointly organized by St. Xavier’s College and St. Xavier’s College of Management &amp; Technology and St. Xavier’s College of Education, Patna</td>
<td>on 22nd – 24th May, 2014</td>
<td>Local</td>
</tr>
<tr>
<td>3.</td>
<td>Measurement And</td>
<td>Indian Psychological</td>
<td>March</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>Organizing Institute</td>
<td>Date</td>
<td>Type</td>
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<td>-------------------------------------------</td>
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<tr>
<td>4.</td>
<td>Knowledge Society for Sustainable Development</td>
<td>St. Xavier’s College, St. Xavier’s College of Management &amp; Technology, Xavier Institute of Social Research, Patna</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; and 12&lt;sup&gt;th&lt;/sup&gt; April, 2015</td>
<td>National</td>
</tr>
<tr>
<td>5.</td>
<td>National Seminar on Teaching Strategies to Enhance Innovative Learning Process</td>
<td>NAAC Sponsored Loyola College of Education, Jamshedpur</td>
<td>27&lt;sup&gt;th&lt;/sup&gt; and 28&lt;sup&gt;th&lt;/sup&gt; March, 2015</td>
<td>National</td>
</tr>
<tr>
<td>6.</td>
<td>National Seminar on Quality Enhancement in Higher Education and RUSA (Rashtriya Uchchatar Skiksha Abhiyan)</td>
<td>NAAC Sponsored at St. Xavier’s College of Education, Patna on 12&lt;sup&gt;th&lt;/sup&gt; and 13&lt;sup&gt;th&lt;/sup&gt; September, 2014</td>
<td>National</td>
<td></td>
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<tr>
<td>7.</td>
<td>Impact of Technology on Society: Issues and Challenges organized by</td>
<td>St. Xavier’s College, St. Xavier’s College of Management &amp; Technology, Xavier Institute of Social Research, Patna</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; and 13&lt;sup&gt;th&lt;/sup&gt; April, 2014</td>
<td>National</td>
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<tr>
<td>8.</td>
<td>Quality enhancement in higher education through IQAC</td>
<td>St. Xavier’s College Of Education, Patna</td>
<td>1-2 FEB, 2014</td>
<td>National</td>
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<tr>
<td>10.</td>
<td>Educational Technology In Teaching And Learning : Prospects And Challenges</td>
<td>Patna Women’s College,</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; March 2012</td>
<td>National</td>
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<tr>
<td>S.No</td>
<td>Title of the paper</td>
<td>Title of the Conference / Seminar</td>
<td>Organizer</td>
<td>Date</td>
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</tr>
<tr>
<td>1.</td>
<td>An investigation into the attitude of senior secondary school students towards HIV/AIDS</td>
<td>Education for achieving millennium Development Goals</td>
<td>AAE, Faculty Of Education BHU</td>
<td>Nov 16-18,2013</td>
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<td>Title</td>
<td>Organizers</td>
<td>Venue</td>
<td>Date</td>
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<td>-----</td>
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<tr>
<td>4.</td>
<td>Virtual Universities: A Sustainable Enterprise Driven Model in Higher Education</td>
<td>Knowledge Society for Sustainable Development</td>
<td>St. Xavier's College and St. Xavier's College of Management and Technology, Patna</td>
<td>11-12 April, 2015</td>
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<tr>
<td>5.</td>
<td>Attitude Of Teachers Towards Innovative Teaching And Learning Strategies (ITLS)</td>
<td>Teaching strategies to enhance innovative learning process</td>
<td>Loyola College of education, Janshdpur.</td>
<td>27-28 March, 2015</td>
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<tr>
<td>6.</td>
<td>Perception Of In-Service School Teachers Regarding Barriers Associated With The Use Of ICT,</td>
<td>Quality enhancement in higher education through IQAC</td>
<td>St. Xavier's College Of Education, Patna</td>
<td>1-2 Feb, 2014</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher Effectiveness of In-Service and Prospective Teachers in relation to their leadership skills</td>
<td>Building Socio-Academic Environment Schools/College s for excellence,</td>
<td>St. Xavier's College Of Education, Patna</td>
<td>2013</td>
</tr>
<tr>
<td>9.</td>
<td>Academic Achievement Of X1 Grade Students In Relation To Their Adjustment Level for excellence</td>
<td>Building Socio-Academic Environment Schools/College s</td>
<td>St. Xavier's College Of Education, Patna</td>
<td>2013</td>
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<tr>
<td>11.</td>
<td>An Investigation Of The Barriers Associated With The ICT Usage In Class Rooms By School Teachers,</td>
<td>Educational Technology In Teaching And Learning : Prospects And Challenges</td>
<td>Patna Women's College, Patna</td>
<td>3rd March, 2012</td>
</tr>
<tr>
<td>12.</td>
<td>Attitude Of Primary School Teachers Towards Their Duties And Responsibilities,</td>
<td>Education In The Background Of Social Justice</td>
<td>Department Of Philosophy, J.D Women's College Patna</td>
<td>26-27 November, 2011</td>
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### Teaching Experience:

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>II) P.G. M.Ed. Regular M.Ed (Distance Mode)</td>
<td>St. Xavier's College Of Education, Patna IGNOU</td>
<td>2009- till date</td>
</tr>
<tr>
<td>vii) Any other Ph.D Course Work</td>
<td>Aryabhatta Knowledge Univ.</td>
<td>Nov 2014- April 2015</td>
</tr>
</tbody>
</table>

Total Teaching Experience: 14 Years in teacher Education Institution and 6½ years in school.

a) Under-graduate (B.Ed) : 8 years  
b) Post-graduate (M.Ed) : 6 years  
c) Ph.D course work : 6 months  

### Innovations/Contributions in Teaching

a) Design of Curriculum:

i) Actively Participated in the designing of the syllabus of B.Ed course for the Aryabhatta Knowledge University.

ii) Actively Participated in the designing of the syllabus of M.Ed course for the Aryabhatta Knowledge University.
iii) Actively Participated in the designing of the syllabus of two year B.Ed course for the Aryabhatta Knowledge University.

iv) Actively Participated in the designing of the syllabus of two year M.Ed course for the Aryabhatta Knowledge University.

b) Teaching methods

i) Research work done on "Perception Of In-Service School Teachers Regarding Barriers Associated With The Use Of ICT".

ii) Research work done on "Prospective Teachers' And Prospective Teacher Educators’ Attitude Towards ICT Supported Lectures."

iii) Research work done on "Prospective Teachers’ Perception On The Use Of Power Point Presentation In The College Of Education."

iv) Research work done on "An Investigation into the Barriers associated with the ICT Usage in Classrooms by School Teachers."

v) Use of interactive method in teaching like Group discussion method, Seminar method, Question-Answer method, Power Point Presentations, showing Videos related to topic, Project method.

c) Laboratory experiments:

Guided students in the construction of improvised apparatus.

d) Evaluation methods:

c) Preparation of resource material
   Including books, reading materials, Laboratory manuals etc.

   - Preparation of question bank, specimen lesson plan, notes on newly introduced topics.
f) **Remedial Teaching / Student Counseling (academic)**: Mentor of 10 B.Ed students every year.

g) Any Other

ix) **Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) **Community work**

such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

- Actively Participated in Social Awareness Programme of Evening School Children of St. Michael's High School, Digha, Patna
- A Sports Day is also organized for them and prizes are given to them.
- Incharge of community service at Asha Deep Rehabilitation Center of Physically Handicap, Patna
- Actively Participated in Health Awareness Programme among girl students of neighboring school.
- Actively Participated in Sanitation programme at neighboring schools.

ii) **National Literacy Mission**

- Supervision of 'Each one teach one' policy in which every B.Ed student teaches one student of Evening School Children of St. Michael's High School, Digha, Patna for an hour for a period of one month.

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. **Participation in Corporate Life:**

Please give a short account of your contribution to:

a) **College/University/Institution**

i) Incharge of Blood donation Camp every year.
ii) Incharge of T.B seals Campaign since 2003.
iii) Moderator of one of the Houses.
iv) Member of IQAC
v) Member of College Research Cell
vi) Supervisor in Practice Teaching
vii) Judge in various competitions held in the college.
viii) Organizing Secretary of NAAC sponsored Seminar held in the college in Sept. 2014
ix) Editor of "Journal of Education", published by the college.
x) Resource Person in a seminar on Learning For Life
xi) Resource Person in a seminar on Microteaching.

b) Co-curricular Activities
i) Moderator of Essay Competition on the occasion of Hindi Diwas.

c) Enrichment of Campus Life
   (Hostels, sports, games, cultural activities)
   i) Moderator of College Day Programme since 2012.
   ii) Moderator of Christmas Get together
   iii) Incharge of Blood donation Camp in St. Xavier's College of Education every year.

