I. Scale to Evaluate College Plant.  
(For research purpose only)  

Directions: A two-fold assessment is called for, the first in terms of availability of facilities in the College and the second in terms of their use.

To the right side of each item is a matrix in which rating has to be recorded. The vertical axis represents availability of a facility in the college. The horizontal axis represents its functional use.

Each item has to be recorded on 5 point scale both along the vertical and horizontal axes by encircling the appropriate point in number.

If a particular item is not applicable because of non-existence of a facility, leave that item unmarked.

Procedures and guidelines for rating the items are given in the manual.

Criteria

1. College has sufficient land for all its purposes such as building, hostel, staff quarters etc., and it is being properly used.

2. There are sufficient number of lecture rooms with space at the rate of 1 sq.m. floor area per student and are being used.

3. There are three administration rooms—one for principal, one for office staff and one store room and are being used.
4. Facilities such as water, lighting, ventilation, sanitary (separately for men and women student teachers) etc., are provided and are used.

5. There are sufficient furnitures like desks, tables, chairs, cupboards fans etc., to meet the requirement of the college and are put to regular use.

6. There are cubicles (individual staff rooms) for staff members to offer guidance to student teachers and are being used.

7. There is a library (with space at the rate of 1 sq.m floor area per student) with sufficient number of source books, encyclopedias, content books, year books and education books which are used.

8. There is also a reading room which can accommodate about 50 student teachers (which can be a part of the library) with sufficient number of professional journals, periodicals and daily newspapers and they are used by them.

9. There is a separate section in the library for teacher educators which is used by them.
10. There are laboratories one each for Sci., Soc.-studies, languages and psychology with equipments, apparatus, soft-ware testing materials etc., which are regularly used.

11. There is a separate educational technology/A.V. hall which can accommodate all the teachers and students with necessary equipment, apparatus and soft-ware materials to meet the needs of pedagogical subjects which is frequently used.

12. There is a separate room with a space approximately 30 sq.ms for Craft/W.E./ SUPW and it is fully and properly used.

13. There are separate hostels for men and women student teachers with necessary furniture, mess facility and other facilities such as lavatory, reading room etc., which are regularly allotted to student teachers.

14. There are quarters for the stay of the principal and staff members which are allotted to them.

15. There are adequate facilities—space, games and sports materials—for indoor and outdoor games which are regularly used.

(Cont'd ... 4)
16. There are separate common rooms for teaching staff, a lounge for men student teachers and another for women with sanitary facilities which are regularly used.

17. There is a separate auditorium with all the necessary facilities and are used.

Suggestions for Improvement:
II. Scale to evaluate 'College Administration'  

Directions: To the right side of each criterion, a 4 point scale is given. Rating has to be made by encircling appropriate point i.e., number. If a particular item is not applicable because of non-existence of practice, leave that item unmarked.

Procedures and guidelines for rating are given in the manual.

1. Institutional Planning: Criteria Judgment

1.1 Long term institutional planning is done keeping in view the future needs of the college such as organising inservice programmes, (for secondary school teachers) starting experimental school, enrichment of library, psycho lab, A.V. hall, taking up welfare programmes for teacher educators, student teachers etc. 4 3 2 1

1.2 In the light of the long term plan, staff members and enlightened members of the college managing committee prepare the year wise institutional plan (for the coming academic year) by the end of each academic year. 4 3 2 1

2. Budget:

2.1 Estimates of expenditure are made after careful study of the previous year's expenditure and future needs of the college. 4 3 2 1

2.2 College shall have its accounts audited every year and adequate measures are taken to regularise audit objections. 4 3 2 1

2.3 Rates of fees like tuition, admission, library etc., are collected as per Uni/Govt., regulations and spent for the purpose for which they are collected. 4 3 2 1

2.4 College taps various sources viz- State Government, Central Government, U.G.C., etc., to collect funds. 4 3 2 1

3. Records and Registers:

3.1 All the requisite records and registers are maintained properly and kept up-to-date. 4 3 2 1

4. Time Table:

4.1 There is a calendar of year's work prepared well in advance in consultation with the college staff. 4 3 2 1

4.2 There is provision in the time table for lectures, tutorials, seminars, work experience
library work, lab work etc.,

4.3. The time table is prepared keeping in view the
general principles of time table preparation.

4.4 College work-curricular and co-curricular is
distributed among the staff members in consulta-
tion with them.

5. Relationship:

5.1 The college maintained cordial relationship with the gene-
ral degree colleges, colleges of education and P.G.depart-
ments on the one hand and schools on the other through the
utilisation of their subject expertise and organisation of
professional inservice courses.

