

**Self Appraisal Report**

**COLLEGE OF**  
**EDUCATION, NAGAON**

**S.M.Road, Panigaon : Nagaon**

**Ph No:-03672-232136**

**E-mail:-collofedu@yahoo.com**

**Website:-<http://www.collegeofeducation.co.in>**

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## PART I: INSTITUTIONAL DATA

### **A) Profile of the Institution :**

1. Name and address of the institution : COLLEGE OF EDUCATION, NAGAON  
S. M. ROAD, PANIGAON,  
NAGAON- 782001: ASSAM.
2. Website URL : www.collegeofeducation.co.in
3. For Communication : College of Education, Nagaon.

### **Office:**

Name	Telephone Number with STD Code	Fax No.	E-mail Address
Head/Principal	03672-232136	03672-232136	collofedu@yahoo.com
Vice-Principal	-do-	-do-	-do-
Co-ordinator	-do-	-do-	-do-

### **Residence:**

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	03672-255141	098649-22890
Vice-Principal	-do-	-do-
Co-ordinator	-do-	098641-72110

4. Location of the Institution :
- a) Urban
  - b) Semi-urban
  - c) Rural
  - d) Tribal
  - e) Any other (specify and indicate)

5. Campus area in acres :

6. Is it recognized minority institution?

Yes  No.

7. Date of establishment of the institution :

Month & Year	
M M	Y Y Y Y
0 6	1 9 9 2

8. University / Board to which the institution is affiliated :

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

2 (f)	M M	Y Y Y Y	12B	M M	Y Y Y Y

10. Type of Institution :

- a) By funding
- i) Government
  - ii) Grant-in-aid
  - iii) Constituent
  - iv) Self-financed
  - v) Any other (specify and indicate)

- b) By Gender
- i) Only for Men
  - ii) Only for Women
  - iii) Co-education.

- c) By Nature
- i) University Dept.
  - ii) IASE
  - iii) Autonomous College
  - iv) Affiliated College
  - v) Constituent College
  - vi) Dept. of Education of a

Composite College

vii) CTE

viii) Any other (specify and indicate)

11. Do the University / State Education Act have provision for autonomy?

Yes  No

If yes, has the institutional applied for autonomy?

Yes  No

12. Details of Teacher Education programmes offered by the institution :

Sl. No.	Level	Programme /Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary / Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary / Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 year	English
iv)	Post Graduate			Diploma		
				Degree		
v)	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement).

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary / Elementary				
Secondary/Sr. Secondary				
Post Graduate	B.Ed.	ERC/7-48 (ER-48.5.6) /2004/2651 dt. 9 <sup>th</sup> Sept. 2004		100
Other				

(Additional rows may be inserted as per requirement).

## B) Criterion-wise inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Mission	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Values	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Objectives	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

2. Does the institution offer self-financed programme(s)?

Yes  No

If yes,

a) How many programmes? :

b) Fee charged per programme :

3. Are there programmes with semester system :

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

Yes  No

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

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

D. Ed.	<input type="checkbox"/>
B. Ed.	<input checked="" type="checkbox"/>
M.Ed. (Full Time)	<input type="checkbox"/>

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes  No

--	--

7. Are there Programmes where assessment of teachers by the student teachers has been

Introduced?

Yes  No

0	1
---	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes  No

0	1
---	---

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

- Heads of practice teaching schools Yes  No
- Academic peers Yes  No
- Alumni Yes  No
- Student teachers Yes  No
- Employers Yes  No

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

**One Month**

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

Yes  No

--	--

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



years?

Yes  No

0	1
---	---

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

Yes  No

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

Yes  No

### **Criterion II: Teaching Learning and Evaluation**

1. How are student teachers selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Govt.
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

(If more than one method is followed, kindly specify the weight ages)

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

- a) Date of start of the academic year : August 2012
- b) Date of last admission : 31-07- 2012
- c) Date of closing of the academic year : 30-06-2013
- d) Total teaching days : 190 days
- e) Total working days : 257 days

3. Total number of student teachers admitted :

Programme	Number of student teachers			Reserve			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	27	73	100	8	27	35	19	46	65
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas student teachers? Yes  No

If yes, how many?

5. What is the 'unit cost' of teacher education programme?

(Unit cost = total annual recurring expenditure divided by the number of Student teachers/trainees enrolled).

a) Unit cost excluding salary component :

Rs.14,134/-

b) Unit cost including salary component :

Rs.39,688/-

(Please provide the unit cost for each of the programme offered by the Institution s detailed at **Question 12** of profile of the institution).

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	100%	50.4%	59.75%	45.03%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes  No

8. Does the institution develop its academic calendar?

Yes  No

9. Time allotted in percentage :

Programme	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	67%	8%	25%
M.Ed.(Full Time)			
M.Ed.(Part Time)			

10. Pre-practice teaching at the institution :

a) Number of pre-practice teaching days 

0	7
---	---

B) Minimum number of pre-practice teaching lessons given by each student teachers. 

0	2
---	---

11. Practice Teaching at School :

a) Number of schools identified for practice teaching 

0	9
---	---

b) Total number of practice teaching days 

4	0
---	---

c) Minimum number of practice teaching lesson given by each student teachers. 

3	0
---	---

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

Number of Lessons In simulation 

0	2
---	---

Number of Lessons Pre-practice Teaching 

0	2
---	---

13. Is the scheme of evaluation made known to student teachers 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 :

Programme	Internal	External
D.Ed.		
B.Ed.	16.70%	83.30%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations :

a) Number of sessional tests held for each paper 

0	4
---	---

b) Number of assignments for each paper 

0	1
---	---

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

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)		

18. Are there course with ICT enabled teaching learning process?

Yes  No

Number 

0	1
---	---

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

Yes  No

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

Compulsory 

--

 Optional 

--

### **Criterion III: Research, Consultancy and Extension**

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

Number	0	%	0
--------	---	---	---

2.Does the Institution have ongoing research projects?

Yes  No

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

Funding agency	Amount (Rs.)	Duration (years)	Collaboration, if any
----------------	--------------	------------------	-----------------------


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

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

01
----

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

(Mark '✓' for positive response and 'x' for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Providing guidance and suggestions

5. Does the institution provide financial support to research?

Yes  No

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

a. Ph.D.

b. M. Phil.

02

7. Does the institution support student teachers research project

(UG&PG)

Yes  No

8. Details of the Publication by the faculty ( Last five years )

	Yes	No	Number
International journals		No	
National journals- referred papers non referred papers	Yes		3
Academic articles in reputed magazines/news papers	yes		3
Books	yes		1

College magazine	yes		30
------------------	-----	--	----

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

Yes  No

Number

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

	Faculty	Student teachers
National seminars	05	05
International seminars	02	01
Any other academic forum		10

11. What types of the 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
- Any other (specify and indicate)

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.

10

16. Does the institution provide consultancy services?

Yes

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

Rs-50,000/-

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

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

### **Criterion IV: Infrastructure and Learning Resources**

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

1505 sq. mts.

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

- |                             |   |  |
|-----------------------------|---|--|
| a) Methods lab              | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| b) Psychology lab           | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| c) Science lab(s)           | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| d) Education Technology lab | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |



- e) Computer lab Yes  No
- f) Workshop for preparing teaching aids. Yes  No

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

25

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

Rs-1,30,000/-

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

Rs-8,000/-

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

Rs-60,000/-

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

Rs-80,000/-

8. Has the institution developed computer aided learning packages?

Yes  No

9. Total number of posts sanctioned

**Open      Reserved**

Teaching  
Non-teaching

M	F	M	F
	06		01
06			01

10. Total number of posts vacant

**Open      Reserved**

Teaching  
Non-teaching

M	F	M	F

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

	Open		Reserved	
	M	F	M	F
Lecturers		06		01
Readers				
Professors				

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

	Open		Reserve	
	M	F	M	F
Lecturers	02	01		02
Readers				
Professors				

c) Number of teachers from

Same state	12
Other states	

12. Teacher student teachers ratio (program-wise)

Programme	Teacher student teachers ratio
D.Ed.	
B.Ed.	1 : 8
M.Ed. ( Full Time)	
M.Ed. (Part Time)	

13. (a) Non-teaching staff

**Open    Reserved**

(b) Technical Assistants

Open Reserved

Permanent  
Temporary

M	F	M	F

14. Ratio of Teaching – non-teaching:

Permanent  
Temporary

M	F	M	F
06			01

12:7

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

64%

16. Is there an advisory committee for the library?

Yes  No

17. Working hours of the Library:

On working days  
On holidays  
During examination

8 hours per day
2 hours per day
8 hours per day

18. Does the library have an Open access facility?

Yes  No

19. Total collection of the following in the library

a) Books:

4403

- Textbook

2,600

- Reference books

1,803

b) Magazines:

3

c) Journals subscribed:	6
- Indian journals	6
- Foreign journals	10
d) Peer reviewed journals	1
e) Back volumes of journals	1
f) E-information resources :	
- Online journals/e-journals	02
- Foreign journals	02
- CDs/DVDs	22
- Databases	
- Video Cassettes	20
- Audio Cassettes	25

20. Mention the

Total carpet area of the Library (in.sq.mts.)	111.29 sq. mts.
Seating capacity of the reading room	50

21. Status of automation of Library

- Yet to initiate
- Partially automated
- Fully automated

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

- Circulation
- Clipping
- Bibliographic compilation
- Reference
- Information display notification
- Book Bank

- Photocopying
- Computer and Printer
- Internet
- Online access facility
- Inter-library borrowing
- Power-back up
- User orientation/ information literacy
- Collection of traditional items

23. Are student teachers allowed to retain books for examinations?

Yes  No

24. Furnish information on the following

Average number of books issued/returned per day

Maximum numbers of days books are permitted to be retained

By student teachers	15 days
By faculty	30 days

Maximum number of books permitted for issue

For student teachers	02
For faculty	05

Average number of users who visited/consulted per months

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

28:1

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

8%

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

	2010-11		2011-12		2012-13	
	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books						
Other books						
Journals/ Periodicals						
Reference books	107	Rs-63,282/-	266	Rs-83,535/-	357	Rs-1,13,382/-

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

### **Criterion V: Student teachers Support and Progression**

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	2	0	3
M.Ed. (Full time)			
M.Ed.(Part time)			

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

Yes  No

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

15

3. Does the institution offer remedial instruction?

Yes  No

4. Does the institution offer Bridge courses?

Yes  No

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

	UG			PG			M.Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage				65.2	75	70.45			
Number of first classes				8	16	23			
Number of distinctions									
Exemplary performances (Gold Medal and university ranks)						1 <sup>st</sup>			

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

10-11 11-12 12-13

- NET
- SLET / SET
- Any other (TET)

I	II	III
1	2	1
	50	4

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

Financial Aid	I	II	III
(i) Merit Scholarship			
(ii) Merit-cum-means Scholarship	1	4	8
(iii) Fee concession			

(iv) Loan facilities			
Any other (specify and indicate)			

(Additional rows may be inserted as per requirement)

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

Yes  No.

9. Does the institution provide Residential accommodation for?

Faculty Yes  No

Non-teaching staff Yes  No

10. Does the institution provide Hostel facility for its student teachers?

Yes  No

If yes, number of student teachers residing in hostels

Men

08
----

Women

15
----

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

Sports field 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 student teachers on their campus Experience?

Yes  No

16. Give information on the Cultural Events (Last year data) in which the Institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number



Inter-collegiate				✓		
Inter-university						
National				✓		1
College Week	✓	1				

(Excluding college day celebration)

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

	Participation of student teachers(Number)	Outcome (Medal achievers)
State		
Regional		
National	02	
International		

18. Does the institution have an active alumni association?

Yes  No

If yes, give the year of establishment

2010

19. Does the institution have a Student teachers 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 student teachers to employment/further study (Give percentage) for last three years.

	10-11 Year 1 (%)	11-12 Year 2 (%)	12-13 Year 3 (%)
Higher Studies	15	10	
Employment (Total)	25	50	
Teaching	20	49	
Non teaching	5	1	

23. Is there a placement cell in the institution?

Yes  No

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

I	II	III
05	10	05

24. Does the institution provide the following guidance and counseling services to student teachers?

- Academic guidance and Counseling Yes  No
- Personal Counseling Yes  No
- Career Counseling Yes  No

### **Criterion VI: Governance and Leadership**

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee?

Yes  No

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

Governing Body / Management	04
Staff Council	10

IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	03

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

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

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

01	01	01
----	----	----

5. Furnish the following details for the past three years

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

10
----

b) Number of teacher who was sponsored for professional development programmes by the institution.

National 

25		
----	--	--

International 

03		
----	--	--

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

		02
--	--	----

d) Number of Seminars/workshop/symposia on Curricular development, Teaching-learning, Assessment, etc. organized by the institution.

	01	01
--	----	----

e) Research development programmes attended by the faculty.

05	04	02
----	----	----

f) Invited/endowment lectures at the institution.

01	01	03
----	----	----

g) Panel discussion

		01
--	--	----

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

a) Self-appraisal: Yes  No

b) Student teachers 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) Student teachers assessment of library service 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

Four hours
------------

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

Grant-in-aid	Nil
Fee	Rs-30,85,000/-
Donation	Rs-10,20,000/-
Self-funded course	
Any other (Form, certificates, house rent etc.)	Rs-74,700/-

9. Expenditure statement (for last two years):

	Year 1	Year 2
Total sanctioned Budget	Rs-37,56,700/-	Rs-1,79,700/-
% spent on the salary of faculty	41%	42%

% spent on the salary of non-teaching employees	16.4%	19%
% spent on books and journals	2.87%	2.65%
% spent on developmental activities (expansion of building)	5.32%	13.15%
% spent on telephone, electricity and water	1%	1.20%
% spent on maintenance of building, sports facilities, hostels, residential complex and student teachers amenities etc.	1.46%	1.45%
% spent on maintenance of equipment, teaching aids, contingency etc.	5.78%	5.85%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1%	2.87%
% spent on travel	1.30%	1.20%
Any other (specify and indicate)	1.73%	1%
Total expenditure incurred	29,24,966/-	37,77,194/-

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

Surplus in Rs.

2010-11, 6,22,000/-
2011-12, 8,31,734/-
2012-13, 4,02,506/-

Deficit in Rs.


11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism?

Yes  No

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

- Administration Yes  No.
- Finance Yes  No.
- Student teachers Records Yes  No
- No. Career Counseling 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 in built 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 teacher   
b) For student teachers    
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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?  
Yes  No

### **Criterion VII: Innovative Practices**

1. Does the institution have an established Internal Quality Assurance Mechanisms?  
Yes  No
2. Do student teachers participate in the Quality Enhancement of the Institution?  
Yes  No

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

	Category	Men	%	Women	%
A	SC	2		9	
B	ST	1		2	
C	OBC	8		27	
D	Physically challenged				
E	General Category	16		35	
F	Rural				
G	Urban				
H	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staffs	%
A	SC				
B	ST				
C	OBC	2	16.60%	1	14.30%
D	Women				
E	Physically challenged				
F	General Category	10	83.70%	6	85.70%
G	Any other (specify)				

5. What is the percentage incremental academic growth of the student teachers for the last two batches? :

	Category	At Admission		On completion of the course	
		Batch I	Batch II	Batch I	Batch II
	SC				
	ST	51.31%	48.65%	54.13%	51.28%
	OBC	53.96%		56.09%	
	Physically challenged				
	General Category				
	Rural				

	Urban				
	Any other (specify)				



## Part – II Evaluative Report

### A. Executive Summary

The College of Education, Nagaon was established in the year 1992 with the objectives of training untrained teachers of Secondary schools of the country and graduates who aspires to become teachers in the future. The college is situated in the heart of Nagaon town in Nagaon, a centrally located district of Assam. The college is located in the vicinity of a number of educational institutions, such as the Normal School, a training institute for primary level teachers, the Industrial Training Institute, Nagaon, the Dawson H.S. and M.V. School, the Bengali Boys H.S. School, the Bengali Girl's High School, the Urban High School, the R.K. Barkakati School, the National Academy English Medium school, the K.V.S. Nagaon and Polytechnique Nagaon among others. There is a spacious open playground adjacent to the college. The Sarva Shiksha Abhijan office, the Srimanta Sankar Mission Eye Hospital, the Itachali Police Outpost and the Panigaon Post Office are located in the near periphery of the College of Education campus. There are a number of residential houses near the college campus and the overall human population density is low. The area is cosmopolitan in nature and the entire environment is peaceful. The overall natural and built-up environment in and around the college premise is pleasant. The college has 2 Bighas of land which was offered by the Government of Assam. The infrastructure of the college is very good and is improving gradually. It has an Assam Type Building with built-up area of 667 sq.mts. and another three storied building with built-up area of 838 sq.mts. in which the classrooms and the administrative offices are located. Third floor is under construction which will house a full-fledged seminar hall with all amenities and facilities. Besides these, there are other built-up infrastructures such as a cycle stand, a canteen and chowkidar shade.

The College has a 15 members Governing Body which administers and manages the development activities of the college. Most of the members are eminent educationists, intellectuals and renowned social figures. The Governing Body sits for 4 to 6 times a year to discuss the progress pertaining to both academic and infrastructural aspect of the college. The management body also arranges for the conduct of short term coaching programmes other than the regular B.Ed. training.

The college collaborates with a few local schools for undertaking practice teaching for its trainees. The schools co-operate with the trainees and teachers of the college. The college provides all the improvised teaching aids which are prepared by the trainees to the practice teaching school after the session is completed. The college is also endeavouring to open a practice teaching school of its own. From time to time, the Governing Body organises functions for public involvement such as Annual College Week, Swaraswati Puja and Fresher's Gathering etc. The Governing Body regularly invites eminent and renowned social personalities for participating in all college programmes.

For augmenting the financial resources of the college, steps such as renting shades, performed benefit show and donations from some well wishers of the college are taken from time to time. A library with sufficient books has been established to facilitate the trainees to advance their academic knowledge. As per demand of the state for more qualified and trained teachers, the college organises short term teacher training courses besides the regular B.Ed. classes. The college provides the teacher trainees with relevant materials and devices of teaching.

## B. Criterion wise analysis:

### Criterion - I Curricular Aspects

#### **1.1. Curricular Design and Development.**

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

➤ Objectives

(a) Providing quality teacher education and training by pre-service teacher education program.

(b) Providing opportunities for continuing professional development and efficiency of teacher educators.

(c) Introduction of higher professional course in teacher education like M.Ed.

(d) Uplifting the college into advanced institute for teacher education having facilities for educational research.

(e) Providing equal educational opportunities to all irrespective of caste, creed, sex, religion etc.

(f) Providing opportunities for intellectual development of teacher trainees.

(g) Providing help to disadvantaged learners in continuing their higher education.

(h) Providing proper facilities by organising different activities and help them to develop desirable democratic qualities.

(i) To strengthen the relationship with community and to observe various national festivals, days for developing national feelings.

(j) To provide environmental awareness by organising different activities.

(k) To develop spiritual, social and cultural values.

(l) Providing guidance and proper information regarding employment.

(m) To provide opportunities to the fresh graduates to take in-service training by establishing institutions in private sectors as per global trends and demands.

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

➤ Steps are taken to design the curricular program by discussing the need of the student teachers, by applying various feedback techniques from different sources, by using different information collected from student teachers, faculty, alumni, employers and national level academic experts. Beside this, the institution takes advice and suggestions from Gauhati University as and when necessary.

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

➤ Revised Gauhati University B.Ed. syllabus includes knowledge and skills regarding information and communication technology (ICT), issues and problems of universalisation of secondary education etc. Research based activities are included in the revised syllabus for the enhancement of

investigative work and activity. Contents are included to develop the economic efficiency of the trainees to meet the emerging needs.

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

➤ The institution has ensured from the course contents that the curriculum bears some thrust on national issues like environmental education, value education and ICT. Though the curriculum has touched a very small portion of these issues yet our institution has taken various measures like –

(a) Seminars/Programs of environmental awareness.

(b) Arrangement of meditation and yoga classes for the development of value.

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

➤ Yes, Internet service, overhead projector and power point presentation etc are used for curricular planning.

## **1.2. Academic Flexibility:**

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

➤ The institution provides opportunities to the pupil teacher to get experience in teaching by organising micro-teaching classes, demonstration classes and various sessional works, laboratory practical(psychology and Geography) etc.

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

- By providing opportunities to attend different seminars organised by different educational institutions, taking part in the various events in the practice teaching schools, organising co-curricular activities and actively taking part in various activities (Freshmen social, educational tour, parting social, celebrating various festivals etc.).

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

- The college organizes various literary activities like debate competition, essay writing, story writing, poem writing, extempore speech, group discussion, seminar etc. for developing communication skill.

The college provides opportunities to use computer, internet, overhead projector, slide projector, tape recorder, C.D., D.V.D. etc. for developing ICT skills.

The College organises different types of activities such as excursion, project, meditation programme, yoga classes etc. for developing life skill.

The College organises seminars, meetings, social service programme and invited resource persons for delivering lecture in the classroom for community orientation programme.

At the same time, the college organises various programmes like flood relief, first-aid service, environmental awareness programme, adult education, child care etc for development of social responsibility.

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

- Interdisciplinary/Multidisciplinary
- Multi-skill development

- iii. Inclusive education
  - iv. Practice teaching
  - v. School experience / internship
  - vi. Work experience /SOPW
  - vii. Any other (specify and give details)
- (Also list out the programmes/courses where the above aspects have been incorporated).

➤ (I) Through classroom teaching, by analyzing the syllabus, studying the curriculum, identifying the relationship between different subjects in the curriculum.

(II) Through micro-teaching, demonstration classes, practice teaching classes etc.

(III) Through the content included in different areas of the syllabus.

(IV) Practice teaching programme is organized to develop the teaching skills among the student teachers.

(V) Student teachers get school experience during the period of practice teaching.

(VI) By providing extra classes for work experience program in our timetable (embroidery, fabric, doll making, bamboo work, art and craft, clay modeling, emboss painting, ceramic painting, glass painting, flower making etc)

(VII) The student teachers are encouraged to conduct minor research activities on the important areas of education.

### 1.3. Feedback on curriculum

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

- The institution encourages feedback and communication from student teachers, alumni and other stakeholders by organizing discussion on different issues of curriculum. The institution applies different tools to get feedback from student teachers, alumni and Employers. (Questionnaire, opinionnaire, observation, Interview etc)

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.

- Yes, the head of the institution analyses and discusses the opinions so collected with the faculty members. But, the institution being an affiliated college of Gauhati University does not have the freedom of reviewing curriculum. However, the faculty members regularly attend workshops and seminars on revision of curriculum. The institution can only forward the suggestions to the concerned authority.

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

- Faculties are taking part in curriculum developmental program in Gauhati University.



#### **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 teachers satisfaction? (Provide details of only the major changes in the content that have been made).

- From the session 2013-14 Gauhati University has changed the syllabus and it contains twelve papers including ten theory papers and two practical papers. Various concepts like value education, ICT, organization and management, research work, economic development , guidance and counseling contribute to the quality improvement and student teachers satisfaction to a great extent.

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

- Stress given through various seminars/workshops to revise and update curriculum for B.Ed. course. Student teachers' feedback is also taken into consideration for this purpose. Major revision has been made in the B.ED curriculum on the basis of the present needs of present day educational scenario as per NCTE role.

#### **1.5. Best practices in curricular aspects**

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

- Organising seminars, internal examinations and sending teacher-educators and pupil-teachers for various orientation programs etc.

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

- Remedial classes are organised after analyzing the results of internal examinations.

## Criterion II Teaching, Learning and Evaluation

### **2.1. Admission process and student teachers 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?

➤ Criteria for admission: As per the norms of the Gauhati University & NCTE. Adherence to the decision of the regulatory body: Governing Body of the college fixes the amount of fee for each session.

Equity: Admission is given to all the eligible candidates irrespective of caste, sex, religion etc. on the basis of merit.

Access: Eligible applicants are allowed to take admission depending on the basis of merit from every nook & corner of country.

Transparency: All the admissions are based on merit and payment is made through cash receipt. Cash-book is maintained, installment facility is also available.

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

➤ Advertisement is given in all the local news papers, local T.V. channel, website, banners and posters.

A brief review of the institution, all the necessary information regarding the course contents, faculty members, library, code and conduct of the institution are provided through the prospectus. Minimum eligibility criteria of admission is also given in the advertisement.

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

- Through admission committee all records are verified.

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

- Doesn't arise. No specific strategies are adopted for admission. Admission is done strictly on merit basis.

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

- Yes, both verbal and written test are conducted to assess the student teachers knowledge and needs.

## **2.2. Catering to diverse needs.**

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

- From the date of its inception, the institution has been trying to provide proper teaching-learning facilities to the teacher trainees, maintaining discipline, maintaining time-table, organizing student teachers-teacher interaction, maintaining relationship between school and community, proper utilization of leisure time through co-curricular activities, library facilities and curriculum transaction in proper way. For smooth running of all those activities our institution has fulfilled almost all the conditions given by NCTE/Affiliated University.

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

- The institution offers various method papers, craft education, computer education, workshops on different aspects of education (Yoga and meditation)

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

- Besides dividing course into theory and practical the curriculum also offers various sessional works, psychological-practical (personality test, intelligence test etc.), micro-teaching, demonstration, team teaching, practice teaching etc. to the pupil teacher to understand the role of diversity and equity in teaching learning process.

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

- The institution has competent staff to cater to the needs of the student teachers. Institution ensures the quality of teacher educator through seminar, discussion and criticism.

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?

- Micro teaching, practice teaching in the schools(for 45 days), demonstration classes, preparation of teaching aids, sessional works, practical works (psychological, I.C.T & Geography), co-curricular activities etc. helps

teacher trainees to developed knowledge and skills required in different classroom situations.

### **2.3. Teaching-Learning process:**

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

- The institution engages the teacher trainees in active learning by giving home assignments, projects etc. and encourages them in collection of reference material through the use of library and website.

The institution engages the teacher trainees in active learning through group discussion, micro teaching, demonstration classes, peer teaching, simulation, role playing etc.

The institution provides opportunities to the teacher trainees for various practical works, language laboratory works, computer works, social survey on environmental degradation, population problem, child labour etc.

2. How is ‘learning’ made student teachers-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 student teachers?

- Specific arrangements are made in the college such as - preparing study material for the teacher trainees, remedial teaching as per need of the teacher trainees, discussion method, project method and preparation of teaching aids to make learning student teachers centred.

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.

➤ For ensuring effective learning the institution uses various instructional approaches such as - discussion, question answer, lecture cum demonstration, project, socialised recitation technique etc.

Besides these, various innovative practices are adopted such as practical oriented teaching, learner centred approach, using ICT in teaching learning process etc.

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 teachers.

➤ Yes, the institution has provision for additional training in models of teaching like - micro teaching, workshop in teaching methodology etc. Each and every student teacher has to prepare two lesson plans for taking part in models of teaching.

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 teachers per skill.

➤ Yes, various micro teaching techniques are practised for developing teaching skills in the student teachers. Such skills includes writing instructional objectives, introducing a lesson, questioning, stimulus variation, skill in reinforcement, use of blackboard, audio-visual aids and achieving closure.

At least two lessons are taken by each teacher trainee covering almost all the skills.

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

➤ Student teachers teacher are allotted in different schools of different mediums (Hindi, English, Bengali, Assamese). A student teachers teacher gives 1-2 lessons of any one method per day and one lesson is observed by the teacher educators per day.

Feedback is given on the particular lesson plan copy on motivation, using teaching aid and blackboard, following Herbartian steps, putting questions. On the basis of the suggestions given by the teacher educators student teachers have to remove their defects by taking the lesson again.

7. Describe the process of Block Teaching / Internship of student teachers in vogue.

➤ Does not arise.

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.

➤ Yes, the institution develops practice teaching session co-operatively involving the school staff and mentor teachers. School routine is followed and practice teaching classes are supervised jointly by the school staff and mentor teachers.

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

➤ The institution widely uses micro-teaching, application of educational psychology, knowledge of educational technology, demonstration classes and teaching methodology for managing the diverse learning needs of student teachers in schools.

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

➤ Student teachers are provided training in preparation of slides, use of projector, use of internet so as to adopt technology in practice teaching period.



## 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.

- Yes, the institution develops practice teaching session co-operatively involving the school staff and mentor teachers. School routine is followed and practice teaching classes are supervised jointly by the school staff and mentor teachers.

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

- 1:10 ratio is considered for identifying practice-teaching schools. Decisions are taken according to the convenience of the student teachers-teachers.

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

- By giving suggestions on
  - Use of teaching aid, blackboard
  - Technique of asking questions
  - Various steps of lesson plan
  - Motivation
  - Effective presentation of subject matter
  - Use of teaching skills etc.

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

- By following educational aims, purpose, principles, guidelines for management of the schools and maintaining the curriculum of the schools the institution has ensured that the student teachers are updated on the policy directions and educational needs of the society.

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

- By participating in different seminars, workshops, the student teachers and faculty members are able to keep pace with the recent developments in the school subjects and methodologies.

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.)

- By organizing seminars and workshops, sending teaching staff to various re-orientation programmes etc. the institution tries to develop professional efficiency of the teacher educators.

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

- Yes, the authority encourages the teaching and non-teaching staff members by providing incentives. Some teachers are awarded for their best performance in teaching. Sometimes teachers are awarded for their overall involvement in the institution.

## **2.5 Evaluation Process and Reforms:**

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

- The institution has well qualified teaching staff along with a conducive environment, adequate infrastructure, ICT facilities to facilitate varied learning experiences.

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

- The institution conducts 4 internal examinations (2 unit tests, 2 terminal exams). Besides, sudden class tests are conducted at regular intervals. Various sessional works, I.C.T practical, psychological practical, geographical practical works and co-curricular activities are organised as a part of assessment and evaluative process. Besides all these internal examinations, Gauhati University has conducted final Examination in both theory and practical.

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

- After each and every internal examination, all the concerning teachers have returned the examination copies and analysed the defects and provided suggestions to the student teachers.

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

- Computer is used for setting question papers and maintaining examination records.

## **2.6. Best Practices in Teaching-learning evaluation process.**

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

➤ Group learning, continuous & comprehensive evaluation are done. Group evaluation, peer group evaluation is also conducted in the teaching learning process. In order to develop self confidence among the student teachers, they are asked to answer the questions by facing the audiences/student teachers in the classroom situation. During the micro teaching period 7(seven) steps experiential learning cycle is also practised.

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

➤ The institution reflects on the best practice in the delivery of instruction through the use of internet and projector for practical classes as per the demand of the subject matter and according to the interest of the student teachers. The institution also introduces interactive demonstration process as a part of its innovative practice.

## **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?

- By undertaking various research oriented programmes, the institution motivates its teachers to take up research in education.

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

- The institution categories the following thrust areas of research-
  - i) Teacher education (curriculum development, quality maintenance)
  - ii) Environmental education
  - iii) Life skill education

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

- Yes. Some of the action research completed so far are –

**Topic-I:** Irregular attendance of pupil teacher in classroom- its impact on their overall achievement.

#### **Objectives:**

- a) To find out the case of irregular student teachers.
- b) Causes of irregular attendance of the student teachers.
- c) To compare the regular and irregular student teachers.
- d) To find out the impact of regular attendance.
- e) Difference between achievement of regular and irregular student teachers.

#### **Findings:**

i) In regular student teachers the average value of mark is 12.6 out of total mark 25 whereas in irregular, the average value is 11.4.

ii) While, in the terminal examination, out of 50 marks, regular student teachers' average value is 31% and irregular student teachers' average value is 30.55.

iii) The percentage of marks in regular student teachers deviates from 40-60%. Whereas in irregular student teachers it also ranges from 40-60%. In some student teachers percentage also rises to 70% to 80% in both the groups – regular and irregular while it also lowers to 12%, 18% in regular student teachers.

**Topic- II:** A comparative study of Academic achievement of Girls and Boys of B.Ed. Trainees of College of Education, Nagaon since 2009.

**Objectives:** (i) To compare the academic achievement of boys and girls.

**Findings:** (a) It is seen that result of girls are better than boys.

(b) From boys, out of 17, 9 boys passed the examination in 2010.

(c) Again from girls out of 75, 51 girls passed the examination in 2010.

(d) The percentage of boys passed in 2010 is 52.94%.

(e) The percentage of girls passed in 2010 is 68%.

(f) Among 29 boys, 24 passed the examination in 2009.

(g) Among 56 girls, 44 passed the examination in 2009.

(h) The percentage of girls passed in 2009 is 78.57%.

(i) The percentage of boys passed in 2009 is 82.75%.

(j) It is seen that pass percentage of Boys is better than girls in 2009.

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

- The faculty members of the institution have participated in different seminars and workshops in last five years.(Annexure- 2)

### **3.2 Research and publication output**

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

- Various models and charts are developed by the institution and materials like educational CD, Slide projector/LCD are used by the institution for enhancing the quality of teaching.

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

- Adequate space, human resources, availability of materials, required financial facilities are available for developing instructional materials in the institution.

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

- Now ICT is a part of our new syllabus.

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

- a. Organized by the institution
- b. Attended by the staff
- c. Training provided to the staff

➤ a) Workshop on preparing handicraft items, doll making, color painting, wall hanging, fabric, emboss painting, teaching aid, flower making etc. are arranged.

(b) Yes. Staff members attended the above mentioned programme.

(c) Yes, training is provided to the staff.

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

➤ List of journals are:

I. Topic: Teacher Empowerment through Teacher Training-A study Name: International Multidisciplinary e-Journal (IMEJ2011) ISSN No (2277-4262) Vol - 1, Issue-IV, April-2012, Page-(27-31)

II. Topic: Teacher Educators and Their Mobility-A Case Study Name: Golden Research Thoughts, On-line and Print journal ISSN No (2231-5063) Vol - 1, Issue-XII, June 2012

III. Topic: An Empirical Study on Job Stress Among Secondary School Teachers Name: Indian Stream Research Journal ISSN No (2230-7850) Vol – August/2012.

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

➤ No.

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

➤ Project on child labour, girls dropout, evaluation, Co-curricular activities etc. are completed by staff members.

### **3.3 Consultancy:**



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

- Yes, the institution organises short term courses to appear Teacher Eligibility Test, provides guidance to face interview etc.

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

- Yes, the areas are the development of teaching skills, Child Psychology, delinquency, generating interest in learning Mathematics, English etc.

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

- The average revenue collected through consultancy is Rs. 90,866/(Rupees Ninety Thousand Eight Hundred Sixty Six only). The revenue generated as course fee and shared among the concerned staff members as remuneration and for the maintenance of the college.

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

- The revenue generated through consultancy is used by the course management body.

### **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 has undertaken various programmes like social service activities, adult education programme, plantation programme, environmental awareness programme etc. within the area of neighboring community parterning with NGO's .

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

- The institution maintains relation with community by inviting eminent personalities on various occasions as resource person and by participating in various community developmental works. Besides, the institution benefited from the community by engaging its trainees in different schools situated near by area during the period of practice teaching.

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

- Social Service programmes, pollution control program, blood donation camp, aids awareness programme, plantation programme, child & mother care programme are the future plans of the institution.

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

- Yes, project on girls' drop out, child labour etc. are completed during the last five years.

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

- The institution organizes national days, international events, birthday of great personalities of the world, street drama and street singing for the development of democratic qualities among the student teachers .

### **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 institution has established the linkages in the last five years with the following national level organizations-

- National Council for Teacher Education (NCTE), Eastern Regional Committee, 15, Nilakantha Nagar, Nayapalli, Bhubaneswar.
- State Council for Educational Research and Training (SCERT), Jatia, Guwahati-6, Assam.
- Gauhati University, Gopinath Bordoloi Nagar, Guwahati-14, Assam.
- Vinayaka mission University, Salem, Tamilnadu.
- Srimanta Sankar Mission, Panigaon chariali, Nagaon, Assam.
- Utkal University, Vani Vihar, Odisha.
- Ravenshaw University, Cuttack, Odisha.
- All India Association of Educational Research.

The benefits resulted out of such linkages are-

- NCTE gives recognition to the institution to carry on the B.ED course.
- With the help of SCERT, the institution makes correspondence with Assam Government.

- The college is affiliated to Gauhati University ,Assam.
- The staff members of the institution are benefitted from Vinayaka Mission University, Utkal University and Ravenshaw University for higher studies.
- The institution gets the opportunity to share knowledge and experience with children of Srimanta Sankar Mission(orphanage) in order to develop their total personality.
- All India Association of Educational Research helps the faculty members to enrich their knowledge through its publications.

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.

- The institution is a member of Council for Teacher Education (CTE).The publications of CTE helps the faculty members and student teachers to a great extent.

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

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

- Yes, all these linkages contribute towards curricular transaction, research activities, guidance and counseling etc.

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

➤ Our institution organizes practice teaching classes in different schools for developing different teaching skills. The institution brings school student teachers for conducting demonstration classes in the institution. Moreover, some of the faculty members participate in various activities organized by different schools.

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

➤ Yes. the faculty members visit different schools during the practice teaching period for observing practice teaching classes and discuss various issues related to practice teaching (design, evaluation, deliver) with the teachers of respective schools.

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

➤ The institution collaborates with neighboring schools, by participating in different activities and functions in the schools, by organizing national seminar with other colleges, through presenting seminar papers jointly with faculty member of Gauhati University.

### **3.6 Best practices in research, consultancy and extension :-**

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

➤ The institution adopts various measures such as helping research fellows to use library & internet, approval of long-term leave for faculties to enhance the quality of research. The institution frequently interacts with Gauhati

University experts regarding research related issues. As a part of extension-activities various seminars, workshops, discussion, awareness programme, social-service programme are organized by the institution.

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

➤ The institution encourages student teachers and teacher educators to conduct action research and community related programs. The institution also celebrates the World Disabled Day in Srimanta Sankar Mission(orphanage),Nagaon .

## Criterion IV: Infrastructure and learning resources

### **4.1 Physical Facilities**

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

➤ Yes, physical infrastructure of the college is developed as per NCTE norms. Details of building : Building coverage area is 1186 sq.mtr. of the total 2700 sq.m. (approx) area.

R.C.C. : 838 sq.mtr.

Assam type : 667 sq.mtr.

The amount invested for developing building and other infrastructure facility vary from year to year.

The average expenditure for extension, renovation -- 4,64,000/- approx.

Library books, furniture, computer etc. --- 1,48,000/- approx.

Total- 6,12,000/- approx.

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

➤ Yes. The institution has planned to construct a hostel, to develop a digital classroom & a computerized library.

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

➤ The institution provides Indoor & outdoor games facilities for the student teachers to develop their potentialities.

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

- Playground of nearby institution is shared for co-curricular activities by the institution.

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

- The institution provides the following facilities to ensure the health and hygiene of the staff and student teachers
  - (a) Rest room for lecturers.
  - (b) Attached wash room for lecturers.
  - (c) Wash room facilities for student teachers.
  - (d) Extra common room for boys & girls.
  - (e) Canteen

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

- Yes, the institution has permanent tie-up with a private hostel for student teachers' convenience.

#### **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



Items	Year 2008-09	Year 2009-10	Year 2010-11	Year 2011-12	Year 2012-13	Total
Building	7,94,011.00	8,12,524.00	1,00,000.00	2,00,000.00	5,50,000.00	24,56,535.00
Laboratories	28,232.00	----	-----	10,000.00	80,000.00	1,18,232.00
Furniture	26,260.00	7680.00	20,000.00	-----	60,000.00	1,13,940.00
Equipments	22,652.00	19,370.00	78,000.00	1,29,000.00	12,000.00	2,61,022.00
Computers	42,300.00	-----	10,000.00	20,000.00	20,000.00	92,300.00
Transport/Vehicle	24,358.00	51,107.00	30,000.00	50,000.00	50,000.00	2,05,465.00

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

- The institution prepares action plan through which various activities are planned to ensure proper utilization of infrastructure.

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

- The institution is surrounded by various types of trees. Plantation programme is arranged. Proper ventilation, lavatory with running water, pure drinking water, wash room facilities are available.

### 4.3

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

- Yes, there is a qualified librarian in the college.

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

- The available resources in our library are as follows-

(a) Books - Total- 4403

Text books- 1600, Method 1000 Refs and others 1803

(b) Journals - 6 Nos.

(c) Magazines – 3 Nos.

(d) software- Library management software

(e) Newspapers – Assam Tribune, Times of India, Dainik Asom,  
Amar Nagaon (Weekly)

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

- Yes, there is a library committee. It comprises of the following members.

(a) Principal - Chairman

(b) Vice Principal - Member.

(c) Librarian - Secretary

(d) Lecturer - One from Education department & two  
from other method subjects.

### **Functions –**

- (i) Maintenance of books and materials in the library.
- (ii) Maintenance of congenial atmosphere of the library.
- (iii) Provides suggestions to make available the books & journals to the student teachers & teacher educators.
- (iv) Observing the optimum use of available resources in the library.
- (v) Gives suggestions to the authority for enrichment of the library.

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

- Partially Computerized.

Only the following function can be done through computer.

- (a) Book entry
- (b) Searching of Books (author & subject wise)

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

- Computer & reprographic facilities are available in the library of the institution. Teacher educators and student teachers use the reprographic facilities when required.

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

- No

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)

- Working days of the library are -  
260 days in an academic year.

Day - 7 days weekly.

Hours - 6 hours per day.

8. How do the staff and student teachers come to know of the new arrivals?

- New arrivals are displayed on the display desk & also notice is hanged on the notice board.

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

- Yes, economically backward student teachers avail the book bank facility by taking extra two books by showing the income certificate to the library authority.

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

- No.

#### **4.4 ICT as learning resources**

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.

- Details of ICT facilities
  1. Computer with internet facilities
  2. T.V.

Teachers use ICT facilities like internet, computer, projectors, Xerox, printers etc for taking the theory as well the practical classes in the classroom.

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

- Yes. Computer skills like hardware, software, use of improvised teaching materials etc are practiced.

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

- The institution uses internet facility, language laboratory, psychological laboratory and projector in curriculum transactional processes.

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)

- In preparing teaching aids, developing lesson plans, classroom transactions student teachers use radio, T.V. computer, internet, projector etc.

#### **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.

- Classroom, library, laboratory facilities are used in teaching learning process.

Yes, Classroom, auditorium are shared with other institutions & the community.

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?

- Besides I.C.T. facilities, CDs and cassettes are available in the institution. Teacher educators encourage the student teachers in classroom interaction to use above CDs & cassettes.

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 has psychological, geographical & language laboratories for instructional process. The institution enhances the facilities by purchasing new accessories related with the laboratories.

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

- Classrooms, seminar-hall, multipurpose hall, playground, art and craft room are available in the institution.

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

- Yes, digital class room is used.

#### 4.6 **Best practices in infrastructure & 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?

- Faculty members use various types of audio-visual aids (Projector, T.V. Computer, internet etc) in the teaching learning process.

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

- Use of digital class room contributes to quality enhancement.

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

- | ➤ <b><u>Infrastructure</u></b> | <b><u>Learning resources</u></b> |
|--------------------------------|----------------------------------|
| Digital class room             | Faculty exchange programme       |
| Hostel facilities              | .                                |

## **Criterion V: Student teachers support and progression**

### **5.1. Student teachers Progression:**

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

- The institution organises class test, sudden test, aptitude test etc. to assess student teachers' preparedness for the programme. According to the revised syllabus the institution also organises various types of research based activities, I.C.T practical, project work etc.

Teachers provide personal advice, study material and remedial classes in a regular way for student teachers' progression.

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

- The institution provides proper infrastructure facilities, good library facilities, provision for scholastic and non scholastic activities for promoting motivation, satisfaction and development of the student teachers.

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

Session	Total	Boys	Girls
2008-09	6	1	5
2009-10	1	1	x



2010-11	2	x	2
2011-12	-	-	-
2012-13	3	1	2

The institution tries to communicate with the irregular teacher trainees and guides them do continue their training programmes by helping them to solve their problems.

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

- Guidance and counseling, short term training programme, extra classes and reading materials are provided to student teachers for enabling them to compete for the jobs and getting higher education.

Candidates appeared for

NET : 15

SLET : 20

Other competitive examination: 150

(A.P.S.C., ACS, Bank P.O., Bank clerical test, teacher eligibility test)

Number of qualified candidates

NET : 1

SLET : 2

Other competitive examination: 50

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

- Percentage of student teachers go for further studies: 50%

Percentage of student teachers choose teaching as career: 75%

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.

- After graduating from the institution, student teachers are provided the opportunity to use library facility.

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

- Yes, advertisement in the newspaper, personal guidance and counseling services are provided to the student teachers for their placement. More than hundred student teachers are benefited from this service

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

- Teacher educators skillfully manage the difficult situation when it occurs.

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

- Yes. Some of the successful trainees are appointed as teacher in some of the practice teaching schools.

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

- Teacher educators are involved with the cell with additional responsibilities.

## **5.2 Student teachers 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 curricular programmes are planned by the institution like sessional work, psychological laboratory work, geographical practical, language laboratory work, micro teaching, demonstration, practice teaching, project work, seminar, various internal examinations and remedial teaching to achieve the objectives and effective implementation of the curriculum.

Different co-curricular activities organised by the institution are literary activities, cultural activities, games, sports, social services, observing different festivals, celebration of teachers' day etc. to achieve the objectives and effective implementation of the curriculum. Through academic calendar these activities are communicated to all.

2. How is the curricular planning done differently for physically challenged student teachers?

- Does not arise.

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

- Yes. It is organised by the teacher educators for giving special guidance to the student teachers. While organizing this, 1:15 ratio is maintained.

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

- The various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of student teachers are- financial support for attending seminars, encouraging for project work and research study.

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

- Yes, information regarding faculty, infrastructure facilities, location, site, details of curriculum, details of library, laboratory facilities, admission procedure, results of last three (3) years, academic and co-curricular works are posted on the website of the institution.

It is updated yearly.

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

- Yes. Institution has organised extra classes and prepared study materials for academically low achievers.

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

- (a) The specific strategies adopted for teaching advanced learners are encouragement, class speech, participation in group discussion etc.
- (b) For the slow learners the institution provides guidance, gives individual attention, develops study materials by the teacher educators. The slow learners are encouraged to participate in co-curricular activities along with various group works.

8. What are the various guidance and counseling services available to the student teachers? Give details.

- Personal guidance and counseling about future career and higher studies are given to the teacher trainees.

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

- After getting the complaints from the student teachers, the institution discuss about the problems faced by the student teachers and tries to meet their demands as far as possible.

Some of the grievances redressed are misunderstanding among student teachers about distribution of work schedule during the time of fresher's, picnic and college week.

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

- Continuous and comprehensive evaluation, unit test, sudden test, class test, terminal test etc. are held regularly in the institution.

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

- The institution organizes micro teaching, simulation, demonstration classes to ensure student teachers' competency to begin practice teaching in

different schools. Classes are supervised by teacher educators and necessary suggestions are given to the student teachers to improve their teaching. .

## 1.2 Student teachers 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.

- Yes. The institution has an alumni association. The office bearers are-
- (i) Nazma Sultana -President
  - (ii) Bandana Sabhapandit -Secretary
  - ii) 17th December, 2011
  - iii) The activities of alumni association are tree-plantation programmes with the help of student teachers and health checkup programme by inviting a medical team from Nagaon Civil Hospital.
  - iv)
    - (a) Minakshi Goswami ,A.C.S. Officer.
    - (b) Neelakshi Rajkumari, S.I. Nagaon.
    - (c) Binandi Saikia, Lecturer, DIET.
    - (d) Shyamali Saikia, S.B.I. Employee, Tezpur.
    - (e) Preeti Hazarika, P.R.T. K.V., Nagaon.
    - (f) Himangshu Goswami, D.P.O. Teacher Training.
    - (g) Bijumoni Hazarika, Asstt. Programme Officer.
    - (h) Anjali Kataki, Subject Teacher, Jajori H.S. School.
    - (i) Manjul Kataki, Subject Teacher, Jajori H.S. School.

(j) Nazma Sultana, Subject Teacher, Dawson H.S. School.

(k) Bhaskar Bora, Tax Inspector, Govt of Assam

v) This alumni association has inaugurated a guidance and counseling programme to provide advice and information regarding various posts vacant in different districts. This association also gives guidance regarding career and establishment periodically.

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

➤ The institution provides opportunity to the student teachers to participate in various extra-curricular activities such as cultural, literary, games and sports held every year.

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

➤ The institution encourages the student teachers to publish wall magazine and college magazine every year. A wall magazine named 'Nirobodhi' and college annual magazine 'Sarasi' published during the previous academic session with active participation of the student teachers.

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

➤ Yes. The institution has student council consisting of a co-ordinator and four other members selected by the teacher educators from the teacher-trainees. And all the trainees are divided into various groups for smooth

running of all the activities of the institution. Group leaders are selected by respective group members.

Details on major activities: Freshmen social, college week, religious function , community service, celebration of national and international days etc. Details on funding: For all the activities college provide required funds.

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

➤ No.

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?

➤ Yes. Through discussion, questionnaire information are gathered from its graduates and employers and discussion is made on the basis of feedback. And after discussion proper planning is made for growth & development of the institution.

#### **5.4 Best practices in student teachers support and progression.**

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

➤ For encouraging the student teachers the institution makes provision for -

(a) Facilitation of the candidates who secured 1st class.

(b) Organization of seminar and workshops of national importance.

(c) Educational Tour.

(d) Various project works related to community.



(e) Action research for solving immediate problems of the student teachers.

## **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?

➤ The purpose of the institution is to train the graduate teacher.

The mission of the institution is to train the pupils for teacher eligibility test through Short Term Training Programme (S.T.T.P.) and also providing vocational training.

The vision of the institution is to produce a group of competent teachers who can take the responsibilities of changing the behavior of students and make them perfect human being.

The institution aims at inculcating human values among the student teachers.

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

➤ Yes, the mission includes institutions goals and objectives such as needs of the society, guidance to the student teachers etc.

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 management committee which is constituted as per the rules of Gauhati University has provided various teaching materials related to teacher training, invited resource persons from various fields, organized popular talk

and motivational talk for effective and efficient transaction of teaching and learning process.

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

- The management and head of the institution interact with the staff and hold discussions regarding the responsibilities of the work assigned to them.

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

- The information collected from various feedback mechanisms are conveyed to the management/Head of the institution through written mode.

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

- The institution identifies and addresses the barriers by organising parent-teacher meet, inviting people of the society who are conscious about the various social problems which adversely affect the vision, mission and goals of the institution.

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 encourages and supports involvement of the staff by organising staff meeting, rewarding the lecturers for special tasks and also by giving incentives.

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 student teachers.

- The head of the institution provides guidance and required facilities for curriculum transaction and distributes academic and other works among the staff members.

The head of the institution also provides the opportunity to use technological devices in teaching –learning process, encourages the teachers to organise seminars and workshops for the preparation of student teachers.

## **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.

- List of the different committees:
  - I. Academic sub committee
  - II. Examination committee
  - III. Financial committee
  - IV. Salary sub committee
  - V. Construction committee
  - VI. Infrastructure committee
  - VII. Committee for extension work.
  - VIII. Admission committee

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

- College managed by Governing Body which is constituted as per Gauhati University rules consisting members from sponsoring body, University nominee, educationists, guardian member, donor member and one lady representative, Principal, Vice-Principal and a representative from faculty. The institution has a staff-council consisting all the faculty members and a self-help fund committee comprising all the employees of the institution.

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

- By forming various sub-committees the management provides power to each and every committee according to its structure and functioning.

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

- The institution organises seminar in collaboration with other college. The teacher educators participate in various seminars and workshops as resource person and the institution invites teachers of other schools to participate in various programs organised by the institution.

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 of the teacher educators by organizing remedial teaching, discussions and special guidance programme.

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)

- The institution/Management encourages faculties to participate in various research work, seminar and workshops as a resource person or as a general participant. Besides, the institution provides conducive environment to the faculty members to take innovative decisions concerning their teaching methodology.

### **6.3. Strategy Development and development**

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 institution has an MIS (Management Information System) to select, collect align and integrate data and information on academic and administrative aspects of the institution.

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

- The institution selects competent person to perform different activities. Financial allocation is granted by Governing Body as per demand of the sub-committees constituted for different activities.

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

- The institution utilises all the capabilities and potentialities of human resources to achieve the goals of the institution. In all types of administrative works and in other developmental tasks related to infrastructure of the institution non-teaching staff are engaged.

For achieving the objectives of the institution financial resources are used in a proper way.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

- At the very beginning of the session academic plan is prepared. In preparation of academic plan school teachers, administrators and faculty members are involved.

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

- By assessing the work of each employee the institution assured their contribution towards institutional development.

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

- At regular interval Governing Body's meeting is arranged. Plan and programmes are discussed for execution and the institution adopts various measures to solve problems related to the institutional development. Staff meeting is arranged at regular interval to discuss academic activities.

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

- The institution uses new technology in the teaching learning process and install library software facilities .

#### **6.4. Human Resource Management :**

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

- As per NCTE norms, deficiencies of teachers are removed by sending them for further study, various research works. Faculty members are sent to attend various workshop and orientation programme for their professional development.

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

- On the basis of examination results analysis is done and performance is assessed through observation by experts. Annual confidential Report (ACR) is also maintained by the institution.

Various research projects are developed by engaging all the faculties. Through Micro-teaching classes student teachers and peers are able to assess themselves.

A team of experts supervises the service of the faculty and other staff members at regular interval to improve teaching, research and other activities.

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

- Reward, incentives etc. are the welfare measures for the staff and faculty.

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.



- Yes, Institution organises workshops for different skills up-gradation such as clay modeling, ceramic painting etc. for the teaching staff and computer literacy programme for non-teaching staff.

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. )?

- Through Interview, recruitment of the faculty and other staff are done. Salary of the employees is enhanced according to the Govt. rule.

The institution sends annual appraisal report to National Council for Teacher Education (NCTE).

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, specialisations)

- As per advertisement published in news papers, part time / adhoc faculty is appointed by the institution keeping in view the NCTE norms. Limited workload and consolidated salary are the criteria which make them different from the regular faculty.

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)

- To ensure the professional development of the faculty the institution sends them to attend seminars, workshops, research study, conferences on national and international importance.

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

- There are various physical facilities such as well equipped common-room, toilet, canteen etc in the institution.

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

- Through various feedback mechanisms, the institution is able to know about the problems of the faculty and other stakeholders.

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 institution prepares academic calendar and maintains time-table for smooth running of its various activities (academic, non-academic and other activities).

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

- Yes, incentives are given to the faculties for their overall performance.

## **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

- No. The institution does not get any financial support from the Government. Source of revenue is the admission fee, public donation and house-rent.

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

- Quantum of resources mobilized through donations are given below –  
2010-2011 \_ 16.38%  
2011-2012 \_ 17.43%  
2012-2013 \_ 16.58%

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

- Yes, the operational budget of the institution is adequate to cover the day to-day expenses.

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)

- The institution prepares its annual budget and keeps records of income and expenditure.

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

- Yes. Internal auditors are appointed by Governing Body (G.B.) of the institution and external audit is done by professional chartered accountant.

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

- Yes, partially computerized.

### **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 college is governed by a Governing Body constituted after every three years as per Gauhati University guidelines. The committee is constituted with fourteen members among whom four members are nominated by G.U., four members selected for the sponsoring body, one educationist, one donor member, one lady member, one guardian member, Principal, Vice-Principal and one faculty member.

The Governing Body discusses various activities of the institution and takes measures for the quality enhancement. They sit together frequently with faculties and with the ministerial staff to advise them to work sincerely in a disciplined manner. Members meet the trainees twice or thrice in a year to test the progress of the course and to know their problems. They also try to solve the problems of the trainees. Moreover, ranked trainees in B.Ed. final examination are awarded by them.

The Governing Body looks after the developmental works of the institution. To gear up climatic atmosphere of the college different activities are taken e.g. observation of national days, variety show, religious festivals etc. The climate affects the behavior of the individuals living and working in the institution which in turn influence their performance. Principal as coordinator generally communicates with the staff and creates necessary atmosphere to enable them to succeed. Principal constantly directs, guides,

influences the thoughts, feelings and behavior of the colleagues to achieve the goals of the institution.

From time to time the secretary and the Principal provide intellectual stimulation, inspirational motivation and idealized influence. Principal maintains friendly relationship with faculties and her meetings with them provide encouragement. Besides, both Secretary and Principal encourage teacher educators for further studies and to improve their teaching through multi-media approach. They arrange lectures by inviting experts from different fields. They look at various problems and issues from new perspectives. They maintain the respect and dignity of each lecturer by behaving fair manner.

Lecturers participate in internal activities related to curriculum listed from time to time by supervision, discussion etc. Their involvement in co-curricular activities or extra-curricular activities also measured by the Principal and Secretary of the college.

Use of Library books, journals, newspaper, magazine, laboratory equipments, computer etc by the trainees are observed by the concerning instructor to measure their progress. Afterwards, they take measures to supplement their deficiencies. Principal takes suggestions from university and State Council for Educational Research and Training (SCERT) personnel whenever necessary.

College authority takes initiatives from time to time for arranging some programmes outside the college campus to minimize illiteracy and ignorance in rural area. Games have been organised for a period of one week or more. College

lecturers involved in such programmes as instructors. Besides, educational excursions to historically important places are arranged.

## **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.

➤ Yes, the institution has established Internal Quality Assurance Cell (IQAC) in the year of 2010.

The body consists of four members of Governing Body, principal, two faculty members and two eminent educationists from the community.

Major activities undertaken by the IQAC are conducting seminars, projects, workshops, spot evaluation of sessional work, plantation program, socio economic survey, adopting a nearby school for all-round development of its students and observing world disabled day.

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

➤ The institution analyses its performance through different feedback techniques to evaluate the achievement of goals and objectives.

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

➤ By appointing qualified teachers, using ICT in teaching learning process, conducting internal examinations and proper management of time table the institution ensures the quality of its academic programmes.

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

➤ To ensure the quality of its administration and financial management process the institution makes regular audit. The members of the Governing Body frequently visit the college and take initiatives for proper functioning of the institution.

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

➤ Good practices like social service, relationship with community, guidance and counseling service are shared by the management, faculty members and other staff members of the institution.

## **2.2 Inclusive Practices:**

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

➤ Through the contents included in the syllabus, the institution tries to sensitise the teachers on the issue of inclusive education.

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

➤ With the help of course contents, seminars on gender differences and inclusive education, the institution prepares the student teachers to be familiar with these issues.

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 such as social service, projects related to social problems, celebration of National and International days, workshops on craft



work, clay modeling, emboss painting, pottery work etc. are organised to create a conducive learning environment that fosters positive social interaction, active engagement in learning and self-motivation.

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

- By observing the classes during the practice teaching period, engaging the student teachers in various social works the institution ensures that the student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities.

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

- Does not arise.

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 institution organises seminars and talks to make the student teachers sensitive to the issues of gender discrimination.

### **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 maintains relationship with the stakeholders by organizing discussions regarding various matters related to college

development and quality improvement. The institution also holds parent-teacher meetings and displays the information in website.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of student teachers and stakeholders for bringing qualitative improvement?

➤ By inviting alumni student teachers and eminent resource persons, the institution analyses the results and discusses other progressive works and takes appropriate measures for the improvement. The institution sends appraisal report annually to National Council for Teacher Education.

3. What are the feedback mechanisms in vogue to collect, collate and data from student teachers, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

➤ Faculty members collect data from student teachers, alumni and other stakeholders by applying different techniques such as discussion, interview and questionnaire. The college authority takes necessary measures for the quality improvement of the institution.

## MAP INPUT

## 4. Best Practices

### I. Short Term Training Programme: An Innovative Approach

#### **Initiation:**

National Council for Teacher Education (NCTE) has initiated new regulation for those aspiring to become teachers in schools under govt. private and unaided categories. According to new regulation, the candidates have to be qualified in teacher's eligibility test for appointment in the central, state and other privately managed educational institutions. As per norms laid down by NCTE candidates have to score minimum 60% in the test to qualify for teaching jobs. From the year (2010) TET has also been introduced as per the provision of the Right of children to Free and Compulsory Education (RTE) Act 2009 for which a big number of trained and eligible teachers will have to be prepared. For this, Teacher Training Colleges may take initiatives for preparing teachers to meet the need of the time. College of Education, Nagaon, takes such a venture and decided to start a short term training programme for imparting knowledge of contents and method to gear up the classroom strategy of teaching.

College authority takes necessary measures such as publicity by T.V., Newspapers etc. to bring willing participant for the course. The authority decided to admit candidates with minimum qualifying marks in the concerned examinations.. An academic committee is constituted to prepare the syllabus. Accordingly it is prepared. At the end of the training period a test was taken. MCQ (Multiple Choice Question) was the main pattern of the question.

#### **Objectives :**

1. To enhance the quality of teacher.
2. To provide knowledge about child psychology and pedagogy.

3. To develop essential skills of classroom management.
4. To make them aware about the challenges of teaching different language.
5. To provide knowledge about math's and science and its method of teaching to face the modern development in primary and upper primary stage.
6. To provide knowledge of Environmental Science (EVS) and integrated EVS.
7. To give knowledge about history, geography, economics, political science as a total content of social science.

### **The Practice :**

College of Education, Nagaon has introduced a short term training programme for the first time in the year of 2011 and consequently in the year 2012 and 2013. The College provides training for lower primary ,upper primary and secondary level of teaching. The contents of the syllabus includes:

- Child psychology and pedagogy.
- Language I & II.
- Mathematics & Science.
- Social Studies / Science.
- Environmental Science.
- Current affairs.

For the smooth running of the teaching programme the College authority has selected a co-coordinator and directed the aforesaid committee members to assist the co-ordinator. Daily time table was prepared for the training. It was prepared in such a manner which did not affect the usual college time table. To fulfill the requirements of the syllabus some resource persons in the allied subject were also invited from the nearest institutions.. To pay the faculties from outside, the college has sanctioned an amount of money. A few days before the completion of the programme, a test was conducted to evaluate

their achievement from the course. After assessing the answer papers remedial measures were taken.

**Obstacles :**

1. The trainees were not able to cope up with the total curriculum prepared for the Short Term Training in child psychology.

To make familiar with the subjects some extra classes were taken in which trainees expressed their weaknesses and the instructors tried to solve the problems through discussion. They were provided with some techniques to tackle the difficult classroom situation.

2. As the training period was very short so the trainees were not able to understand the difficult topics within the prescribed period of time.

In regards to the above mentioned obstacles additional discussion classes were taken.

3. Candidates from arts stream has faced problem basically related to Maths and Science topics.

In this regard minimum basic knowledge of Science and Maths were given to the trainee who come from arts stream.

4. As instruction have to be given both in English and Assamese medium, it became a problem to finish the lessons in limited time. To cover the course contents some extra classes were required and accordingly the classes were taken.

5. As the college teaching staff is limited,so some subject experts were invited from other educational institutions of Nagaon town and their responses were found satisfactory.

### **Impact of this training :**

As nation builder, teachers play the most vital role in the system of education where quality education has become the key issue in every sphere of education. To impart quality education the role of teacher has become crucial and challenging. A glimpse into the survey of educational researchers in India over the years reveals several short comings in the existing methodology of teaching. The need of the hour is to have competent, dedicated, innovative, committed teachers in order to promote the mission of teaching and to strengthen the power of our educational system.

College of Education, Nagaon, a premier institution was established in 1992. Since then this institution has been providing quality secondary teacher education till date.. Besides imparting training to secondary level teachers, our institution considers to arrange short term training programme for the aspiring L.P. and U.P. level school teachers from time to time.

In those training, the college decided to impart instructions on the various aspects. Therefore, the college has prepared a curriculum consisting with topics from different area for the aforesaid purpose. The areas are- child psychology and pedagogy, language, mathematics and science, environmental science , social science and current affairs etc. After completion of the training all the candidates were seem to be very acquainted with the prescribed curriculum.

From the training on child psychology and pedagogy they were able to know about the importance of child psychology in teaching learning process. Present education system is child centered. So, this training institution tried to provide them the opportunities to know how to identify and overcome the different problems regarding classroom teaching due to individual differences.

From the chapters personality type and trait theories, mental hygiene, common behavioral problems, adjustment mechanism, interpersonal and intrapersonal relationship, the process of learning, guidance and counseling, diagnostic remedial teaching also, they were benefitted a lot.

In the part of pedagogy there were different topics on teaching methodology. The candidates learnt about individual and group learning, classroom management and time, task management, concept of teaching learning material(TLM) and its importance, continuous and comprehensive evaluation, organized teaching, micro-teaching, steps of lesson plan, different methods of teaching, phases of teaching (pre-active, interactive, post active phase), diagnostic remedial teaching.

In the area of language basically in Assamese, trainees were able to know about the historical development of language and its inception, introduction of various dialects and the life sketch and the works of the famous literature of Assam. Again the trainees were able to know about, phrases and idioms, practical application ofonyms and synonyms, direct and indirect speech, voice change, gender variation, the aims and objectives of teaching mother tongue and second language. Candidates were able to solve the problem which arise in the classroom due to impact of various region, when applying basic skills listening, speaking, reading and writing.

After completion of English language training, they have coped up with the problems of English teaching and communicative skills Above all the knowledge about lesson plan, basic steps of lesson plan, objectives in terms of behavioral



change, techniques of questioning, continuous and comprehensive evaluation were provided in both the English and Assamese languages.

In the area of mathematics, learner got the knowledge about how to teach number system, playing with numbers, fractions, algebra and geometry, socially applicable mathematics such as ratio and proportion, simple and compound interest, use of unitary method in time and distance, discount, profit and loss and their practical application etc.

From the science teaching, they have learnt about importance of biology in everyday life, classification of plants and animals with their characteristic features, our environment and causes of pollution, measures, concept of eco-system, natural resources and their conservation, temporary and permanent hardness of water, removal of hardness by different methods, natural and synthetic fiber, polymer, difference between heat and temperature, sources of sound, sound waves, electric charge, some natural phenomena i.e. lightening, thunder storms and cyclones, tsunami, flood, earthquake - causes and precaution.

Social science comprises of geography, political science, history and economics. From geography teaching they acquired knowledge about our earth, landforms, solar system, continents, oceans and mountains, geography of India, geography of Assam, maps etc.

From political science teaching, they have acquired knowledge about family and community, state, Indian constitution, democracy, local-self govt and national integration.

From history teaching, they have acquired knowledge about ancient age, growth and development of civilization, emergence of new religious ideas, major political dynasties of India and their contributions, Assam history, British rule in India, different phases of Freedom movement in India i.e. Non co-operation

movement, Civil disobedience movement and Quit India movement, Role of Assam in Indian Freedom movement from 1857 A.D. to 1947 A.D.

From economics, they have acquired knowledge about importance of economics, some basic concept of economics like production, utility, income, wealth, money and banking, markets, natural resources, human resources, economic sector agriculture, Industry and service, industrial development in different fields like oil, tea and cottage industries in Assam, national Income- gross national product (GNP), net national product (NNP), gross domestic product (GDP), net domestic product (NDP), nominal and real income, per capita income and standard of living.

After completion of the each training period, college arranged a written test for evaluating the theoretical and practical knowledge of the candidates. In the mean time, state Govt. announced a new rule as per NCTE norms i.e. introducing Teacher Eligibility Test which was not prevailing earlier in Assam. TET becomes a requisite qualification for being a teacher. Candidates who will apply the job for teacher must clear TET examination. Fortunately, our all the trainees who have already finished the training successfully got opportunity to appear in TET examination.

The content of our training programme helped the trainees to acquire knowledge about the TET syllabus. And the most of the trainees were able to clear the TET examination and as per the announcement declared by state Govt. regarding appointment of the teacher in provincialised schools all the candidates who clear TET will be able to get job. Therefore, the trainees who were able to clear TET got appointment.

In conclusion we may say that this short term training programme has already provided the knowledge of quality teaching to all the trainees. Generally it is

seen that each and every person must play the role of teacher in different situation of his / her life.

We believe, this training programme will be helpful for the trainees in their future life also.

## II. MICRO TEACHING; A SKILL BASED INSTRUCTION

### INITIATION:

Microteaching is a way to improve practical classroom competence. Its fundamental proposition is that, teaching consists of complex skills. Micro teaching is a process through which macro-teaching is reinforced. Microteaching introduces the teacher trainees to a wide range of teaching skills. It allows the teacher trainees to practice each skill one at a time until he becomes proficient in the skill and then links many such skills to achieve the desirable outcome. Passi B.K. stresses “The most important point in microteaching is that teaching is practiced in terms of definable, observable, measurable and controllable teaching skills.” Allen D.W. (1966) defines microteaching as a “scaled down teaching encounter in class size and class time”. Young (1967) defines microteaching as “a device which provides the novice and experienced teacher alike, new approach and opportunities to improve teaching.”

Micro teaching is a safe practice. However, practice is essential for many learning activities. Practice may take place within a large block of time. It must be integrated into the flow of longer lesson. Also, the skill or technique practice must fit in well the lesson specified for the day. Microteaching is a focused instrument. In general, teaching is a complex activity. It can be analyzed into component skills. The microteaching environment enables a student teachers teacher to focus attention on and practice on specific skill at a time until he acquires competence in it. After acquiring competence in a number of skills. In this way the student teachers teacher takes to microteaching. Microteaching is a useful technique for providing continuous training to serving teachers. Micro teaching provides setting for experimentation again with the introduction of new curriculum, teachers are required to acquire new skills of teaching. Microteaching helps the teachers in acquiring such teaching skills. The microteaching setting demonstrations of good teaching given by the teachers can be recorded on video tape or observed by supervisor. Such a recording or

observation is analyzed to identify component skills comprising teaching which is a complex activity. Similarly, sub-behaviors underlying each skill can also be identified. The knowledge so obtained helps in building models of various component teaching skills. The approach to supervision under micro-teaching is non-evaluative. In the micro-teaching setting a supervisor functions as a guide or an adviser. Supervisor in micro-teaching tries to help the trainee teacher or the practicing teacher to improve his skill of teaching. Micro-teaching is a new approach for research. There are many variables which may effect the teaching learning process. Such variables are the size of the class, quality of the student teachers, the length of the period, the researcher to the motivation of the student teachers etc. Micro-teaching helps exercise control over such variables and thereby enables him to see the effect of independent variables over the dependent variables. Micro teaching is also suitable for pilot studies.

Considering the importance of micro teaching, the college has taken initiation to start micro-teaching from last few years. The teacher in the classroom uses several techniques and procedures to bring about effective learning in his student teachers. These activities include introducing, demonstrating, explaining or questioning. The teacher could make use of nonverbal behavior such as smiling, gesturing and nodding. These activities are called as teaching skills. In this regard, this college introduces micro-teaching to acquaint the teacher to practice each skill one at a time until he becomes proficient in the skill and then links many such skills to achieve the desirable outcome. So, with the help of micro-teaching, the College of Education tries to help the teacher-trainees to gain more confidence in real teaching and to create awareness among teacher trainees about the various skills of teaching.

## Objectives

The college introduces micro teaching classes to enable the teacher trainees to know their performances, weaknesses immediately after the lesson. The objectives are-

- (a) To provide opportunity to select one skill at a time and practice it through its scaled down encounter and then take other skill in a similar way.
- (b) To prepare effective teachers.
- (c) To help the college in overcoming the hardships faced in the task of organising student teachers teaching for learning the art of teaching.
- (d) To help in systematic and objective observation by providing specific observation schedule.
- (e) To provide economy in mastering the teaching skills it saves the time and energy of the student teachers teacher as well as the pupils.
- (f) To provide immediate, systematic, pinpointed and objective feedback in behavioral terms.
- (g) To cater the need of individual differences in the training of teachers.
- (h) To focus attention on the modification of teacher behavior and improvement of interaction process involved in the teaching learning process.

## The Practice

In every session the college conducts micro teaching classes before starting the practice teaching period. The five steps generally involved in a micro teaching cycle are teach, feedback, re-plan, re-teach and re-feedback. while introducing this technique the following strategy is generally followed.

- i) Orientation lecturers on micro teaching, its components, its advantages, disadvantage etc. followed by discussion with the student teachers.
- ii) Details regarding a particular skill are discussed.

- iii) This is followed by presentation of a model of that specific teaching skill.
- iv) Teacher trainees criticize the model and learn to discriminate and identify the component behaviors' of the skill.
- v) Each trainee delivers the lesson in teach session and attempts to coincide with the modeled behaviour.
- vi) Keeping the model in view, each trainee plans a micro-lesson based on the skill.
- vii) Each trainee incorporates the suggested improvements into his lesson & prepares for reteach session.
- viii) He re-teaches after some interval of time.
- ix) The lesson is re-discussed with the same observers and the trainee learns to what extent he could approximate his behavior with respect to the model. The institution tries to develop following skills among teacher trainees.

1. **Skill of writing instructional objectives :**

This skill involves writing objectives that are (i) well stated (ii) adequate with respect to learning outcomes (iii) relevant to the content, and (iv) adequate with respect to the content outline.

2. **Skill of introducing a lesson :**

The components of the skill of introducing a lesson are –

- i) Using previous knowledge.
- ii) Using appropriate device.
- iii) Lacking in continuity (undesirable behavior).
- iv) Uttering irrelevant statements (undesirable behavior).

3. **Skill of fluency in questioning :**

Questioning is an important teaching skill that a teacher must learn. By 'fluency in questioning' we mean the rate of meaningful questions put per unit of time. Now those questions are meaningful which fit in with the issues to be considered under (i) structure, (ii) process. (iii) Product. Structure includes grammatical part & the content part of the question. Various criteria for a well-structured question are :-

- i) Grammatical correctness.
- ii) Conciseness.
- iii) Relevancy.
- iv) Specificity.

The word 'process' includes :-

- i) Speed of asking questions.
- ii) Voice of the teacher.
- iii) Repetition of questions by the teacher.
- iv) Repetition of answers given by pupils.

The term 'product' refers to the pupils responses.

#### 4. **Skills of probing questioning :**

This skill involves going deep into a pupil's response by asking a series of subsequent questions. The five components of this skill are :-

- i) Prompting technique
- ii) Seeking further information.
- iii) Refocusing technique.
- iv) Redirection technique.
- v) Increasing critical awareness.

#### 5. **Skill of explaining :**

It is the most commonly used skill and is the essence of instruction. When a pupil does not clearly understand the ideas what the teacher tries to convey, he generally asks for an explanation.



Explaining is an activity to bring about an understanding in someone about a concept, principle etc. that is, it is an activity to fill up a gap in someone's understanding. The desirable teacher behaviour in order to develop the skill of explaining are :- (i) using explaining links, (ii) using beginning and concluding statements, (iii) testing pupil's understanding.

The undesirable teacher behaviours are :-

- (i) Stating irrelevant statements.
- (ii) Lacking in continuity in statements.
- (iii) Using inappropriate vocabulary
- (iv) Lacking in fluency.
- (v) Using vague words/sentences.

6. **Skill of stimulus variation :**

This skill can be defined a deliberate change in the attention drawing behaviours of the teacher in order to secure and sustain pupil's attention towards the lesson at high level. The main behaviours are :- (i) movements, (ii) gestures, (iii) change in speed pattern, (iv) focusing, (v) change in interaction styles, (vi) pausing and (vii) oral visual switching.

7. **Skill of using black-board :**

Blackboard is the visual aid most widely used by the teacher for classroom instruction. The main components are :

- i) Legibility of handwriting.
- ii) Neatness in the blackboard work &
- iii) Appropriateness of written work on the blackboard.

8. **Skill of achieving closure :**

Achieving closure is a process of associating new facts with the old knowledge, applying new knowledge in various situations, and ensuring repetition of the facts in the best possible way. The four components are :-

- i) Consolidation of the major points by the teacher.
- ii) Providing opportunities for the pupils to apply the new knowledge to various new situations.
- iii) Linking the pupil's new knowledge gained during the lesson with their previous knowledge.
- iv) Linking of the pupil's new knowledge gained during the lesson with their future learning.

Our college has also provided a record book to each and every student teachers. This record book contains bio-data of the student teachers – teacher, course of study, micro-teaching skills, information about sessional work, periodical evaluation, work experience, co-curricular activities etc. In this record book, supervisor has to sign according to each lesson-plan, which is prepared by the student teachers. It also contains observation schedule for each and every skill.

### **Impact of Micro-teaching**

While micro-teaching has been described as an innovation in teacher education, in fact, certain of its aspects have long been in use in various training situations. The micro-concept which is based on long established learning theory today underlies programmed learning and computer assisted instructions. In both cases, it is assumed that learning is more effective if a complex skill is divided into its components and learned step by step before it is undertaken as a whole. Other concepts of learning theory such as feedback, reinforcement, or extinction were also adopted in the micro-teaching procedure. The developers of micro-teaching should be credited, however, with incorporating all these well known principles into a systematic training system.

By adopting, micro-teaching in a systematic and meaningful way, the institution can bring about a revolution in teacher education in India. Micro-teaching can be very useful both at pre-level as well as at in service teacher education programmes. But this technique has to be used in an imaginative way. It requires a lot of hard work and insight.

Micro-teaching is based on sound theoretical principles of prompt feedback of result and immediate opportunity to make corrections. A wide range of experiences could be provided with economy in time and resources.

Micro-teaching can be altered to suit many circumstances. It is flexible. It can be used in internship or in-service training to strengthen a particular skill. It can also be used for demonstration purposes. Time may be manipulated. The most important ingredients are the people involved. Micro-teaching focuses on teaching behaviour.

It should be stressed here that micro-teaching is only an aspect of the teacher education programme. It is not intended to replace the theoretical foundations in the teacher education programme. It only attempts to strike a balance between theory and practice in the programme. Micro-teaching practices begin with the basic teaching skills and progressively provides the teacher with opportunities to practice and master high order skills and instructional decision making.

Micro-teaching gives much freedom to the student teachers for the occurrence of interaction in the classroom. With the help of this, student teachers get an opportunity for free expression. In brief, it stimulates thought and discussion among teachers. Professional behaviour is likely to develop best where there is a strong sense of involvement and responsibility.

However, micro-teaching helps in the development of human relations. It trains the student teachers in establishing healthy human values and relations.

Micro-teaching develops the habit of studying new professional literature. Teacher work hard for the development of their professional proficiency.

Micro-teaching makes more flexible use of staff, equipment and the school building. It is inspired by the determination to get rid of the traditional method of fixed time-table.

Another impact of micro-teaching is that the teacher can evaluate the teaching of one another and can give suggestions to improve it. In ordinary day-to-day class teaching, when teachers are responsible for the works of a single class, they see surprisingly little of their fellow teacher's work, nor do they have the experience of having their own teaching observed by others. Micro-teaching brings them together in a way that enables them to become more aware of teaching style, their own approach and more disposed to examine alternative approaches.

Another impact is that as it is economical method of teaching the undue stagnation does not take place.

At the same time, micro has improved teaching, organization of student teachers.

Micro teaching also has utilized the better talents and interests of teachers. It also increases the grouping flexibility.

Another main impact of micro-teaching is that it has improved the quality of instruction. As two or more experts of the subject co-operate in teaching a particular subject, they help in improving the quality of instruction.

Micro-teaching has attempted to simplify the complexities of the teaching process. By focusing the training on a specific task and by reducing the complexities of the teaching situation by diminishing the member of student teachers, the duration of the lesson and subject matter to be covered, it is possible to concentrate the training process and assure greater effectiveness.

However, micro-teaching has focused on training for the accomplishment of specific tasks. It has also allowed for the increased control of practice.

At the same time, micro-teaching has expanded the normal knowledge of results of feedback dimension in teaching.

It is also used as an effective device for modification of behavior of the teacher under training, At the same time teacher under training, At the same time, it is a highly individualized teacher training technique.

With the help of immediate feedback mechanism, micro-teaching has helped in identifying drawbacks and ensured improvement in teaching.

Micro-teaching has developed confidence in the mind of the student teachers . However, it reduces the complexities of normal classroom teaching.

Another important impact of micro-teaching is that it has provided scope for research, in training. It helps in acquiring various teaching skills. It is an integral part of a science methods class. Micro-teaching developing the concept for practical training.

From the observation of practice teaching classes it is seen that the trainees are benefited mostly from the micro teaching classes. Efforts should be taken to arrange the micro teaching classes in right perspectives so that trainees can apply the skills in their future teaching.

## **Part-III : Annexure**

### **A Brief note on teacher education scenario in the state**

The need of teacher education and its expansion was pointed out by various commissions constituted before and after independence. The professional preparation of teacher has been recognized to be crucial for the qualitative improvement of school education since (1964-66). But very few concrete steps have been taken in the last three decades to operationalise this. And it is one of the more important factors leading to the current poor state of education in the country.

Assam came under the British rule much later than the rest of India and therefore, the progress of education in Assam before independence was not remarkable. In the field of teacher education also Assam was lagging behind the other states of India from the very beginning of the British rule. However, towards the beginning of twentieth (20<sup>th</sup>) century when a separate Department of Education was created in Assam in 1905, attempts were made to impart training to the primary school teachers. With this in view the first Normal School of Assam in Jorhat was set up by the govt. of Assam in 1906. This was followed by the Silchar Normal School and others which raised to total seven just before independence. After the second Primary Education Act, 1947 the govt. of Assam started Guru training centre for training of primary school teacher. In 1951 the number of training institutions rose to 20. The Govt. of Assam decided to convert the traditional elementary schools into the Basic patterns through the Assam Basic Education Act of 1954. As envisaged in the National Policy of Education, 1986 and its programme of Action, 6 District Institutes of Education and Training were established in 1989.

The development of Secondary Teacher Education in Assam is of recent origin. The first post graduate training college was established at Jorhat in 1957 by Govt. of

Assam. In 1983, the govt. of Assam proposed the policy regarding taking over the training colleges under the control and management of Govt. of Assam. Accordingly four training colleges under private management were taken over by the govt. of Assam in 1983. At present there are 52 (fifty two) recognized B.Ed. colleges in Assam out of which 9 (nine) are Government and 42 (forty two) are private while 1 (one) is running under University Department. The intake capacity of the college varies from college to college.

In order to streamline, integrate and co-ordinate the academic and professional activities of the teacher education, an organization called the State Council of Educational Research and Training was created in 1985. After the formation of National Council for Teacher Education to control and regulate the teacher education institutions the teacher training programme of the state is running as per the rules, regulations, and policies of National Council for Teacher Education.

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16/9/04

Registered Post

National Council for 1<sup>st</sup> Teacher Education  
Eastern Regional Committee  
(A Statutory Body of the Govt. of India)  
( 15, Nilakantha Nagar, Nayapalli, Bhubaneswar - 751 012  
- Tel (0674) 2416156, 2415793, FAX: (0674) 2414873 |;mail:-  
[nct-cg@botiljai.com](mailto:nct-cg@botiljai.com) Visit us at: <http://www.llcte-in.org>

TO BE PUBLISHED IN GAZETTE OF INDIA PART -III, SECTION 4

ERC/7-48(ER-48.5.6)/2004/ d~Jb- I Q)

September 9, 2004

Order

In terms of Section 14(1) of the NCTE Act, 1993 College of Education, S. M. Hoad, Nagaon, Assam, Pin - 782 001 had submitted an application to the Eastern Regional Committee of NCTE for grant of recognition for starting REd. Course of One year duration from the academic session 2003-2004 with an annual intake of 100 (one hundred) students.

2. On scrutiny of the application submitted by the institution, the documents attached therewith and the input received from the visiting team, the Committee has noted the following:

- iv) The institution has acquired the land for setting up the teacher education institution. The institution has constructed tile building for conducting the course.
- v) The institution has the facilities mentioned in the schedule.
- vi) The institution has created an Endowment Fund of Rs. 5.00 lakhs and a Reserve Fund of Rs. 1.5 lakhs.
- vii) The institution has selected the Principal and eleven teachers (seven full-time and four part-time) for the said course and the list of faculty members has also been approved by the affiliating University.


3. Now, therefore, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to College of Education, S.M. Road, Nagaon, Assam, Pin - 782 001 for REd. Course of one year duration from the academic session 2004-2005 with an annual intake of 100 (one hundred) students subject to fulfillment of the following:

- a) That the institution will ensure that Principal/Head and at least seven faculty members duly approved by the affiliating University are in position for an intake of 100 students before commencement of the course and a report to this effect shall be submitted to the Eastern Regional Committee within one month of commencement of the course.
- b) The institution shall, within one month of the receipt of the endowment fund, convert the endowment fund into a joint account in the name of the institution along with an official of the Regional Committee.
- c) The library facilities, psychological laboratory, Educational Technology laboratory etc. need to be improved as required under NCTE norms and a report to this effect shall be sent to the ERC, NCTE before commencement of the course.
- d) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations.



4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, the State Government etc.
5. The institution shall submit to the Regional Committee a Performance Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating university to the appointment of faculty members, and the statement of annual accounts duly audited by a Chartered Accountant.
6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued thereunder, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

By order

  
Regional Director

The Manager to Govt. of India  
Department of Publications, (Gazette Section)  
Civil Lines, Delhi - 110 054

C.C.

1. The Principal, College of Education, S.M. Road, Nagaon, Assam, Pin - 782 001
2. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001
3. The Commissioner & Secretary, Department of Education, Govt. of Assam, Capital Complex, Dispur, Guwahati, Assam, Pin-781 006.
4. The Director, SCERT, Assam, Kahilpara, Guwahati, Assam, Pin-781 019.
5. The Registrar, Gauhati University, Gopinath Bardoloi Nagar, Guwahati, Assam, Pin - 781 014.
6. Shri H.K. Sarma, Govt. representative of Assam in ERC & Director, SCERT, Assam, Kahilpara, Guwahati, Assam, Pin - 781 019.
7. The Member Secretary, National Council for Teacher Education, Indira Gandhi Indoor Stadium, I. P. Estate, New Delhi -110 002.
8. The Under Secretary (Computer Cell), National Council for Teacher Education, Indira Gandhi Indoor Stadium, I. P. Estate, New Delhi -110 002.
9. Office Order file / Institution file.

  
Regional Director



OFFICE OF THE REGISTRAR :: GAUHATI UNIVERSITY  
Gopinath Bardoloi Nagar :: Guwahati-781 014

No. GU/AFF/2013/110  
From : U.C. Das, M.N. DOBARUA  
Registrar,  
Gauhati University

Date : 16/08/13

To  
The Principal,  
College of Education,  
Nagaon, Dist.-Nagaon

Sub: Permission/Affiliation  
Sir,

I am forwarding herewith a copy of the Executive Council Resolution No.R/EC-05/2013/110 (B) (6) dated 16/08/13 on the above subject for your information and necessary action. You will be required to give an undertaking that the Principal and the College teachers will perform the Examination work as and when required by the University.

Receipt of the enclosures may please be acknowledged.

Yours faithfully,

Enclō : As stated

Registrar & Secretary,  
Executive Council, G.U.

Memo No. GU/AFF/2013/

Date : 16/08/13

Copy forwarded for information and necessary action to :-

1. The Director of State Council for Educational Research and Training, Assam, Kahilipara, Guwahati-19.
2. The Director i/c, College Development Council, G.U.
3. The Controller of Examinations, G.U.

Registrar & Secretary,  
Executive Council, G.U.

E.C.Res.No.R/EC-05/2013/110 (B) (6) Dated 16/08/13  
College of Education, Nagaon, Dist.-Nagaon

Sub : Renewal of temporary affiliation upto B.Ed. Course for the Session 2012-13.

**DECISION OF THE EXECUTIVE COUNCIL :**

RESOLVED that the College be granted Renewal of temporary affiliation upto B.Ed. Course for the Session 2012-13.

The College be directed to fulfil the following conditions:

- (1) To immediately arrange to develop infrastructure of the library with well furnished reading room facility.
- (2) To immediately arrange to appoint qualified Principal as per UGC/NCTE norms.
- (3) To immediately arrange to pay monthly salary to the teachers in the scale of pay as per UGC/NCTE Guidelines.
- (4) To immediately purchase necessary upto date apparatus for the psychological laboratory.
- (5) To immediately equip the Educational Technology Laboratory with required infrastructure.
- (6) To take initiative to improve the result of the students in the Examination.
- (7) To plan for NAAC visit.
- (8) To arrange to keep record of lesson planning and supervision of practice teaching with the feed back given by the concerned teachers to trainees in the form of comments in writing.
- (9) To invite NAAC within 2014.

- RESOLVED also that a copy of the Resolution be sent to :
- (1) The Director of State Council for Educational Research and Training, Assam, Kahilipara, Guwahati-19, for information and necessary action.
  - (2) The Principal, College of Education, Nagaon, Dist.-Nagaon, for information and necessary action.

**CERTIFIED COPY**  
Superintendent  
Affiliation Branch, Gt