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organization of Teachers.
   Alumni Association of Education, Faculty of Education, B.H.U

E. (a) Membership of Professional Bodies, Societies etc.

   (b) Editorship of Journals
      i) Editor of 'Journal of Education' Published by St. Xavier's College of Education

F. Any other information

[Signature of the Teacher]
PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

A. General Information

a) Name: Dr. (Fr.), P. ANTHONY RAJ, S.J.

b) Date of Birth: 09 JUNE 1961

c) Address (Residential) ST. MICHAEL'S SCHOOL, DIGHA GHAT, PATNA

Ph. No. +91 8292630080

d) Designation: ASSOCIATE PROFESSOR

e) Department: EDUCATION

f) Area of Specialization: EDUCATIONAL PSYCHOLOGY

g) Date of Appointment:

(i) in the institution: 26 AUG 2014

(ii) in the present post

h) Honors Conferred

A) Academic Qualifications

<table>
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<th>Exam Passed</th>
<th>Board/University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/Grade/Merit etc.</th>
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<tbody>
<tr>
<td>High School</td>
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<td>1978</td>
<td>65%</td>
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<tr>
<td>Higher</td>
<td>Madurai Kamaraj University</td>
<td></td>
<td>1979</td>
<td>54%</td>
</tr>
<tr>
<td>Secondary or Pre-degree</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Bachelor's Degree(s)</td>
<td>Madras University, Commerce B. Com</td>
<td></td>
<td>1982</td>
<td>65%</td>
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<tr>
<td></td>
<td>North Bengal University, Education B.Ed.</td>
<td></td>
<td>2004</td>
<td>74%</td>
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</table>
ii) Research Experience & Training

<table>
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<tr>
<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
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<tbody>
<tr>
<td>M. Phil or equivalent (M.Ed.)</td>
<td>Development of Life Skills in relation to Academic Achievement of Students in Community Colleges in Tirunelveli, Tuticorin and Kanyakumari Districts of Tamilnadu</td>
<td>St. Xavier’s College of Education, Palayamkottai, Tirunelveli, TN.</td>
</tr>
<tr>
<td>Ph. D</td>
<td>Influence of Emotional Intelligence, Risk-Taking Behaviour and Modernity on Academic Achievement of Ho Tribe Students studying in high schools in Kolhan, Jharkhand</td>
<td>Manonmaniam Sundaranar University, Tirunelveli, TN.</td>
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<tr>
<td>Post-Doctoral</td>
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<td>-</td>
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<tr>
<td>Publications (give list separately)</td>
<td>(See annexure - I)</td>
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<tr>
<td>Training (please specify)</td>
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</table>

B) Research Projects Carried out
<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
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</thead>
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<td></td>
<td></td>
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</tbody>
</table>

C) Seminars, Conferences, Symposia, Workshops etc attended

<table>
<thead>
<tr>
<th>Name of the Seminars / Conferences / Symposia, Workshops etc</th>
<th>Name of the Sponsoring Agency</th>
<th>Place and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Paper Presented on &quot;The role of universities in preparing the next generation&quot; in the National Seminar</td>
<td>NAAC</td>
<td>Manonmaniam Sundaranar University, Tirunelveli, TN on Mar 3-4, 2008</td>
</tr>
<tr>
<td>6. Served as a resource person &amp; Delivered Key-Note Address on a National Seminar on &quot;Emotional Intelligence: Strategies for developing successful teachers&quot;</td>
<td>NAAC</td>
<td>Pondicherry Institute of Medical Science College of Education, Tiruchy, TN, on Mar 15, 2014</td>
</tr>
<tr>
<td>7. Delivered Key-Note address as Special Guest on National Seminar &quot;Where do Indian Universities stand Globally, Rankwise? (from RUSA perspective)&quot;</td>
<td>NAAC</td>
<td>St. Xavier's College of Education, Patna on Sept 12, 2014</td>
</tr>
<tr>
<td>9. Paper Presented: &quot;Virtualizing distance education for sustainable intellectual development&quot; at a National</td>
<td></td>
<td>St. Xavier's College, Patna, St. Xavier's College of Management &amp; Technology, Patna, and Xavier</td>
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For Seminar Conducted: See Annexure II

### iii) Teaching

<table>
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<tr>
<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>iv) U.G: B.Ed</td>
<td>Loyola College of Education, Jamshedpur. Under Kolhan University, Chaibasa</td>
<td>4.5 years</td>
</tr>
<tr>
<td></td>
<td>St. Xavier's College of Education, Patna. Under Aryaa Bhatta Knowledge University, Patna</td>
<td>1.1 years</td>
</tr>
<tr>
<td>v) PG: M.Ed</td>
<td>St. Xavier's College of Education, Patna. Under Aryaa Bhatta Knowledge University, Patna</td>
<td>1.1 years</td>
</tr>
<tr>
<td>vi) M.Phil</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>vii) Anyother</td>
<td>Nil</td>
<td></td>
</tr>
</tbody>
</table>

Total Teaching Experience: 5.6 years

a) Under graduate: 4.5 years
b) Under-graduate (Hons) Nil
c) Post-Graduate: (M.Ed) 1.1 years
d) Ph.D Course Work 6 months

viii). Details of Innovations / Contribution in Teaching, during the year:

a) Design of curriculum
   Participated in curriculum design at B.Ed. & M.Ed. level

b) Teaching methods
c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material including books, reading materials, laboratory manuals etc.

e) Remedial Teaching / Student Counseling (academic)
   - Mentoring and Guiding students

g) Any other
   - Initiated UGC NET coaching for M.Ed. Students

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:
   
i) Community work such as values of National Integration, Secularism, democracy, socialism, humanism, peace, Scientific temper, flood or drought relief, small family norms etc.

   ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

D. Participation in Corporate Life:

Please give a short account of your contribution to:
a) College/University/Institution

b) Co-curricular activities
   - coordinated add-on course in digital learning

c) Enrichment of campus life
   (hostels, sports, games, cultural activities)
   - Hostel for women - coordinating team at Loyola College of Education, Jamshedpur.

d) Students welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organizations of Teachers

E. (a) Membership of Professional Bodies, Societies etc
   - Peer Team Member of NAAC visit

b) Editorship of Journals etc.

F. Any other information

(Signature of the Teacher)
List of Books and Papers published by the Researcher

Books

1. NIL.

Papers

i. Relationship between risk-taking behaviour and Academic Achievement in Ho tribe students studying in High Schools in Kolhan, Jharkhand. (*Research and reflections on education*, 09(02), 7-10. ISSN 0974-648X.)

ii. Relationship between Emotional Intelligence and Academic Achievement of Ho tribe students studying in High Schools in Kolhan, Jharkhand.

iii. Paper Presented on "The role of universities in preparing the next generation" in the National Seminar held at Manonmaniam Sundaranar University, Tirunelveli, TN on Mar 3-4, 2008.


CONDUCTED SEMINAR:


2. One day seminar for the teachers of Baug-e-Jamshed School on Feb 9, 2012 for 19 participants on Emotional Intelligence Skills.


4. One day workshop for 59 teachers of AIWC Academy of Excellence on Mar 6, 2012 on “EQ with evolving concept in Education”.

5. One day seminar on EQ for 80+ teachers of Sacred Heart School, Bistupur, Jamshedpur on Mar 13, 2012.


7. An half-a-day session on motivation for 75 Hindi teachers with the title of “Integrating students’ preferential learning styles in teaching-learning process” on June 2012.

8. Two days session on Emotional and Social intelligence was offered to teacher-trainees of Netaji Subhas Chandra Bose Institute of Education (NSIED) at Pokari, Jamshedpur on Nov 9-10, 2012.


10. Two days workshop for B.Ed students at Loyola College of Education, Namchi on Emotional Intelligence.


12. Two days workshop for Government Primary School Teachers of Sikkim at National Hydro Power plant, Gangtok.

13. A day course on Dealing with slow learners in the class for on-roll teachers of Sacred Heart English School, Chakradharpur on Nov 23, 2013.

(Technical Editor's signature)
14. Served as resource person of CRI, Dhanbad Deanery and gave a presentation on the theme, "Psycho-spiritual approach to teaching-learning process in our Institutions" (from EI perspective) at Chandankiyari on Dec 1, 2013.


16. Two days workshop on EQ was offered to B.Ed students & Staff of B.Ed Deptt. of St. Xavier's College of Education, Kolkata on Mar, 2014. 112 Participated in the workshop.


18. Offered two days course on "Fine tuning EQ Skills to work on IQ" to the teachers of Amar Jyoti School, Mango along with teachers of St. Joseph's School, Bhiai Pahari on Apr, 4-5, 2014.

19. Conducted two days workshop for 50 school administrators, heads of schools and teachers of Daughters of the Cross at St. Joseph's School, Hamirpur on "EQ management in schools" on June 11-12, 2014.

20. Offered a day orientation programme on motivational themes to the Freshers of Xavier's College at XITE, Gamarah on July 10, 2014.

21. Offered two days workshop for educators of school run by Congregation of Jesus (CJ) at St. Mary's School, Allahabad on Ignatian Pedagogical Paradigm (IPP) on July 25-25, 2014.

22. Served as a resource person in the National Seminar titled as Enhancement of Quality in Higher Education and RUSA as Guest Speaker on Sep 12-13, 2014 at St. Xavier's College of Education, Patna.

23. Conducted two-days seminar cum workshop for teachers of at Kashipur, UP on "Becoming emotionally intelligent teachers" on ......

24. Conducted one-day seminar cum workshop for Professors of St. Xavier's College (Autonomous), Kolkata on "Improving our Emotional Intelligence with Students" on ......

25. Two days seminar was offered for B.Ed trainees of Suraj College of Education, Melathangal, TN on "Working with Emotional Intelligence".
26. Seminar on "Art of Parenting" (from cognitive development perspective) for School Parents of Modern School, Refugee Colony, Jamshedpur on 25.10.2014

27. Seminar conducted at Sacred Heart School, Adra for teachers as Academic Orientation Programme on Tuesday, 10.03.2015 on “Teaching Digital Age Children”.

28. Seminar on “Appreciative Inquiry with EQ perspective” to teachers of St. Xavier’s School, Purulia and Balrampur on 11-12 March 2015 was conducted.

29. Seminar On “Appreciative Inquiry” was conducted at St. Anthony School, Cuttack for its teachers as an academic orientation programme on Saturday, 14.3.2015.