5.2 There is a cordial relationship amongst governing council,
principal, staff members and student teachers.

5.3 The college maintained a good relationship with Department
of Public Instruction, NOERT, DSERT, CCRT etc.,

5.4 The college and its facilities are allowed to be used by
the community for its welfare activities.

6. Admission:

6.1 There is admission committee constituted according
to Govt./Univ. regulations

6.2 The admission committee follows admission rules prescribed
by the Government and University.

7. Medium of Instruction:

7.1 Regional language is also a medium of instruction
both for core methodology and additional papers.

8. Administrative Staff:

8.1 There are adequate administrative staff members
in the college.

8.2 The administrative staff gets service privileges
like salary, increments, leave etc., as per state
Government rules.

Suggestions for Improvement:
III Scale to evaluate teaching faculty

Directions: To the right side of each criterion, a 5 point scale is given. Rating has to be made by encircling an appropriate point i.e., number.

If a particular item is not applicable because of non-existence of practice, leave that item unmarked.

Procedures and guidelines for rating the items are given in the manual.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are adequate teaching staff members in the college.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. There are duly qualified members to teach all the subjects.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. The staff gets service privileges like salary increments, leave, promotion etc., according to State/UGC scales and service conditions.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Teacher educators participate in the foundation subject orientation courses (Phil. of education, sociology of education, psy. of education, administration of education, educational technology etc.)</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. Teacher educators participate in the secondary school subject content enrichment courses.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>6. Teacher educators act as resource persons in the foundation subject orientation courses.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. Teacher educators act as resource persons in the secondary school content enrichment courses organised for teacher educators and secondary school teachers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. Teacher educators undertake action research projects for improvement of their professional competence and educational practice.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. Teacher educators pursue higher studies such as P.G. Courses, M.Phil., P.Hd., etc. for further improvement of their professional competence.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

(Cont'd...8
10. Teacher educators guide student teachers in selecting books and other reading materials according to their potentialities.

11. Teacher educators guide student teachers to plan their practice teaching and practical work according to their potentialities.

12. Teacher educators conduct tutorials, workshops, seminars etc., in addition to lectures.

13. Teacher educators have to their credit some useful contribution like essays, articles, self-instructional modules, resource materials, publication of books etc.

14. Teacher educators use variety of methods while teaching various subjects and provide adequate opportunities for students participation.

15. Teacher educators consolidate the major points at the end of a lecture.

Suggestions for Improvement
(For research purpose only)

IV. Scale to Evaluate 'Practice teaching'.

Directions: To the right side of each item, a 5-point scale is given. Rating has to be made by encircling the appropriate point, i.e., number.

If a particular item is not applicable because of non-existence of practice, leave that item unmarked.

Procedures and guidelines for rating the items are given in the manual.

I. Pre-Practice Teaching:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>JUDGMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student teachers are given guidelines for the preparation of lesson plans through model plans and their discussion with them.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. Student teachers prepare a few lesson plans on given guidelines which are scrutinized by the method masters and suggestions given.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. Student teachers are given to understand the criteria to be kept in mind while observing lessons.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Student teachers are provided adequate opportunity to observe demonstration lessons given by method masters and experienced school teachers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. Student teachers are provided an opportunity to observe different kinds of demonstration lessons such as appreciation lessons, knowledge lessons, skill lessons etc.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>6. Student teachers are given an opportunity to practice teaching full lessons under simulated conditions followed by discussion.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. A few general lecturecum discussions on guiding the student teachers in 'lesson planning' and criteria for 'observation of lessons' are arranged for co-operative teachers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. Student teachers are introduced to the concept of micro teaching through theoretical instructions, micro less plans, demonstration and discussion.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
9. Student teachers are provided an adequate opportunity to observe and practice core teaching skills following micro teaching approach.

II. Practice teaching in action:

CRITERIA

1. Student teachers prepare draft lesson plans on the topics they are going to teach and these plans are checked by method masters/co-operative teachers and suggestions given.