34. Seminar On Being a mom to my class to St. John’s Academy, Kangarbagh, Patna on 16 May 2015.

35. Seminar on Faculty Engaging Model to the teachers of St. Xavier’s School, Deesa, Gujarat on June 4-5, 2015.
PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information
   a) Name: **MARY ROSELIN**
   b) Address (Residential): 57/A Fair field Colony, Digha Ghat, Patna 11
   c) Designation: Asst. Professor
   d) Department: Geography
   e) Date of Birth: 2.1.1960
   f) Area of Specialization:

A) Academic Qualifications

<table>
<thead>
<tr>
<th>Exam Passed</th>
<th>Board/ University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/ Grade Merit etc.</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>Bihar Board</td>
<td>Hindi, Eng, Maths, S.S. Sanskrit</td>
<td>1977</td>
<td>I Div</td>
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<tr>
<td>Higher Secondary or Pre-degree I.A.</td>
<td>Bihar Board</td>
<td>Hindi, Geography, Eco.</td>
<td>1979</td>
<td>II Div</td>
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<tr>
<td>Bachelor’s Degree(s)</td>
<td>Ranchi</td>
<td>B.Ed. Geog. (Hons)</td>
<td>1984</td>
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</tr>
<tr>
<td>Master’s Degree(s)</td>
<td>Ranchi</td>
<td>Edu. Geog.</td>
<td>1986</td>
<td>Dis., I Div</td>
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<td>Research Degree(s)</td>
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<tr>
<td>Other Diploma / Certificates etc.</td>
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</table>

*Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of opening of the institution.*
ii) Research Experience & Training

<table>
<thead>
<tr>
<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
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<tr>
<td>M.Phil or equivalent</td>
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<tr>
<td>Post-Doctoral</td>
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<tr>
<td>Publications (give a list separately)</td>
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<tr>
<td>Research Guidance (give names of students guided successfully)</td>
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<tr>
<td>Training (please specify)</td>
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B) Research Projects carried out

<table>
<thead>
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<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
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C) Seminars, Conferences, Symposia Workshops, etc. attended

<table>
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<th>Name of the Seminar/ Conference/ Symposia Workshop, etc.</th>
<th>Name of the Sponsoring Agency</th>
<th>Place and Date</th>
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</table>
### iii) Teaching Experience

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<th>Courses Taught</th>
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<th>Duration</th>
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<tr>
<td>iv) U.G. (B.A./B.Sc., etc. Pass)</td>
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<tr>
<td>(B.A./B.Sc. etc. Hons.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v) P.G. (M.A./M.Sc., etc.)</td>
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<td></td>
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<tr>
<td>vi) M.Phil</td>
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<td></td>
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<tr>
<td>vii) Any other</td>
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<td></td>
</tr>
</tbody>
</table>

Total Teaching Experience:

a) Under-graduate (Pass):

b) Under-graduate (Hons):

c) Post-graduate:

#### viii) Innovations/Contributions in Teaching

a) Design of Curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
   Including books, reading materials,
   Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

#### ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

j) Community work
   such as values of National Integration,
   secularism, democracy, socialism, humanism, peace,
   scientific temper flood or drought relief, small family norms etc.
ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution

b) Co-curricular Activities

- gave assistance in co-curricular activities.

c) Enrichment of Campus Life
   (Hostels, sports, games, cultural activities)
   guided the sports activities of the college.

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information
**PERFORMANCE APPRAISAL REPORT**

For self appraisal of teachers

i) General Information
   a) Name: Sushil Kumar Singh
      Ph.No.: 9835007882
   c) Designation: Assistant Professor
   d) Department: Education
   e) Date of Birth: 05-12-1971
   f) Area of Specialization:

A) Academic Qualifications:

<table>
<thead>
<tr>
<th>Exam / Degree</th>
<th>Board / University</th>
<th>Year</th>
<th>Percentage of Marks</th>
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<tbody>
<tr>
<td>Matric</td>
<td>B.S.E.B. Patna</td>
<td>1987</td>
<td>51.11</td>
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<tr>
<td>Intermediate</td>
<td>B.I.E.C. Patna</td>
<td>1989</td>
<td>62.77</td>
</tr>
<tr>
<td>B.Sc.(Hons)</td>
<td>Magadh University Bodh Gaya</td>
<td>1993</td>
<td>68.25</td>
</tr>
<tr>
<td>M.Sc.(Maths)</td>
<td>Magadh University Bodh Gaya</td>
<td>1995</td>
<td>71.75</td>
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<tr>
<td>B.Ed.</td>
<td>Magadh University Bodh Gaya</td>
<td>2002</td>
<td>74.70</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Magadh University Bodh Gaya</td>
<td>2010</td>
<td>77.43</td>
</tr>
<tr>
<td>M.A.(Sociology)</td>
<td>EIIILM University Sikkim</td>
<td>2013</td>
<td>69.00</td>
</tr>
<tr>
<td>Pursuing Ph.D.(Education)</td>
<td>A.K.U.Patra</td>
<td>2014</td>
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</tbody>
</table>

Teaching Experience

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
<th>Duration</th>
<th>Total Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>D.A.V. Public School, Patna</td>
<td>June 1999-June 2010</td>
<td>10 Years</td>
</tr>
<tr>
<td>U.G. (B.Ed.)</td>
<td>St. Xavier's College of Education, Patna</td>
<td>July 2010 - till date</td>
<td>5 Years</td>
</tr>
<tr>
<td>U.G. (B.Com.III) Part Time</td>
<td>St. Xavier's College, Patna</td>
<td>July 2013 - till date</td>
<td>2 Years</td>
</tr>
<tr>
<td>IGNOU</td>
<td>IGNOU, SXCE, Patna</td>
<td>July 2011 - till date</td>
<td>4 Years</td>
</tr>
<tr>
<td>B. Ed. Academic Counselor</td>
<td>IGNOU, SXCE, Patna</td>
<td>July 2011 - till date</td>
<td>1 Year</td>
</tr>
<tr>
<td>IGNOU</td>
<td>IGNOU, SXCE, Patna</td>
<td>July 2011 - till date</td>
<td>1 Year</td>
</tr>
</tbody>
</table>
ii) Research Experience & Training:

Publications:

2) Attitude of Primary School Teachers Towards Their Duties And Responsibilities- Vision, College Magazine published by St. Xavier's College of Education Digha Ghat Patna – 2012.
5) Teacher Effectiveness of In-Service and Prospective Teachers in Relation To Their Leadership Skills. Journal of Research in education Vol.1 No.1 Dec 2013, ISSN 2347-5676 published by St. Xavier's College of Education Digha Ghat Patna.

B) Research Project carried out

<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>An investigation into dropouts among socially disadvantaged middle school students of Bihar.</td>
<td>UGC</td>
<td>2014-2016</td>
<td>Working as co-investigator</td>
</tr>
</tbody>
</table>

C) Seminar, Conferences, Symposia Workshop etc attended

2. Orientation Program on "ICT based Research Methodology" organized by SCERT Patna on 18th August 2011.
3. UGC Sponsored National Seminar on "Education in the background of social justice" organized at J. D. Women's College, Patna on 26-27th November, 2011.
7. Seminar cum workshop on “Revamping Teacher Student Learning Interaction for 21st Century” at St. Xavier’s College of Education Digha Ghat Patna from 20th to 22nd May 2013.
9. Training cum Orientation workshop, on “Development of communication skills, Computer applications and Stress busting Proficiency” organized by Institute of Engineers (India) and AKU, Patna on 12th January 2014.
11. Workshop on “ICT in Education” organized by Department of Education in collaboration with Directorate of Distance Education Magadh University Bodh Gaya February 2014.
15. National workshop on Innovation in Curriculum, Teaching and Instruction for Teachers of Professional and Technical Institutions organized by the Centre for Education Beyond Curriculum (CEDBEC), Christ University, Bengaluru on 4-6 March 2015.
17. National Seminar on Knowledge Society for Sustainable Development organized by St. Xavier’s college, St. Xavier’s college of Management & Technology and Xavier Institute of Social Research, Patna on 11-12, April 2015.

### Teaching Experience

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
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<tbody>
<tr>
<td>High School</td>
<td>D.A.V. Public School, Patna</td>
<td>June 1999-June 2010</td>
<td>10 Years</td>
</tr>
<tr>
<td>U.G. (B.Ed.)</td>
<td>St. Xavier’s College of Education, Patna</td>
<td>July 2010 - till date</td>
<td>5 Years</td>
</tr>
<tr>
<td>U.G. (B.Com.III) Part Time</td>
<td>St. Xavier’s College, Patna</td>
<td>July 2013 - till date</td>
<td>2 Years</td>
</tr>
<tr>
<td>IGNOU B. Ed. Academic Counselor</td>
<td>IGNOU, SXCE, Patna</td>
<td>July 2011 - till date</td>
<td>4 Years</td>
</tr>
<tr>
<td>IGNOU M. Ed. Academic Counselor</td>
<td>IGNOU, SXCE, Patna</td>
<td>July 2011 - till date</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

- Regularly taking Remedial classes for weaker students in statistics.
- Taking part in college election for promoting democratic ideas.
• Setup a flood relief camp in Purnia during Koshi flood.
• Worked as Co-ordinator of community service done in Maiden Aadarsh Madhya Vidyalaya Danapur Patna. (Our college has adopted that school)

Coordinating National Level Seminars

5) NAAC sponsored National seminar on “Quality Enhancement in Higher Education And RUSA’ (Rashtriya Uchchatar Shiksha Abhiyan), 12-13, Sept 2014.

EDITORIAL BOARD


Signature of the candidate Date: 01/09/2015
PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information
   a) Name: **DEEP KUMAR**
   b) Address (Residential): Fairfield Colony, House No. 48, 2nd Floor
   c) Designation: *Assistant Professor*
   d) Department: *Education*
   e) Date of Birth: 16/06/1974
   f) Area of Specialization: *Education & Political Science*

A) Academic Qualifications

<table>
<thead>
<tr>
<th>Exam Passed</th>
<th>Board/University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/Grade Merit etc.</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>U.P. Board</td>
<td>English, Social Studies, Hindi</td>
<td>1989</td>
<td>1 Div</td>
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<tr>
<td></td>
<td></td>
<td>Mathematics, Science, Arts, Pharmacy</td>
<td></td>
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<tr>
<td>Higher Secondary or Pre-degree</td>
<td>U.P. Board</td>
<td>Literature, Hindi, English, Hindi, Sociology, Geography</td>
<td>1993</td>
<td>1 Div</td>
</tr>
<tr>
<td>Bachelor's Degree(s)</td>
<td>Dr. R.M.L. Awadh University</td>
<td>English, Literature, Education</td>
<td>1996</td>
<td>1 Div</td>
</tr>
<tr>
<td>Master's Degree(s)</td>
<td>Dr. R.M.L. Awadh University</td>
<td>Education</td>
<td>1999</td>
<td>1 Div</td>
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<td></td>
<td>V. S. N. University</td>
<td>Political Science</td>
<td>2014</td>
<td>1 Div</td>
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<tr>
<td>Research Degree(s)</td>
<td>B.Ed.</td>
<td>Maharshi University</td>
<td>2004</td>
<td>1 Div with Dist.</td>
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<tr>
<td>Other Diploma / Certificates etc.</td>
<td>C.C.A. (NI 08)</td>
<td>Basic Computer Skills, Computer Applications</td>
<td>NI 08</td>
<td>1 Div</td>
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* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.*
ii) Research Experience & Training

<table>
<thead>
<tr>
<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
</tr>
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<tbody>
<tr>
<td>M.Phil or equivalent</td>
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<tr>
<td>Publications (give a list separately)</td>
<td>Document Attached</td>
<td></td>
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<tr>
<td>Research Guidance (give names of students guided successfully)</td>
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<td></td>
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<tr>
<td>Training (please specify)</td>
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B) Research Projects carried out

<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Perception of Elementary teachers towards MDMs in Bihar</td>
<td>UGC</td>
<td>March 2014 to March 2016</td>
<td>Co-investigator, Ongoing Project</td>
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C) Seminars, Conferences, Symposia Workshops etc. attended

<table>
<thead>
<tr>
<th>Name of the Seminar/Conference/Symposia Workshop, etc.</th>
<th>Name of the Sponsoring Agency</th>
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### iii) Teaching Experience

<table>
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<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
<th>Duration</th>
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<tr>
<td>iv) U.G.</td>
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<td>(B.A./B.Sc., etc. Pass)</td>
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<td></td>
</tr>
<tr>
<td>(B.A./B.Sc. etc. Hons.)</td>
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<tr>
<td>v) P.G.</td>
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<tr>
<td>(M.A./M.Sc., etc.)</td>
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<tr>
<td>vi) M.Phil</td>
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</tr>
<tr>
<td>vii) Any other</td>
<td>IGNOU B.Ed.</td>
<td>July 2011 - till date</td>
</tr>
</tbody>
</table>

Total Teaching Experience: 15 years in Schools  5 years in B.Ed College

a) Under-graduate (Pass): 

b) Under-graduate (Hons): 

c) Post-graduate: 

### viii) Innovations/Contributions in Teaching

- a) Design of Curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material
  - Including books, reading materials, Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any Other

### ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

- i) Community work
  - such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
i) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
   (Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
   on Education and National Development

f) Professional Organization of Teachers:
E. (a) Membership of Professional Bodies, Societies etc.
   (b) Women Commission of the Archbishop of Patna a CBCI body science dell also member of core group.
   (b) Individual member of All India Association for Christian Higher Education (AIAHE), New Delhi, India.
   (b) Editorship of Journals

F. Any other information

(Signature of the Teacher)
Publications:

5) An Investigation into Leadership Styles of Secondary School Principals' and their School Climate – Edusearch (National Journal ISSN: 09761160 – Vol.4, No.1, Page no. 82-87, April, 2013)
7) An Investigation on 3 Years of Right to Education Scope for Improvement – New Frontiers in Education (National Journal ISSN: 0972-1231- Vol.46, No.3, Page no. 52-57, July – September, 2013)
8) Attitude of Students-Teachers towards the use of interactive Whiteboard – Edusearch (National Journal ISSN: 0976-1160 Vol.4. No. 2, Page no. 75-78 - October, 2013)

Articles Published in Newspapers:

1. भावना के लिए बलिदान – Prabhat Khabar, Friday, 22nd April, 2011.
2. नारी सशक्तिकरण की दिशा में चर्चा की शृंखला: सराहनीय – Prabhat Khabar, Saturday, 18th June, 2011.
3. उत्कृष्ट विकल्प बच्चों के लिए आशा की फर्मान है आशा दीप – Prabhat Khabar, Saturday, 10th September, 2011.
4. यथार्थ अंदाज में व्यक्ति को कहीं जो बच्ची की समाजसेवा की प्रेरणा दे – Prabhat Khabar, Saturday, 24th September, 2011.
5. नारी सशक्तिकरण की दिशा में आगे बढ़ रहा पक्ष न्यायवाद्य – Prabhat Khabar, Saturday, 10th December, 2011.
7. दिशाज पर्य – Prabhat Khabar, Saturday, 14th January, 2012.
8. महिला सशक्तिकरण से ही आंदोलन समज में नयी शांति – Prabhat Khabar, Saturday, 18th February, 2012.
10. पुरुषत्व और जीवन में है – Prabhat Khabar, Saturday, 7th April, 2012.
12. चर्चायें के लिए अहम है दलित आदिवासियों का उत्थान – Prabhat Khabar, Saturday, 14th July, 2012.

**Seminars / Workshop conducted**
1. 12 days' Workshop conducted for the IGNOU, B.Ed. trainees of B.Ed. Department at St. Xavier’s College of Education, Patna in May, 2012.
2. 12 days' Workshop conducted for the IGNOU, B.Ed. trainees of B.Ed. Department at St. Xavier’s College of Education, Patna from 27th May to 8th June, 2013.
4. 12 days' Workshop conducted for the IGNOU, B.Ed. trainees of B.Ed. Department at St. Xavier’s College of Education, Patna from 26th May to 6th June, 2014.
5. Seminar for In-Service Teachers of Anand Bhawan Inter College, Barabanki, Uttar Pradesh, on 23rd–26th June, 2014.

**Seminars Attended**
10. National Seminar on Knowledge Society for Sustainable Development organized by St. Xavier's College, St. Xavier's College of Management & Technology, Xavier Institute of Social Research, Patna on 11th and 12th April, 2015.
Workshop Attended:

1. Two Days Workshop for Young Lecturers of Christian Colleges in India Towards Developing Foundational Leadership, organized by AIACHE, held at Spicer Memorial College, Pune, on 17th and 18th July, 2012.
2. Workshop for Teachers on Effective Classroom Techniques, organized at Loyola High School, Patna on 6th October, 2012.
3. Two days Orientation Programme for the Academic Counsellors of IGNOU, organized by IGNOU Regional Center Patna on 22nd and 23rd November, 2012.
6. Three days Seminar cum Workshop on Revamping Teacher Student Learning Interaction for 21st Century jointly organized by St. Xavier's College and St. Xavier's College of Management & Technology and St. Xavier's College of Education, Patna on 20th – 22nd May, 2013.
7. Two Days Workshop for College Faculty of Christian Colleges in India on Faculty Development Programme (FDP), organized by AIACHE, held at AIACHE, New Delhi, on 10th and 12th October, 2013.
8. Training cum Orientation Workshop on Development of Communication Skills, Computer Applications and Stress Busting Proficiency jointly organized by Aryabhatta Knowledge University and Institution of Engineers at Aryabhatta Knowledge University on 12th January, 2014.
9. Seven days Workshop on Open – Source Software for Social Science Research organized jointly by Assam Don Bosco University and the Indian Council of Social Science Research, held at Assam Don Bosco University, on 16th – 20th June, 2014.

Co – curricular Activities:

1. Community Service at Asha Deep Rehabilitation Center of Physically Handicap, Patna
2. Social Awareness Programme of Evening School Children at Digha, Patna
3. Actively involved as moderator in Co –curricular activities of the college
PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information
   a) Name: VIJAY SHREE
   b) Address (Residential): DHANUVAT, RUPASPUR, PATNA- 801506
   c) Designation: ASSISTANT PROFESSOR
   d) Department: EDUCATION
   e) Date of Birth: 25.10.1983
   f) Area of Specialization: 

A) Academic Qualifications

<table>
<thead>
<tr>
<th>Exam Passed</th>
<th>Board/University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/Grade Merit etc.</th>
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<tbody>
<tr>
<td>High School</td>
<td>BIHAR SCHOOL EXAMINATION BOARD, PATNA</td>
<td>ENGLISH, HINDI, SANSKRIT, MATH, SCIENCE, SOCIAL SCIENCE, DANCE</td>
<td>1998</td>
<td>1st (69.71%)</td>
</tr>
<tr>
<td>Higher Secondary or Pre-degree <em>TSc</em></td>
<td>BIHAR INTERMEDIATE EDUCATION COUNCIL</td>
<td>RBH (HINDI), ENGLISH, PHYSICS, CHEM.</td>
<td>2000</td>
<td>1st (66.78%)</td>
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<tr>
<td>Bachelor’s Degree (s) <em>BSc</em></td>
<td>PATNA UNIVERSITY</td>
<td>ZOOLOGY (HONS), CHEMISTRY, BOTANY, LANGUAGE (HINDI)</td>
<td>2003</td>
<td>1st (69.25%)</td>
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<tr>
<td>Master’s Degree (s) <em>MSc</em></td>
<td>PATNA UNIVERSITY</td>
<td>ZOOLOGY</td>
<td>2006</td>
<td>1st (62%)</td>
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<td>Research Degree (s) NET</td>
<td>UGC ENGLISH</td>
<td>EDUCATION</td>
<td>2013</td>
<td>QUALIFIED</td>
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<td>Ph.D Course Exam</td>
<td>ARYABHATTI UNIVERSITY</td>
<td>EDUCATION</td>
<td>2015</td>
<td>QUALIFIED</td>
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<tr>
<td>Other Diploma /Certificates etc:<em>PG, DIPLOMA IN HINDI JOURNALISM &amp; MASS COMMUNICATION</em></td>
<td>PATNA UNIVERSITY</td>
<td>HINDI JOURNALISM, MASS COMMUNICATION</td>
<td>2007</td>
<td>1st (64.70%)</td>
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* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.
ii) Research Experience & Training

<table>
<thead>
<tr>
<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
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<tr>
<td>M.Phil or equivalent</td>
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<td>Ph.D.</td>
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<td>Post-Doctoral</td>
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Publications (give a list separately)

Research Guidance (give names of students guided successfully)

Training (please specify)

B) Research Projects carried out

<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
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C) Seminars, Conferences, Symposia Workshops etc. attended

<table>
<thead>
<tr>
<th>Name of the Seminar/Conference/Symposia Workshop, etc.</th>
<th>Name of the Sponsoring Agency</th>
<th>Place and Date</th>
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<tbody>
<tr>
<td>1) APPLICATION OF ICT</td>
<td>UGC SPONSORED NATIONAL SEM</td>
<td>10th &amp; 11th Feb 2013, PADA (SACE)</td>
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<td>2) ETF IN TEACHING A LEVEL</td>
<td></td>
<td>5th March 2013, PLC (PADA)</td>
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<tr>
<td>3) TEACHER ETHICS</td>
<td></td>
<td>2nd &amp; 4th Sept 2013, PTDA (PADA)</td>
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<tr>
<td>4) BUILDING LOCAL ACADEMICAL</td>
<td>LOCAL ACADEMY</td>
<td>2nd &amp; 4th Feb 2013, SACE (PADA)</td>
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<tr>
<td>5) TNEAC</td>
<td></td>
<td>1st &amp; 2nd Feb 2014, SACE (PADA)</td>
</tr>
<tr>
<td>6) Training cum Orientation Workshop</td>
<td>AKU</td>
<td>12th Jan 2014, AKU (PADA)</td>
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</table>
iii) Teaching Experience

<table>
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<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
<th>Duration</th>
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<tr>
<td>iv) U.G. B.Ed.</td>
<td>MIRA GAUR TEACHERS TRAINING COLLEGE (M.G.T.C.)</td>
<td>2 YEARS</td>
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<tr>
<td>(B.A./B.Sc., etc. Pass) (B.A./B.Sc., etc. Hons.)</td>
<td>ST. XAVIERS COLLEGE OF EDUCATION (E.C.U.)</td>
<td>3 YEARS</td>
</tr>
<tr>
<td>v) P.G.</td>
<td>MIRA GAUR TEACHERS TRAINING COLLEGE (M.G.T.C.)</td>
<td></td>
</tr>
<tr>
<td>(M.A./M.Sc., etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi) M.Phil</td>
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<td></td>
</tr>
<tr>
<td>vii) Any other</td>
<td></td>
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<tr>
<td>D.Ed.</td>
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</table>

Total Teaching Experience: 5 YEARS

a) Under-graduate (Pass):

b) Under-graduate (Hons):

c) Post-graduate:

viii) Innovations/Contributions in Teaching

a) Design of Curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material including books, reading materials, Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work such as values of National integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
   (Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

(Signature of the Teacher)
PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information
a) Name: Nirmisha Sinha
b) Address (Residential): 95 Patliputra Colony Ph. No.: 9693377055

c) Designation: Assistant Professor
d) Department: Education
e) Date of Birth: 06-03-1980
f) Area of Specialization: Guidance & Counselling

A) Academic Qualifications

<table>
<thead>
<tr>
<th>Exam Passed</th>
<th>Board/University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/Grade Merit etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Secondary or Pre-degree</td>
<td>U.P. Board</td>
<td>Lit. Hrn, Eng, Inter., H. sci, Economics</td>
<td>1995</td>
<td>II</td>
</tr>
<tr>
<td>Bachelor’s Degree(s)</td>
<td>(B.A.)</td>
<td>University of Gorakhpur, Universitiya Lucknow</td>
<td>English, Economics, Education, All Comp. Subj.</td>
<td>1998</td>
</tr>
<tr>
<td>Bachelor’s Degree(s)</td>
<td>(B.Ed.)</td>
<td>University of Gorakhpur, Universitiya Lucknow</td>
<td>English, Economics, Education, All Comp. Subj.</td>
<td>2001</td>
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<tr>
<td>Master’s Degree(s)</td>
<td></td>
<td>University of Lucknow, Lucknow</td>
<td>Education</td>
<td>2000</td>
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<tr>
<td>Research Degree(s)</td>
<td></td>
<td>University of Lucknow, Lucknow</td>
<td>Edu</td>
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<tr>
<td>Other Diploma/Certificates etc.</td>
<td>(MPhil)</td>
<td>University of Lucknow, Education, Lucknow</td>
<td>Sociology</td>
<td>2007</td>
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</tbody>
</table>

*Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the Constitution.*
ii) Research Experience & Training

<table>
<thead>
<tr>
<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
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<tr>
<td>M.Phil or equivalent</td>
<td></td>
<td>University of Lucknow, Lko.</td>
</tr>
<tr>
<td>Ph.D. (Submitted)</td>
<td>शोधकीय पत्र पर राष्ट्रीय आयोग पर दायित्व</td>
<td>University of Lucknow, Lko.</td>
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<tr>
<td>Post-Doctoral</td>
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<tr>
<td>Publications (give a list separately)</td>
<td>Attached</td>
<td></td>
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<tr>
<td>Research Guidance (give names of students guided successfully)</td>
<td>Attached</td>
<td></td>
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<tr>
<td>Training (please specify)</td>
<td>Attached</td>
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B) Research Projects carried out

<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
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C) Seminars, Conferences, Symposia Workshops etc. attended

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<tr>
<th>Name of the Seminar/Conference/Symposia Workshop, etc.</th>
<th>Name of the Sponsoring Agency</th>
<th>Place and Date</th>
<th>Attached</th>
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### Teaching Experience

<table>
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<tr>
<th>Courses Taught</th>
<th>Name of the University/ College/ Institution</th>
<th>Duration</th>
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<tr>
<td>iv) U.G.</td>
<td>Ball Nath University, Patna</td>
<td>1 year</td>
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<td>(B.A./B.Sc., etc. Pass)</td>
<td>(B.A./B.Sc. etc. Hons.)</td>
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<tr>
<td>v) P.G.</td>
<td>St. Xavier College</td>
<td>2 years</td>
</tr>
<tr>
<td>(M.A./ M.Sc., etc.)</td>
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<td></td>
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<tr>
<td>vi) M.Phil</td>
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<tr>
<td>vii) Any other</td>
<td>Lucknow Modern Higher Interco. LK.</td>
<td>5 years</td>
</tr>
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</table>

Total Teaching Experience: ________________________________

a) Under-graduate (Pass): ________________________________

b) Under-graduate (Home): ________________________________

c) Post-graduate: ______________________________________

### Innovations/Contributions in Teaching

- a) Design of Curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material
  - Including books, reading materials,
  - Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any Other
  - Prepared question bank, Setting of question paper

### Extension Work/Community Service

- a) Please give a short account of your contribution to:
  - Sexual Harassment Cell
  - Women's Cell
  - Community work
    - such as values of National integration,
    - secularism, democracy, socialism, humanism, peace,
    - scientific temper, flood or drought relief, small family norms etc.
ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution
   - TB Seals
   - Human Rights Seminar
   - Incharge of Women's Day
   - Community Service

b) Co-curricular Activities
   - In charge of community service

c) Enrichment of Campus Life
   (Hostels, sports, games, cultural activities)

(d) Students Welfare and Discipline

(e) Membership/Participation in Bodies/Committees on Education and National Development

(f) Professional Organization of Teachers.
E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

Signed:

(Monisha Sinha)
(Signature of the Teacher)
Paper Presented in SEMINARS & WORKSHOPS:


2. Presented paper in International seminar cum annual conference of AIAER on “Quality Concern in Education”, organized under the auspices of UGC’s SAP in the Deptt of Education, University of Lucknow on 22-24th Dec, 2009. The title of the paper was “Pedagogical Improvement in Elementary Education”.


Attended/ Participated in Seminar


3. Participated in the Seminar cum Workshop on Transformational Teaching organized by St. Xavier’s College & St. Xavier’s College of Management & Technology, Patna & Conducted by Prof. Jeyakar Chellaraj from 14th May to 16th May, 2015.

Participated in Training & Workshop

1. Completed training under the Intel Teach Essential Course conducted by Mr. Dharmesh Acharya from 18th May to 23rd May, 2009, at Islam Degree College, Lucknow.

**Acted As A Chair-Person**


Presented article on the topic “The Yogic view of personality” in College Souvenir (Jubilee Year – 1988-2013, page no.65)

**Published Papers**


Ninisha Sinha
8.9.14
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Student(M.Ed)</th>
<th>year</th>
<th>University</th>
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<td>6.</td>
<td>Anil Bhengra</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
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<td>7.</td>
<td>Lalita Tirkey</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
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<td>10.</td>
<td>Subhalekshmi Sarangi</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
<tr>
<td>12.</td>
<td>Vijay Kumar</td>
<td>2013-14</td>
<td>Aryabhata Knowledge Univ.</td>
</tr>
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</table>
PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information
a) Name: Dr. Vikramjit Singh
b) Address (Residential): Ph. No. (Mob. No): +91-9438574139
   House No-22, OLD SBI COLONY,
   DIGHA, PATNA-800021, Bihar
c) Designation: Assistant Professor
d) Department: Education
e) Date of Birth: 24.11.1981
f) Area of Specialization: Mathematics and Science Education, ICT in Education, Research Methodology

A) Academic Qualifications

<table>
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<tr>
<th>Exam Passed</th>
<th>Board/University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/Grade Merit etc.</th>
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<td>High School</td>
<td>CBSE</td>
<td>Eng, Hin, Maths, Sci.</td>
<td>1998</td>
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<td></td>
<td>Soc. Stud.</td>
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<tr>
<td>Higher Secondary or Pre-degree</td>
<td>CBSE</td>
<td>Eng, Hin, Phy, Chem, Maths, Bio(Opt.)</td>
<td>2000</td>
<td>1st</td>
</tr>
<tr>
<td>Bachelor’s Degree (s) B.Sc. B.Ed.(Intgrtd)</td>
<td>RIE(NCERT), Bhubaneswar Utkal University</td>
<td>Phy, Chem, Maths, Edu.</td>
<td>2004</td>
<td>1st</td>
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<tr>
<td>Master’s Degree (s) M.Sc.(Mathematics) M.Ed.</td>
<td>Utkal University</td>
<td>Mathematics</td>
<td>2006</td>
<td>1st</td>
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<tr>
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<td>RIE(NCERT), Bhubaneswar Utkal University</td>
<td>Education</td>
<td>2008</td>
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<tr>
<td>Research Degree (s) MPhil.</td>
<td>Ravenshaw University</td>
<td>Education</td>
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<td>Education</td>
<td>2009</td>
<td>NET and JRF Both Qualified</td>
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<td>Distance Education</td>
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<td>Other BCA</td>
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<td>Computer</td>
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<tr>
<td>Other MBA (Edn. Mgmt.)</td>
<td>Algappa University</td>
<td>Education Management</td>
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**ii) Research Experience & Training**

<table>
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<tr>
<th>Research Stage</th>
<th>Title of work/Theses</th>
<th>University where the work was carried out</th>
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<tr>
<td>M.Phil. or equivalent</td>
<td>Attitude of Secondary school teachers towards Peace Education</td>
<td>Ravenshaw University, Cuttack, Odisha</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Effect of Peace Education Strategies on Development of Conflict Resolution Skills among Adolescent Students</td>
<td>RIE(NCERT), Bhubaneswar University, Bhubaneswar, Odisha</td>
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</tbody>
</table>

**Post-Doctoral**

**Publications**


7. Quality Teacher Education in India [ISBN 978-93-81212-10-3], Edited by Prof R.P. Shukla, Dr. Anil Vagare, Dr. Reshmi Choudhary and Dr. R. S. Mishra, Vikramjit Singh, Dr. B N Panda “Professional roles of a university teacher: the evolving changes for quality in higher education”. Bharti Publications, New Delhi, pp 279-289 (2012)


13. Modules on Google Earth and R Campus (Open Education Resources) for RIE (NCERT). pp. 57-85. 132-140, Bhubaneswar, Dr. Vikramjit Singh, Dec 2013.


<table>
<thead>
<tr>
<th>Research Guidance (give names of students guided successfully)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the student</td>
</tr>
<tr>
<td>Baby Kumari</td>
</tr>
<tr>
<td>Kanchan Kumari</td>
</tr>
<tr>
<td>Manjery</td>
</tr>
<tr>
<td>Mukesh Vijay</td>
</tr>
<tr>
<td>Pratima Kumari</td>
</tr>
<tr>
<td>Shweta Tiwari</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training (please specify)</th>
<th>Institution</th>
<th>Time and Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop of B.Ed. Trainees</td>
<td>B.Ed. IGNOU</td>
<td>June 2015, SXCE, Patna</td>
</tr>
<tr>
<td>Workshop of DAV Secondary Mathematics Teachers</td>
<td>DAV, M.P. &amp; C.G. Zone</td>
<td>June 8-10, DAV Panna, MP</td>
</tr>
<tr>
<td>Workshop of M.Ed. Trainees</td>
<td>M.Ed. IGNOU</td>
<td>June 2015, SXCE, Patna</td>
</tr>
</tbody>
</table>
### B) Research Projects carried out

<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>INVESTIGATING THE STATUS AND SUCCESS OF ICT@SCHOOLS PROJECT FOR QUALITY SCHOOL EDUCATION IN SELECTED DISTRICTS OF BIHAR(Applied)</td>
<td>UGC(Applied)</td>
<td>02 Years</td>
<td>Applied</td>
</tr>
</tbody>
</table>

### C) Seminars, Conferences, Symposia Workshops etc. attended:

<table>
<thead>
<tr>
<th>Name of the Seminar/ Conference/ Symposia Workshop, etc.</th>
<th>Name of the Sponsoring Agency</th>
<th>Place and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Seminar on Quality Elementary Education and Constructivism</td>
<td>RIE (NCERT), Bhubaneswar, Odisha</td>
<td>17th to 19th March, 2010</td>
</tr>
<tr>
<td>National Seminar on Research Methods in Social Sciences</td>
<td>OIER, Orissa</td>
<td>RIE (NCERT), Bhubaneswar, Odisha</td>
</tr>
<tr>
<td>Workshop on Tool Development For the Project entitled “Education Of the child of Tea Garden Workers Of Assam”</td>
<td>Department Of Education, Assam University</td>
<td>DE, Assam University 12th to 13th February 2010</td>
</tr>
<tr>
<td>Regional Seminar on Quality Issues In Open and Distance Education</td>
<td>IGNOU, Regional Centre, Bhubaneswar, Odisha</td>
<td>IGNOU, RC Bhubaneswar, Odisha 07th to 08th November, 2010</td>
</tr>
<tr>
<td>National Workshop on Standardisation Of Research Tools and Development Of Project For Funding</td>
<td>IPS, Gwalior</td>
<td>IPS, Gwalior, MP 27th to 29th November, 2010</td>
</tr>
<tr>
<td>National seminar on Policies Adopted And Practices by the Boards of Secondary Education on Various Issues: Affiliation, Admission, Recruitment, Curriculum and Examination</td>
<td>DE, Gour Banga University, Malda, WB</td>
<td>DE, Gour Banga University, Malda, WB, 09th to 10th December, 2010</td>
</tr>
<tr>
<td>Workshop on Status of Continuous and Comprehensive Evaluation at Elementary Stage</td>
<td>RIE (NCERT), Bhubaneswar, Odisha</td>
<td>RIE (NCERT), Bhubaneswar, Odisha, 21st to 23rd June, 2011</td>
</tr>
<tr>
<td>Eastern Regional Conference on Mathematics Education-NIME 2011-12</td>
<td>HBCSE, Dept. of Mathematics, Patna University</td>
<td>Dept of Mathematics, Patna University, 17th to 18th December, 2011</td>
</tr>
<tr>
<td>Event</td>
<td>Organizer/University</td>
<td>Place/Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------------------</td>
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<tr>
<td>The Indian Science Congress (99th Annual Conference)</td>
<td>ISC, KIIT University</td>
<td>KIIT University, Bhubaneswar, 3rd to 7th January, 2012</td>
</tr>
<tr>
<td>National Conference on Factors affecting Teaching &amp; research and strategy to Improve quality in higher education</td>
<td>Banaras Hindu University</td>
<td>Banaras Hindu University, 28th to 29th Feb 2012</td>
</tr>
<tr>
<td>National Seminar on Preparation And Professional Development of Teacher Educators</td>
<td>RIE(NCERT), Mysore</td>
<td>RIE(NCERT), Mysore, 23rd to 25th August 2012</td>
</tr>
<tr>
<td>Workshop to develop and review Training Package on Open Educational Resources for Teacher Educators</td>
<td>RIE(NCERT), Bhubaneswar, Odisha</td>
<td>RIE(NCERT), Bhubaneswar, Odisha, 08th to 12th October 2012</td>
</tr>
<tr>
<td>Workshop to finalize the training Package on Continuous and Comprehensive Evaluation at Elementary Stage</td>
<td>UGC, STTT, Purulia, WB</td>
<td>STTT, Purulia, WB, 12th and 13th April 2013</td>
</tr>
<tr>
<td>National Seminar on Peace Education</td>
<td>CSIR-IMMT, Bhubaneswar Odisha</td>
<td>CSIR-IMMT, Bhubaneswar Odisha, 15th April 2013</td>
</tr>
<tr>
<td>NAAC Sponsored National Seminar on Quality Enhancement in Higher Education And RUSA(Rastriya Uchchatar Shiksha Abhiyan)</td>
<td>NAAC &amp; St. Xavier's College of Education, Digha Ghat Patna--- 800011</td>
<td>SXCE, Patna, 12th-13th Sept 2014</td>
</tr>
<tr>
<td>National Conference on Quality Assurance in Education</td>
<td>AIAER, Dept. of Education, Ravenshaw University, Cuttack, Odisha</td>
<td>Dept. of Education, Ravenshaw University, Cuttack, Odisha, 26-28 Dec. 2014</td>
</tr>
<tr>
<td>Orientation Workshop on NCTE Teacher Education Regulations 2014,</td>
<td>ERC, NCTE, Bhubaneswar Odisha</td>
<td>RIE (NCERT), Bhubaneswar,Odisha, 21st-22nd Feb 2015</td>
</tr>
<tr>
<td>Meeting for discussion on preparation of syllabus for B.Ed. course as per NCTE Regulation, 2014</td>
<td>Arybhatta Knowledge University, Patna</td>
<td>Arybhatta Knowledge University, Patna, 28th Feb 2015</td>
</tr>
<tr>
<td>NAAC Sponsored National Seminar on Teaching Strategies to enhance innovative learning process</td>
<td>Loyola College of Education, Jamshedpur</td>
<td>Loyola College of Education, Jamshedpur, 27th-28th March 2015</td>
</tr>
<tr>
<td>National Seminar on Knowledge Society for sustainable development</td>
<td>SXC, SXCMT and XISR, Patna</td>
<td>St. Xavier’s College, Patna, 11th-12th April 2015</td>
</tr>
<tr>
<td>Workshop on Transformational Teaching</td>
<td>SXC and SXCMT, Patna</td>
<td>St. Xavier’s College, Patna, 14th-16th May 2015</td>
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</table>
### iii) Teaching Experience

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Name of the University/College/Institution</th>
<th>Duration</th>
</tr>
</thead>
</table>
| iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.) | i. St. Xavier's College of Education  
ii. RIE(NCERT), Bhubaneswar  
4 Years  
1 Year |
| v) P.G. (M.A./M.Sc., etc.) | i. St. Xavier's College of Education  
ii. RIE(NCERT), Bhubaneswar  
iii. Ravenshaw University, Cuttack | Since July 2014  
2 Years  
4 Months |
| vi) M.Phil | i. Ravenshaw University, Cuttack | 4 Months |
| vii) Any other: Teaching in Ph.D. Course Work | Dept. of Education AKU, Patna | Session 2014-15 |

Total Teaching Experience: **Six (06) Years**

a) Under-graduate: **Six (06) Years**

b) Post-graduate: **Three (03) Years**

### viii) Innovations/Contributions in Teaching

a) Design of Curriculum: Yes member of M.Ed. and B.Ed. Curriculum design committee.

b) Teaching methods: Use of ICT, Web 2.0 tools like wiki and blogs in teaching. Supervising the Action research initiatives of the student teachers.

c) Laboratory experiments: Maintaining the chemistry laboratory as well as guiding students learning with proper laboratory skills.

d) Evaluation methods:
• Examiner in college internal and external examination as well as involved in selection procedure of the students during their admission.

• University Expert in selection of staff for B.Ed. college

e) Preparation of resource material
   Including books, reading materials, Laboratory manuals etc. :
   • Writing of learning modules for distance education learners of DDCE, Utkal University, Bhubaneswar
   • Writing Module for Certificate course in digital learning

f) Remedial Teaching / Student Counseling (academic): Providing remedial teaching and guidance to the needy students.

g) Any Other: Resource person for the preparatory course of CTET, UGC-NET and Certificate course in digital learning

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
   such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
   Village Awareness programs
   • Coordinated awareness campaigns for the underprivileged and rural population,
   • Resource support in Each one Teach one
   • Assisted in the Blood donation Camp in the institution

ii) National Literacy Mission: NO

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity: NO

D. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution
<table>
<thead>
<tr>
<th>Nature of Program</th>
<th>Capacity of Resource Support</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection for fresh affiliation from AKU, Patna to Bhagwati Singh Memorial B.Ed. Mahavidyalaya, Jigna,Goi, Kaimur, Bhabhua, Bihar</td>
<td>Member of Inspection Team</td>
<td>17th January 2015</td>
</tr>
<tr>
<td>Discussion on preparation of Syllabus for B.Ed. course as per NCTE, Regulations, 2014</td>
<td>Member</td>
<td>28th February 2015</td>
</tr>
<tr>
<td>Inspection for issue of NOC for starting B.Ed. at Indrakali Ramjee Singh B.Ed. College,Koiladewa, Gopalganj, Bihar</td>
<td>Member of Inspection Team</td>
<td>22nd May 2015</td>
</tr>
<tr>
<td>Inspection for issue of NOC for starting B.Ed. at Chankya Teachers Training College, Koilwar, Bhojpur, Bihar</td>
<td>Member of Inspection Team</td>
<td>27th May 2015</td>
</tr>
<tr>
<td>Inspection for issue of NOC for starting B.Ed. at S.N.B. College of Education, Amthara, Bihita Bihar</td>
<td>Member of Inspection Team</td>
<td>27th May 2015</td>
</tr>
<tr>
<td>Staff Selection of KGI School of Education, Heera Panna Charitable Trust, Patna</td>
<td>Aryabhatta Knowledge University, Patna Representative for staff Selection</td>
<td>13th July 2015</td>
</tr>
</tbody>
</table>

b) Co-curricular Activities
   Coordinated sports and literary activities

c) Enrichment of Campus Life
   (Hostels, sports, games, cultural activities)
   Coordinated cultural activities

d) Students Welfare and Discipline
   NO

e) Membership/Participation in Bodies/Committees on Education and National Development
   NO

f) Professional Organization of Teachers. NO

E. (a) Membership of Professional Bodies, Societies etc.
   NO

   (b) Editorship of Journals
   NO

F. Any other information

(Signature of the Teacher)
BEST PRACTICES OF THE COLLEGE

INTEGRAL PEDAGOGY PARADIGM

The Context

The present day educational scenario has its obvious limitations with regard to the content as well as proves in its approach. This mainly due to the so-called preference for 'academic excellence' which insists on a heavy curriculum aiming at the intellectual grasp depending on memorization or recall of the content. Added to this is the trend for economic advancement reducing education to pragmatic aspects such as job training etc.

This is very much evident from the fact that preference is being given by students to physical and biological sciences and business and engineering. The danger lies in the fact that as a result of this unfortunate trend, although our students advance intellectually and technically, they remain emotionally undeveloped and morally immature.

So far as the process is concerned we have experienced the fact that it is nothing but teacher-centred, having left very little for the student who remains as a passive recipient.

It is in this context that the Society of Jesus, with its vast experience of educational service in various parts of the world for the last five centuries, proposes an alternative model of education with regard to content and process. The content goes beyond mere academic excellence but human excellence comprising competence, conscience and compassionate commitment. This calls for the all-round growth of the students.

The objective of IPP is integral development calling for a process towards radical transformation not only of the way in which people habitually think and act but the very way in which they live in the world. This means a constant interplay of one's experience, and reflection resulting in meaningful and fruitful action.

The Pedagogical Paradigm comprises five steps:

1. CONTEXT

Our human experience never occurs in a vacuum. Hence it is very much necessary that we get to know as much as we can about the context within which teaching and learning take place. This means that teachers get full information about their students including their family background, social life, friends, politics, social pressures, media, and so on.

By this knowledge the teachers will be in a position to guide the students to come to grips with their actual experiences and make them reflect on them and make use of them in actions.

CERTIFIED

Principal,
St. Xavier's College of Education
Digha Ghat, Patna.
2. EXPERIENCE

Experience is a very comprehensive term for a process which can be direct or vicarious. Thus direct experience takes place in conversations, discussions, laboratory works, field trips, project works etc. The vicarious experience occurs through reading or listening to a lecture and so on. In all this we use our imagination and feelings as well as the mind. In this process both the cognitive and effective dimensions are involved. Hence we see that our entire human experience, namely intellect, imagination, feeling and will are at work.

3. REFLECTION

Experience by itself has no significance in our life unless it is fully integrated into our daily life. This calls for a thoughtful consideration of the matter experienced in order to capture the essential value it contains. The teacher has a very important role at this stage especially to formulate questions that will broaden the students' awareness and impel them to consider the viewpoints of others. Sharing reflection among teacher and students will reinforce, challenge, encourage and ultimately give greater assurance for the students to an action or actions to be taken.

4. ACTION

"Action" here refers to interiorized choices by which in the light of meanings perceived and judged, the student decides that a truth is to be his or her personal point of reference, attitude or predisposition which will affect any number of decisions. These interiorized choices may lead to external manifestations and consequently to act in consonance with his or her convictions.

5. EVALUATION

The purpose of Evaluation is to provide an effective feedback that will make the teacher explore alternative methods of teaching and offer encouragement and advice for improvement. This evaluation work can be periodic and take the form of "mentoring", review of student journals, student self evaluation in the light of personal growth profiles.

OBSTACLES

1. As has been mentioned in the beginning IPP is a difficult idea to sell when educational institutions are going in for 'fragmented' approach through narrow specializations ignoring the important concern for the human person.

2. Another obstacle is the confusion and conflict of values among students and teachers. It is a challenge for us to instill in the students of today true values.

3. Many countries strictly prescribe the course for all levels thus impeding curriculum development according to formational priorities envisaged in IPP.

CERTIFIED

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

We view these obstacles as challenges and go ahead with the assurance that the
goodness of foreseen will one day be realized. The insights gained from contemporary
educational psychology have been very encouraging. A wide range of course materials
for implementing the IPP is being used as models to facilitate the process. Staff
development programmes involving in-service training in IPP have been beneficial.

IMPACT OF IPP

IPP had its humble beginnings from the spiritual experiences of St. Ignatius, the founder
of the Society of Jesus. In 1593 the 'Ratio Studiorum' was published which gave the
general procedure of IPP. It was widely used all over the world in the educational
institutions of the Society of Jesus. As time passed the impact of this approach was felt
in other institutions as the

right trend especially in the light of the reasons we have mentioned in the beginning of
this paper. In order not to prejudice people the name "Ignatian Pedagogical Paradigm"
was changed to "Integral Pedagogical Paradigm" while everything else was kept
essentially the same.

IPP now is a worldwide approach for the growth of the total human person in its entire
vicissitudes.

We have also noticed a great change in the teacher-trainees of our college after the
introduction of IPP as part of our training programmes as evidenced by the alumni and
the heads of the institutions they are serving.

RESOURCES

- "Ratio Studiorum" 1593, Society of Jesus, Rome
- International Commission on the Apostolate of Jesuit Education (ICAJE) 1993
- "Ignatian Pedagogy: A Practical Approach" Villa Cavallati, 1993
- "The Characteristics of Jesuit Education" 1986
- "Influence of Ignatian Pedagogical Paradigm" McAvoy et al.
- "History and Evolution of Using the IPP" Maureen McAvoy
- "Overview of Ignatian Pedagogy" Darina Sargeant, Ph.D. Asst. Prog.
- IPP: Marianne F. Gallagher, Peter A. Musso

Contact person for further details: Prof. Thomas Perumalil, S.J.

![Signature]

Principal,
St. Xavier's College of Education
DIGHA GHAT, PATNA.
<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name</th>
<th>Designation (Present Post)</th>
<th>Subject</th>
<th>Date of Birth</th>
<th>Sex</th>
<th>Qualification</th>
<th>Research experience</th>
<th>Date of appointment in the present position</th>
<th>No. of years of Services in this institution</th>
<th>Total No. of Years of service</th>
<th>Pay Scale with basic &amp; total emoluments</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Prof. (Fr.) Thomas Panumalil, S.J. (Thomas Varghese)</td>
<td>Principal</td>
<td>Education</td>
<td>01.12.1965</td>
<td>Male</td>
<td>M.A., M.Ed., Ph.D.</td>
<td>6</td>
<td>16.06.2008</td>
<td>16</td>
<td>28</td>
<td>65,000/- Per month</td>
</tr>
<tr>
<td>02</td>
<td>Prof. Preeti Sinha</td>
<td>Professor</td>
<td>Education</td>
<td>24.01.1965</td>
<td>Female</td>
<td>M.A., M.Ed., Ph.D.</td>
<td>6</td>
<td>01.10.2010</td>
<td>27</td>
<td>31</td>
<td>37400/- 67000/- 106439/- Per month</td>
</tr>
<tr>
<td>03</td>
<td>Dr. (Fr.) P. Anthony Raj, S.J.</td>
<td>Reader</td>
<td>Education</td>
<td>09.06.1961</td>
<td>Male</td>
<td>M.Com., M.Ed., Ph.D., M.Sc., NET</td>
<td>1</td>
<td>26.06.2014</td>
<td>1</td>
<td>12</td>
<td>30,000/- Per month</td>
</tr>
<tr>
<td>04</td>
<td>Dr. Madhu Singh</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>25.04.1965</td>
<td>Female</td>
<td>M.Sc., M.Ed., NET, Ph.D.</td>
<td>6</td>
<td>01.10.2001</td>
<td>14</td>
<td>20</td>
<td>15600/- 36100/- 53747/- Per month</td>
</tr>
<tr>
<td>05</td>
<td>Dr. Vikramjit Singh</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>24.11.1981</td>
<td>Male</td>
<td>M.Sc., M.Ed., RCA, MBA, M.Phil., Ed., NET, Ph.D.</td>
<td>3</td>
<td>01.07.2014</td>
<td>1</td>
<td>6</td>
<td>15600/- 36100/- 41650/- Per month</td>
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<tr>
<td>06</td>
<td>Ms. Nimisha Shrivastava</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>06.03.1980</td>
<td>Female</td>
<td>M.A., Ed., M.Phil., NET</td>
<td>2</td>
<td>01.07.2013</td>
<td>2</td>
<td>3</td>
<td>15600/- 36100/- 41672/- Per month</td>
</tr>
<tr>
<td>07</td>
<td>Mr. R.N. Roy Majumdar</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>21.07.1950</td>
<td>Male</td>
<td>M.Sc., M.Ed.</td>
<td>0</td>
<td>01.11.1998</td>
<td>17</td>
<td>28</td>
<td>9300/- 34800/- 45674/- Per month</td>
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<tr>
<td>08</td>
<td>Fr. Victor Osta, S.J.</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>02.01.1950</td>
<td>Male</td>
<td>M.A., M.Ed.</td>
<td>0</td>
<td>16.06.2007</td>
<td>8</td>
<td>17</td>
<td>30,000/- Per month</td>
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<tr>
<td>09</td>
<td>Mr. Sushil Kumar Singh</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>06.12.1971</td>
<td>Male</td>
<td>M.Sc., M.A., M.Ed.</td>
<td>0</td>
<td>01.07.2010</td>
<td>5</td>
<td>16</td>
<td>15600/- 36100/- 41672/- Per month</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Deep Kumar</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>16.06.1974</td>
<td>Male</td>
<td>M.A., Ed., B.Ed.</td>
<td>0</td>
<td>01.07.2010</td>
<td>5</td>
<td>18</td>
<td>5200/- 34800/- 36518/- Per month</td>
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<tr>
<td>11</td>
<td>Ms. Roselin Jerry</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>02.01.1960</td>
<td>Female</td>
<td>M.A., M.Ed.</td>
<td>0</td>
<td>01.07.1992</td>
<td>23</td>
<td>23</td>
<td>5,000/- Remuneration</td>
</tr>
<tr>
<td>12</td>
<td>Ms. Vijay Shree</td>
<td>Asstt. Professor</td>
<td>Education</td>
<td>23.10.1983</td>
<td>Female</td>
<td>M.Sc., M.Ed., NET</td>
<td>0</td>
<td>13.06.2012</td>
<td>3</td>
<td>4</td>
<td>15600/- 36100/- 42837/- Per month</td>
</tr>
<tr>
<td>13</td>
<td>Mr. Jay Prakash</td>
<td>Lecturer in Fine Arts</td>
<td>Fine Arts</td>
<td>04.12.1979</td>
<td>Male</td>
<td>B.A., B.Com., B.A., B.Com.</td>
<td>0</td>
<td>01.07.2012</td>
<td>3</td>
<td>10</td>
<td>300/- Per Lecture</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Ranjit Benedict Odita</td>
<td>Lecturer in Performing Arts</td>
<td>Performing Arts</td>
<td>22.05.1972</td>
<td>Male</td>
<td>M.A., M.Ed., B.Ed.</td>
<td>0</td>
<td>01.07.2012</td>
<td>3</td>
<td>13</td>
<td>300/- Per Lecture</td>
</tr>
<tr>
<td>15</td>
<td>Mr. Shyam Kumar</td>
<td>Physical Instructor</td>
<td>Physical Education</td>
<td>31.12.1976</td>
<td>Male</td>
<td>M.P.Ed., M.Phil.</td>
<td>0</td>
<td>01.07.2013</td>
<td>2</td>
<td>11</td>
<td>300/- Per Lecture</td>
</tr>
</tbody>
</table>

Principal,
Xavier’s College of Education,
Digha Ghat, Patna.
# Support Staff Profile: Session 2014-2015

**Name of the College:** St. Xavier’s College of Education, Patna

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name</th>
<th>Designation (Present Post)</th>
<th>Subject</th>
<th>Date of Birth</th>
<th>Sex</th>
<th>Qualification</th>
<th>Research Experience</th>
<th>Date of Appointment in the Present Position</th>
<th>No. of Years of Services in this Institution</th>
<th>Total No. of Years of Service</th>
<th>Pay Scale with basic &amp; total emoluments</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Bro. Hilary Goveas, S.J.</td>
<td>Treasurer (Sr. Administrative Officer)</td>
<td>Accountancy</td>
<td>23.12.1934</td>
<td>Male</td>
<td>Matric, Accountancy</td>
<td>0</td>
<td>01.09.2001</td>
<td>14</td>
<td>32</td>
<td>6000/- Honorarium Per month</td>
</tr>
<tr>
<td>02</td>
<td>Mrs. Claramma James</td>
<td>Principal’s Secretary</td>
<td>Secretarial Course</td>
<td>10.01.1959</td>
<td>Female</td>
<td>Matric, Govt. Secretarial Course, Diploma in Computer Course</td>
<td>0</td>
<td>01.11.1991</td>
<td>24</td>
<td>31</td>
<td>5200-20200 31099/- Per month</td>
</tr>
<tr>
<td>03</td>
<td>Mr. Rajesh Kumar</td>
<td>Librarian</td>
<td>Library Science</td>
<td>14.10.1963</td>
<td>Male</td>
<td>B.A., B.Ed., M.Lib</td>
<td>0</td>
<td>01.04.1993</td>
<td>22</td>
<td>22</td>
<td>5200-20200 3061/- Per month</td>
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<tr>
<td>04</td>
<td>Mr. Vijay Khalikho</td>
<td>Technical Assistant</td>
<td>Computer Technology</td>
<td>15.12.1978</td>
<td>Male</td>
<td>BCA, Computer Training</td>
<td>0</td>
<td>01.04.2001</td>
<td>14</td>
<td>14</td>
<td>5200-20200 24302/- Per month</td>
</tr>
<tr>
<td>05</td>
<td>Mr. Noel Bernard</td>
<td>Office Assistant</td>
<td>Commerce</td>
<td>30.12.1983</td>
<td>Male</td>
<td>B.Com., Comp. Training</td>
<td>0</td>
<td>01.04.2010</td>
<td>5</td>
<td>5</td>
<td>5200-20200 18059/- Per month</td>
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<tr>
<td>06</td>
<td>Mr. Pankaj Shah</td>
<td>Peon</td>
<td>Commerce</td>
<td>30.12.1979</td>
<td>Male</td>
<td>Matric</td>
<td>0</td>
<td>01.07.2014</td>
<td>1</td>
<td>1</td>
<td>6000/- Per month</td>
</tr>
<tr>
<td>07</td>
<td>Mr. Andreas Xalvo</td>
<td>Sweeper</td>
<td>Commerce</td>
<td>12.12.1975</td>
<td>Male</td>
<td>Matric</td>
<td>0</td>
<td>01.08.2004</td>
<td>11</td>
<td>11</td>
<td>4440-7440 15001/- Per month</td>
</tr>
<tr>
<td>08</td>
<td>Mrs. Urmila Toppo</td>
<td>Sweeper</td>
<td>Commerce</td>
<td>22.10.1970</td>
<td>Female</td>
<td>Primary</td>
<td>0</td>
<td>03.11.2005</td>
<td>10</td>
<td>10</td>
<td>4440-7440 15001/- Per month</td>
</tr>
<tr>
<td>09</td>
<td>Mr. Ranjan Remy</td>
<td>Sweeper</td>
<td>Commerce</td>
<td>29.04.1978</td>
<td>Male</td>
<td>Primary</td>
<td>0</td>
<td>01.08.2010</td>
<td>5</td>
<td>5</td>
<td>4440-7440 1414/- Per month</td>
</tr>
</tbody>
</table>

Principal,
St. Xavier’s College of Education
Digha Chak, Patna.