2. Student teachers give isolated lessons five in each subject area before they go for Internship/Block teaching.

3. All the practising lessons are fully supervised by method masters/co-operative teachers.

4. Student teachers are given an opportunity to observe demonstration lessons during practice teaching session also.

5. Student teachers observe lessons of their co-trainees, maintain observation record, and participate in post lesson discussion.

6. Student teachers are given an opportunity to observe regular lessons of school teachers for the general improvement of their teaching.

7. Student teachers are required to observe minimum 50% of lessons in the subject areas selected for specialisation.

8. Student teachers in addition to teaching, organise various co-curricular activities in schools during internship.

Suggestions for Improvement
V. Scale to Evaluate 'Co-curricular activities'

Directions: Each criterion has a 4-point scale. Rating has to be made by encircling appropriate point i.e., number.

If a particular item is not applicable because of lack of provision/non existence of practice and facilities, leave that item unmarked.

Procedures and guidelines for rating the items are given in the manual.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>JUDGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a provision for various co-curricular activities related to literary, scientific, physical cultural and S.U.F.I areas.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2. There are necessary facilities for carrying out the activities effectively.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>3. Associations have the representation of teacher educators and student teachers and they conduct co-curricular activities regularly.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4. There is participation of college at District/ State/National level competitions.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>5. Some of the activities like educational excursion, C.T. Camp, NSS etc., are compulsory for all student teachers.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>6. There are trained teacher educators in the college trained at CCRT Centre for cultural resources and training to organise and supervise co-curricular activities.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>7. Co-curricular activities are organised regularly in the college.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Suggestions for Improvement:
VI. Scale to Evaluate

"Evaluation procedures and techniques"

Directions: To the right side of each criterion, three point scale is given. Rating is to be made at an appropriate point i.e., number.

If a particular item is not applicable because of non-existence of practice, leave that item unmarked.

Procedures and guide lines for rating are given in the manual.

1. Evaluation covers the instructional objectives in all the three domains - cognitive, psychomotor and affective.

2. Evaluation adequately covers the entire teacher education curriculum-theory papers, practice teaching, practical work related to different subjects.

3. Different kinds of tools and techniques such as paper pencil tests, quiz programmes, assignments, rating scales, interview etc., are used for evaluating the achievements of student teachers in different areas.

4. Continuous evaluation system is followed in the college.

5. The system of evaluation is both internal and external.

6. Reasonable weightage is given to internal and external assessment.

7. The proforma used for assessment of practice teaching is comprehensive and objective.

8. Internal assessment of practice teaching is done both by teacher educators and co-operative teachers.

9. The scales used for the assessment of other practical work are comprehensive and objective.

10. The internal theory/examination question papers comprise specific essay, short answer and objective type questions.

11. There is a register wherein internal assessment Marks/grades are entered by the respective teacher educators periodically.

Suggestions for improvement:
VII Scale to Evaluate "Innovations and Experiments"

Directions: To the right side of each criterion three point scale is given. Rating is to made at an appropriate point i.e., number.

If a particular item is not applicable because of non existence of practice, leave that item unmarked procedures and guidelines for rating the items are given in the manual.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A.V. Materials such as computer, overhead Projector, film, projector, film strips, Epidoscope etc., are used in teaching professional theory papers.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>2. Diagnostic testing and remedial teaching strategy is being used in teaching theory papers.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>3. Admission tests such as teaching aptitude test battery/teacher attitude inventory is used in selecting candidates for B.Ed., course</td>
<td>3 2 1</td>
</tr>
<tr>
<td>4. The college publishes educational abstracts educational news bulletins etc., regularly.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>5. The college publishes educational journal once in a year.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>6. College provides an adequate opportunity for student teachers to conduct simple experiments in psychology, action research and to administer certain psychological tests and educational tests.</td>
<td>3 2 1</td>
</tr>
</tbody>
</table>
7. College organizes various inservice Programmes with respect to 'modern developments in education' for the academic upliftment of practicing school teachers.

8. There is an adequate opportunity for supervised study in the library for the benefit of student teachers.

9. College prepares modules, workbooks, handbooks, evaluation items etc., relating to college curriculum and school curriculum for the benefit of student teachers and school teachers.

10. Teacher educators take up school teaching work also.

11. College organizes school subject orientation classes for the benefit of student teachers.

12. College has got a system of orienting new comers on the teaching staff.

Suggestions for Improvement: