



CRITERION - I



CRITERION - I
CURRICULAR ASPECTS

CRITERION-WISE EVALUATIVE REPORT

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1 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.)

VISION:

Cherish your visions, cherish your ideals, cherish the music that stirs in your heart, the beauty that forms in your mind, the loveliness that drapes your purest thoughts, for out of them will grow delightful conditions & all heavenly environment; if you but remain true to them, your world will at last be built.

Nothing happens unless we have the vision to accomplish great things. Our vision is:

- To be a model teachers' education institute for pupil-teachers' success beyond predicted expectations.
- To transfer the dreams and aspirations of the pupil-teachers to reality
- To promote and maintain academic & personal excellence.
- To convert our institution into center of Excellence, comparable to the best in the country; to impart quality professional education at par with global standards.
- To imbibe the students with right ideologies, ideals and values.
- To achieve educational excellence through effective decision making, critical thinking and hard work.
- To render selfless service to the community and to facilitate learning through appropriate techniques and methodologies.
- To provide a plethora of activities for all round development of youthful energies.
- To develop in student the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.

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- To mould the prospective teachers with far sighted vision to face the challenges of the society, rooted in ethical & spiritual values, living up to the cause of promoting social justice, liberty and fraternity by developing a holistic personality.

OUR MISSION:

Our college is committed to form leaders who are intellectually competent, emotionally intellectual, spiritually mature, morally upright, psychologically integrated, physically healthy, socially acceptable, God loving and who champion the cause of justice, love, truth and peace and who are always open to further growth.

Our mission is to strive to offer spiritually-oriented, morally upright, socially concerned and intellectually well-developed students to the society. The institution is forwarding towards:

- Development of global vision in future teachers to face new challenges.
- Inculcating ethical base and spiritual consciousness rooted in Indian culture.
- Development of skill, dedication, commitment, orientation towards humanity, morality, ethics and qualitative education for individuals.
- Generation, preservation and transmission of knowledge.
- Building core competencies and adaptability among prospective teachers.
- Disseminating skills for lifelong learning and information processing.
- Developing creative and critical thinking in prospective teachers.
- Keeping pace with information and communication technology.

GOALS & OBJECTIVES:

Goals:

- To uplift standard of education
- To provide education to door step
- To guide and direct youth towards noble profession of teaching
- To inculcate feeling of national integration
- To inculcate values through various activities

Objectives:

- To develop intellectual level of students by helping them to acquire information, knowledge and wisdom.

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- To promote social values among the students and develop a sense of responsibility towards community as a whole.
- To enable the students to make use of their theoretical and practical knowledge; so that they can cooperate with others and can plan, execute and evaluate teaching & learning.
- To bring out efficient, enthusiastic and excellent teaching community.
- To develop interpersonal & communication skills.
- To adopt teaching profession as a mean of social service along with education.
- To translate the academic programmes research and academic activities of the College by using innovative ideas of the faculty members in global trend.
- To understand the nature of individual differences among children.

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

Various steps in curriculum development process

Aravali College of Advanced Studies in Education is affiliated to Maharshi Dayanand University, Rohtak. The curriculum is designed by the University. However many innovative teaching-learning methods are identified and these are put into practice by the faculty to the best of their ability. The college has its own mechanisms to go beyond the maximum standards by giving more stress on practical approach and inclusion of ICT in teaching methods. The institute immediately follows the syllabus revised by the university.

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

The Institution adopts following practices for Global trends in Teacher Education:

The objectives of the College are translated into the academic programmes, research and academic activities of the College by using innovative ideas of the faculty members. As inclusion of ICT , Environmental Education and teacher education are the growing demands of the globe in general and our Nation in particular; so both these are the thrust areas of the College. The students are motivated to give their emphasis on research in

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these areas. The college have opted teacher education as an optional subject in M.Ed programme. The teachers are actively engaged in research work in these broad areas. Modifications in the existing course and curriculum of B.Ed. have been initiated to meet the emerging needs of the global trends in teacher education. The main features of the revised curriculum are as under:

- Curriculum and School Management has been introduced as a separate paper.
- In Paper III–B, Distance and Open Learning, Human Rights Education and Gender Sensitization in Schools have been included in addition to the previous papers. Of all these papers, the college offered Yoga Education and Educational and Vocational Guidance in the previous sessions while Environmental Education has been included from the session 2013-14.
- Inclusion of Inclusive Education.
- Paper of Information, Communication and Educational Technology made compulsory.
- All the teaching subjects are divided into three groups instead of two groups.
- Practical paper of ICT is compulsory by the university.
- Nine Community based projects have been included, out of which the student has to opt any two projects.
- The college has established extensive linkages with local educational institutions–practicing schools, colleges and social service organizations like District Red Cross Society, NGO’S (NGO that works for the development of poor & needy children).
- The college has developed inbuilt flexibility for the students by offering them more opportunities than the stipulated ones, to attain masters’ level in respect of microteaching, mega-teaching and pedagogical skill development.
- The members of the faculty having Master’s degrees in multiple-disciplines optimally utilize their expertise in adopting interdisciplinary approach in their teaching.
- The institution develops sensitivity among students about local and National concern through extension lectures by holding morning assembly and yogic practices.

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- To inculcate the scientific temperament in the students and teachers, self learning activities are encouraged like use of library facilities, internet and other multimedia materials.
- Lectures by the faculty are conducted regularly on emerging needs and trends to increase the critical awareness among student teachers.
- Faculty members and student teachers use ICT related pedagogy in lesson planning, micro-teaching and in seminar presentation.

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

As discussed in caption 1.1.3, college follows the syllabus prescribed by M.D.U.; modification in the curriculum is on the anvil which will bear thrust on national issues like Environment, Value Education and ICT. However, the various steps taken to address the different issues are as under:

- In B.Ed. course, the subject Information, Communication and Education Technology covers the theoretical as well as practical aspects of computer education and computer application.
- More emphasis is on the practical aspects so that the students can face the day to day problems with zeal and courage.
- Students are made aware about the environmental hazards by:
- Showing the CDs related to environmental pollution.
- Allotting the piece of land to develop the garden in the College premises.
- The students are made computer literate by organizing workshops on ICT-
- On 19th February, 2011; a workshop on ‘Handling of Available Equipments’ was organized by Ms. Bindiya Lakhani and Ms. Chetna Bajwa.
- Another workshop on “How to make PowerPoint Presentations” was organized by Ms. Bindiya Lakhani and Ms. Sonal Chabra on 10th March, 2012.
- A workshop on “Use of Multimedia in Teaching Learning Process” was conducted on 20th April, 2013 by Ms. Bhawna Verma and Ms. Bindiya Lakhani.
- The house meeting is a regular feature of the College. House meeting is held frequently for each house by the respective house in-charges. Each house is allotted duty to conduct morning assembly daily for a month. The duties for every house are rotated every month. The morning assembly is conducted with a view to

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inculcate values among the students by conducting prayer, moral talk, faculty and Principal's address to the students.

- In the institute campus, we celebrate Festivals like Republic Day, Holi, Diwali, Lohri and activities like Hawan are organised from time to time for value development among students, which reflects our vision.
- One period in each week is allotted for computer literacy of the students. The B.Ed. students are motivated to give their practicing lessons with the help of computer i.e. Power Point presentations. It is made mandatory by the College that the M.Ed. students give their seminar presentation by using LCD projector.

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

Yes, the curriculum planning is done by the University but at institutional level; the institution is utilizing its ICT resources for faculty members and student-teacher training programme and the College makes use of ICT for curricular planning. Free internet facility is provided to the students and the staff. The institution is utilizing Language lab for English speaking programme which is fully computerised. Following elements of ICT have been included in the curriculum:

- Preparation of Lesson Plans (Power Point presentations)
- Preparation of Slides and Transparencies
- First-hand experience of handling various ICT equipments
- Preparation of Self Instructional Material

M.Ed. students are encouraged to give their seminar and synopsis presentations by using LCD projector and power-point presentations. Class room teaching is enhanced by the use of OHPs and teaching in the class is IT enabled.

The use of ICT in teaching learning process is the need of the hour. The faculty members are using ICT equipment i.e. LCD projector and OHP for curriculum transaction. The B.Ed. students are encouraged to use ICT in school experience programme frequently.

1.2 ACADEMIC FLEXIBILITY

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

In the College, the students are taught by using traditional as well modern methods of teaching.

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- After the completion of the unit, students are invited for group discussion under the supervision of in charge.
- Class seminars are conducted to develop the reflective thinking among students. They are encouraged to clarify their doubts with the presentation of the paper. In this process the teacher in-charge works as a moderator.
- Students are given orientation about action research so that they can handle and solve their day to day problems.

➤ **Extension Lecturers**

Curriculum transaction is enriched by including the lecturers by experts of various disciplines, time to time. To broaden the outlook of the students regarding education, such kind of interdisciplinary and multidisciplinary lecturers are need of the hour. To achieve this motive, the following expert lecturers were arranged during last three sessions:-

Extension Lecturers delivered by Experts (2010-11)

Sr.No.	Name of Resource Person	Topic	Date
1	Dr. Sarita Bharadwaj	E-learning and virtual classrooms	November 9, 2010
2	Prof. Meenakshi	Examination phobia	March 21, 2011

Extension Lecturers delivered by Experts (2011-12)

Sr.No.	Name of Resource Person	Topic	Date
1	Dr. Lata Ram Mohan	Mainstreaming in education	March 17, 2012
2	Dr. Harish Tyagi	How to reduce stress?	April 21, 2012

Extension Lectures delivered by Experts (2012-13)

Sr. No.	Name of resource Person	Topic	Date
1	Ms. Reema Rai	Vocational Guidance	3 rd November, 2012
2	Dr. L.C. Singh	Disaster Management	16 th March, 2013

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

The institution provides adequate flexibility and scope in operational curriculum for providing varied learning experiences to the students both in the campus and in the field in the following ways:

- The M.Ed. students are provided ample scope to select their two optional papers. Orientation for all the papers is given to all the students and two optional papers are allotted to them. In case of dissertation, the students are encouraged to choose the topic for their research study as per their field of interest. They have the flexibility to select their study area and the sample. Supervisors for dissertation are allotted.
- The B.Ed. students are required to opt two 'Teaching Subjects' selecting one from any group. However the candidates who have passed Shastri examination can opt for two subjects from Group A. The list of each group A, B, C, D is given below:

Group A

- Teaching of Hindi
- Teaching of English
- Teaching of Punjabi
- Teaching of Sanskrit

Group B

- Teaching of Mathematics
- Teaching of Home science
- Teaching of Commerce
- Teaching of Arts

Group C

- Teaching of Life Science
- Teaching of Geography
- Teaching of Economics
- Teaching of Music
- Teaching of Computer Science

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Group D

- Teaching of Physical Science
- Teaching of Civics
- Teaching of History
- Teaching of Social Studies.

In paper III B, a variety of options are available for students in which they can specialize as per their interests. The university syllabus offers following papers:-

- Yoga Education
- Education Vocational Guidance and Counseling
- Health and Physical Education
- Environmental Education
- Distance and Open learning
- Education assessment and Evaluation
- Gender Sensitization and School

The students have to choose any two from these options. The students are allowed to change their option (within a week) if they want to do.

Work Experience: To develop the desired skills, values and attitudes in the pupil teachers work education and work experience are available. The areas in work education and work experience, projects, are as under:-

- Out of school children enrolment drive.
- Polio Drive and First Aid
- Sarva Shiksha Abhiyan Project and Mid-Day Meal.
- Alternate School Monitoring –Support Teaching
- Out Reach Programme (Marginalized Children i.e. Special Need / economically / SC/ST/GEN.)
- Organizing Parent –Teacher Meeting.
- AIDS Awareness.
- Gender sensitization and feticide.
- Disaster Management.

The students have to choose any two from these nine options.

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- ❖ Pupil teachers are given opportunities to improve their assignments, lesson plans, practice teaching–microteaching, mega teaching, sessional work (pedagogical skill development) etc. within a stipulated time limit.

The institution is continuously making efforts to provide and enhance the learning experience for the students in the campus which will further help the students in getting practical knowledge and inculcate a quest for research.

Community Service

- As a Nation Builder, a teacher should be sensitized to the needs of the society. Our students are equipped with Social Skills by subjecting to participation in different community service programmes arranged by the college.
- During the session 2010-11, on the occasion of Children’s Day, the college took the students to the orphanage on 13th November, 2011. They were accompanied by Ms. Sarita Rani and Ms. Sonal Chabra. The pupil teachers distributed sweets to the children. Some of them gave toys and clothes to the children. The pupil teachers played a few games like ‘antakshari’, hide and seek, tug of war etc. with them. The experience turned out to be heart-warming one for the faculty members and the students as well.
- On 30th April, 2011; on the occasion of Mother’s Day, a one day camp was organized by the college in which the students were taken to the interiors of the Pali village. They were accompanied by Ms. Vandana Sharma and Ms. Chetna Bajwa. The students interacted with the ladies of the village. They asked them to share their views on how it feels to be a mother. The students also helped some of them in their household chores. In the end, they distributed clothes and sweets to the ladies and children.
- During the session 2011-12, an Anti-Cracker Rally was organized on 25th October, 2011 in the Village Pali, Faridabad. The students were accompanied by Ms. Sonal Chabra, Ms. Vandana Sharma, Ms. Bindiya Lakhani and Ms. Sarita Rani. The students moved through the streets of Pali village covering the area near the two government schools of the village with banners quoting slogans regarding the ill-

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effects of burning crackers. The students also educated the children regarding the hazards that crackers pose to the people as well as the environment.

- On 7th April, 2012; the college organized a Nukkad Natak on 'Child Labour'. A group of students accompanied by Ms. Vandana Sharma went to the streets of the Pali village and performed the 'natak'. It gathered a huge crowd of the village. The 'nukkad' focused on the physical and psychological damage that child labor can have on the body and mind of the child who is being exploited day and night. It also threw light on the rules and laws that are available in the Constitution of India against this crime. This small initiative was taken by the students with the hope that it would have some positive effects on the children's future who are working as laborers in the age when they should study and enjoy their lives.
- During the session 2012-13, on 17th November, 2012; a Nukkad Natak was organized to throw light on the crime Female Feticide which is on the rise these days. The sex ratio is continuously decreasing, especially in the states of Haryana and Punjab. To create awareness regarding this derogatory act, the students performed a Nukkad Natak on the streets of Pali village. They were accompanied by Ms. Bindiya Lakhani and Dr. Sonali Singh. It stressed on how sex determination prior to birth of the foetus is a punishable offence. Further, they depicted the importance of a girl in the building of a family, society and the nation at large.
- On 30th November, 2012; the college in association with Aravali group of institutions, Aravali Eduworld; organized a marathon to create awareness about the discrimination in the Indian society against the girl child. It was our endeavor to reach the masses so that we all could extend our helping hands to uproot this evil. The invitations regarding this marathon were sent to 181 private schools and 28 government institutions. A total of 3100 people including students, staff members, parents and local people participated in this event. The starting point of this marathon was Aravali International School, Sector-81, Faridabad. Here the pupil teachers of the college gave a dance performance. The students were divided into four groups, which had to cover different areas of Faridabad. The college covered the areas of Pali village, Ballabgarh and Sector-9 Faridabad.

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- On 8th April, 2013; a Rally against Child Labor was organized. Child labor is a punishable offence but the incidents are still on the rise. To create awareness regarding this crime, the college organized a rally against child labor. The rally was headed by the Principal, Dr. (Mrs.)Manorama Mathur, followed by staff members and B.Ed. and M.Ed. students. The students made different banners with different quotations and the rally was conducted in the Pali village itself. It was a small effort on the part of college to create awareness regarding this serious crime.

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

- To develop the skills of students, the College has well developed Language Lab in which compulsory classes are there for all students.
- Throughout the session, the students are motivated to use technology in teaching during the teacher training course. Workshops are conducted regularly in the college for training the students to use technology in their day to day endeavors. Stress is laid usually on the following:
 - Fundamentals/basics of Computer
 - MS-Office (MS-PowerPoint, MS-Word, MS- Excel) Net-surfing And E-mail.
 - Open discussion takes place with the teacher trainees to resolve their queries.

Different Aspects in Curriculum:

Before taking up the preparation of the lesson plans, teacher trainees are divided into subject-wise groups. Institution ensures 7 days Micro-Teaching Programme in simulated environment, 10-15 days of simulated teaching and 20 days Real Teaching Practice in the schools. Then the students of each group have hands on experience in the use of technology in teaching in a variety of ways like: demonstration, quiz, interactive presentations etc.

For multi skill development, institution is organizing:

- ICT skill development programme
- Yoga training Programme

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- By ensuring the participation of faculty members in National Seminars, Workshops etc.
- Open discussion takes place with the teacher trainees on their experiences during the workshop.

Value added courses

In the present day Public School Culture, we need more trained and skilled workforce. The institution is inclined to form teachers who are intellectually competent, emotionally balanced, culturally refined, spiritually mature, vocationally productive and self-sufficient with professional excellence and commitment. Some of the value added courses that are being practiced in the institute are as follows:

- Yoga Classes
- Personality development programme.
- Special Day celebrations
- Morning assembly
- Inter-house Competitions

Besides teacher-trainees, teacher educators also use technology in their presentations in Seminars and Conferences, Extension Lectures and development of multimedia material as well.

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

- Interdisciplinary/Multidisciplinary
- Multi-skill development
- Inclusive education
- Practice teaching
- School experience / internship
- Work experience /SUPW
- Any other (specifies and gives details)

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

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- **Interdisciplinary/Multidisciplinary**

Interdisciplinary approach is a regular practice in transacting the curriculum in this College. The teaching of various subjects in the syllabus like Philosophical and Sociological Bases of Education and Learner, Learning and Cognition etc. entail interdisciplinary approach whereas in case of Research Methodology and Statistics, College follows multidisciplinary approach for curriculum transaction. We encourage students to use the knowledge of computer applications and ICT by engaging them in practical work along with the theoretical concepts. Language lab is used to enhance the communication skills of the student teachers and the faculty members having different types of specialization use interdisciplinary/ multidisciplinary approach in teaching.

- **Multi-skill development**

The College produces highly skilled teachers and teacher educators. For their skill development, college organizes extensive practice lectures and workshops on micro teaching and mega-teaching skills (for teaching and development), preparation and use audio-visual aids like charts & models (for mastery in teaching aid preparation), Chalk Board Writing (for blackboard skill development), preparation of Power Point presentations, pedagogical skill development, writing research papers (for research report writing skill). These skills boost up the confidence level of the students so that they can use their skills in the field effectively.

- **Inclusive education**

The institute ensures the friendly environment for physically disabled students. The College also provides scope for inclusive education. For differently abled students, a resource room has been created in the College which has been equipped with:

- Wheel Chair
- Stretcher
- Walking Stick

A water cooler is available for them on ground floor. While framing the time table and making allotments of classroom, it is ensured that the differently abled students are allotted rooms on the ground floor. They are also encouraged to participate in curricular and extra-curricular activities with the normal students so that they may join the main stream of the College.

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- **Practice Teaching**

Teaching Practice Programme is the back bone of the teacher preparation programme. Therefore, institute sincerely makes an attempt to provide experiences to the trainees in respect of all the roles they are expected to perform, like the role of an instructor, facilitator of learning, organizer of co-curricular activities etc. Before sending trainees to the schools for school experience programme, the institute organizes a number of activities to prepare them mentally & professionally. The preparatory activities includes:-

- Demonstration of Micro Lessons by Teacher Educators
- Practicing of Micro Teaching Skills
- Demonstration of Macro Lessons by teacher Educators
- Practicing Macro Lesson Planning
- Organization of discussion lesson
- Guidance regarding preparation of teaching aids

Pupil-Teachers are subjected to real-room teaching to imbibe the qualities and capacities of competent, confident and responsible teachers. 10 schools of Village Pali and near by the institute are taken for teaching practice programme. Ratio of students & teachers is 20:1 to provide individual attention. The teacher incharge is assigned a school to observe and provide the needed Guidance and Motivation to the pupil teachers. The M.Ed. students are also associated with the practicing school to observe these lessons.

- **School Experience / Internship**

During practice teaching session, the students are attached to an experienced teacher in any of the school. They are trained in various teaching strategies from Motivation to Evaluation and Consolidation. Teacher trainees are involved in day-to-day workings of the school as a whole. They are instructed to prepare the records like attendance, homework record, time table, report cards, school leaving certificate etc. Besides these, they have to conduct morning assembly and organize co-curricular activities. They have to be present in the school from morning till the last period.

- **Work experience /SUPW**

The students are involved in the activities like social awareness programs, tree plantation and other co-curricular activities to make them sensitize about their social and moral responsibilities.

As far as work experience is concerned, the students of the College have nine options like Out of school children Enrolment Drive, Polio Drive And First Aid, Sarv Shiksha

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Abhiyan(SSA)Project, Mid- Day Meal, Alternate School Monitoring-Support Teaching, Out Reach Programme (Marginalized Children i.e. SC/ST Girls),Organizing Parent-Teacher Meeting and AIDS Awareness. The students have to opt any two out of these nine options. They undergo rigorous training in their opted paper, and produce good things from the available material.

- **Use of ICT in Planning Lesson**

All the pupil teachers are motivated to prepare power point presentations for their practice teaching and discussion lessons. The presentation on school curriculum prepared, thus, is preserved in the soft library of the college.

1.3 FEEDBACK ON CURRICULUM

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

- As the College strives for excellence, it tries to get the feedback from the stakeholders with reference to curriculum in following manner:
- All the students of B.Ed. have been divided into 4 groups known as the houses. The house incharge seeks suggestions of the students on existing curriculum and reports to the Principal for further actions.
- During the meeting of **Alumni Association (Memo No.- FBD/DRS/1845/30/10/13)** the Principal of the College chairs the session. She gets the feedback from the Alumni. Since they are one of the stakeholders, they provide proper feedback and practical suggestions for revision of the curriculum
- The College also organizes the extension lectures by eminent Educationists. They are also requested to give their suggestions for up gradation of the existing curriculum.
- Any others, it tries to get the feedback as essential for improvement of any system. The feedback is taken at three levels:
 - Institution appraisal by students
 - Teacher Evaluation by Students
 - Rating of resources persons by students
 - Free expression by students to management

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- Suggestion box
- Feedback by faculty
- Feedback by heads of Practicing schools

Feedback on first three criteria is taken on self constructed standardized performa and analyzed statistically. The conclusions drawn thus are interpreted graphically and given to the faculty as well as management.

Overall Appraisal of the Institution by Students (2012-13)

The Feedback Performa was distributed to the 235 students. Of these, 185 were received which were analyzed statistically. The Performa consisted of a total 55 questions, which were divided into 5 categories in all. 15 questions were related to infrastructure, 10 to academic environment, 07 to curriculum, 15 to teacher's interaction and 08 questions were related to the co-curricular activities. The results were calculated as follows:

S.No.	NAME OF CRITERIA	SCORES` %	RATING
1	INFRASTRUCTURE	53.03%	Poor
2	ACADEMIC ENVIRONMENT	74.39%	Good
3	CURRICULUM	80.00%	V. good
4	TEACHER'S INTERATION	81.55%	V. good
5	CCA	81.37%	V. good

Criteria:

90%to 100%	Excellent
80% to 89%	V. good
70%to 79%	Good
60%to 69%	Satisfactory
50% to 59%	Poor

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Students who participate in seminars or extension lectures are asked to write down the feedback of Resource Persons. It provides information regarding the use of educational technological aids, punctuality and other suggestions concerning duration and quality of presenting lecture. The Performa of feedback was prepared by the faculty and principal at the institution level.

Feedback from Heads of Practicing Schools

The Principals of the practicing schools are asked to fill in their observations regarding performance of students-teachers during teaching practice in their respective schools. It provides information regarding the attendance, behavior with the staff & pupils, use of audio-visual aids & other instructional material, punctuality, and other suggestions concerning duration & quality of teaching practice etc. The Performa of feedback is prepared by the faculty and principal at the institution level.

In every session after their teaching practice, the students organize a small event in their respective schools that are allotted to them. They exchange their ideas regarding the present curriculum, methods of teaching, areas of improvement etc. This strengthens the ties with the practicing schools bridges the gap between theory and practice. Principals of various practicing schools were invited to participate and discuss the various aspects of school experience programme included in B.Ed curriculum. Also, the students contribute and present a souvenir to the school after their teaching is over.

Feedback from the Staff

Staff meetings are held regularly and also for special purpose whenever such need arises. The different committees are formed to carry on the smooth functioning of the various activities and programs of the college. The activity in-charge and other members suggest ways and means to improve the concerned activity. Individual staff members interact with the Chairman in their day to day queries and meetings and provide immediate feedback. The Principal also interacts with staff members in the staff room for informal meetings and interact with the members to take their personal views and suggestions regarding the college programs. There is good rapport between the Principal and the Staff members. Non-Teaching employees also interact with the Principal during their day to day working. Faculty sessions have been conducted regularly in the starting of every session to share the experiences of seminars / workshops attended by the members, to streamline the syllabus unit wise and other suggestions and preparations for the session.

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Self-appraisal Performa

At the end of the each session, every staff member furnishes the necessary information regarding their work load, participation in workshops/ seminars, special task performed during the session, writing or publishing any article/ book etc. any academic progress, class results etc. which are assessed by the head of the institution. This self appraisal performa helps in understanding the performance of each of the faculty member.

Staff Representatives

There are two staff representatives on the managing committee. They participate in the formal meetings of the governing body and provide feedback to the management. Staff secretary is selected by the staff, which is responsible to establish a liaison between management, principal and staff members.

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

Analysis of the feedback is done by using different scales. To review the feedback and suggestions on curriculum, the College has constituted a committee of three senior members headed by Principal of the College. The committee reviews the feedback and suggestions to identify the area for improvement. After analysis, the areas of improvement are figured out and necessary actions are taken by the management, Principal, concerned faculty members and other committees and cells.

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

Our curriculum is designed by the Maharishi Dayanand University; Rohtak The College plays a significant role in the development of the curriculum. We send suggestions from time to time to the university on the basis of the feedback from the alumni, students, parents and faculty.

1.4 CURRICULUM UPDATES

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

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During last 5 years all the courses have undergone a major curricular revision. In B.Ed course, instead of four there are five compulsory courses since 2010-11. The newly added subject is Paper-IV: IV A (School Management and Curriculum Development) and IV B (Inclusive Education). Major changes have been brought in the teaching subjects, Educational Technology and projects. M.Ed course has been thoroughly revised since 2011-12 and semester system has been introduced instead of annual examination.

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

For the purpose of curriculum revision and update, the Principal of the College holds meeting with the students of the College and tries to get their views about the changes to be made in the curriculum. The Principal and the staff members meet the Teachers, Principals and Management of schools during practice teaching and get feedback regarding current B.Ed. syllabus and try to get the information that what type of curriculum revision and up gradation they require from the coming generation of the teachers.

We send suggestions from time to time to the university on the basis of the feedback performas provided by the students, alumni and employees. The following procedure is followed:

- Analysis of the feedback is done on a four point scale (Very good, good, satisfactory and unsatisfactory).
- The results of the feedback are discussed by the Principal and Sr. Lecturers.
- Areas of improvement are figured out and the suggestions are sent to the university.
- Different co-curricular activities are envisaged in the academic calendar and revised every year on the basis of priorities.

Major Changes in the Curriculum w.e.f. session 2012-13 are as follows:

- Distance and open learning, Gender Sensitization in school and Human Rights Education introduced as optional papers in paper IIIB.
- Paper IV is divided into two parts i.e. IVA Curriculum and School Management, IVB Inclusive Education as a compulsory subject.
- Paper VI and VII which are teaching of school subjects are now divided into four groups i.e. Group A includes Teaching of Hindi, English, Punjabi, Sanskrit (B.A

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with Sanskrit), Physical Science. Group B includes Teaching of Social Science, Science and Technology, Commerce, Computer Science, Home Science, Geography, Economics, History, Civics, whereas, Group C includes Mathematics, Sanskrit (only for M.A Sanskrit and Shastri students), Art, Music and Life Sciences. Candidates are required to opt two teaching of school subjects selecting one form any group

- Papers VIII to XI are practical papers bearing max. marks 300. Examination is conducted by an external team consisting of one coordinator (Head Examiner) and three examiners (Sub examiners). The practical team is appointed by the University for all the practical from paper VIII A and VIII B, IX and X i.e. school education programme.
- In paper VIIIA, ICT enabled practical and projects are there consisting of 50 marks, which are external.
- Paper VIII B consists of community based projects and work experience i.e.
 - Out of school children Enrolment Drive
 - Polio Drive And First Aid
 - Sarva Shiksha Abhiyan (SSA)Project and Mid- Day Meal
 - Alternate School Monitoring-Support Teaching
 - Out Reach Programme (Marginalized Children i.e. SC/ST Girls)
 - Organizing Parent-Teacher Meeting
 - AIDS Awareness
 - Gender Sensitization And Female Feticide
 - Disaster Management

Earlier IX paper was divided into two parts i.e. skill in Teaching (I) IX A and skill in Teaching (II) IX B. But at present these papers are treated separately i.e. IX, X

- In paper IX, earlier 5 micro lessons and 5mega lessons from each teaching subject were given by the students. But at present 01 lesson from each skill must be delivered by the students. Use of chalk board including handwriting, use of teaching aids is compulsory which also comes under paper IX.
- In paper X, 5 micro lessons i.e. 1 lesson from each skill was given by the students, but now students have to deliver two lessons from each skill. Earlier 2 discussion lessons were prescribed in the syllabus but now 1 discussion lesson is prescribed. Another major change in the syllabus is that all students have to delivers 5

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simulated lessons in the college after mega discussion lesson. But there is no change in the real teaching lessons of teaching subjects.

- There is other change in observation lesson format. Earlier 20 lessons were observed by the students in each teaching subject, but now it is reduced to 10 in each teaching subject. In the end one criticism lesson in each teaching subject is included.
- Paper XI is participation in co-curricular schools based activities. And students have to select any four of the following.
 - Communication skill and functional use of language lab.
 - Bharat scouts and guides
 - Literary activities
 - Cultural activities
 - International and National Days Celebration
 - Sports activities
- For the purpose of curriculum revision and update, the Principal of the College holds meeting with the students of the College and tries to get their views about the changes to be made in the curriculum. The Principal and the staff members meet the Teachers, Principals and Management of schools during practice teaching and get feedback regarding current B.Ed./M.Ed. syllabus and try to get the information that what type of curriculum revision and updating they require from the coming generation of the teachers.

1.5 BEST PRACTICE IN CURRICULUM ASPECTS

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

The institute has incorporated the academic reforms recommended by the university and UGC/NCTE to ensure quality education. The teachers are given full freedom to use teaching methods according to their competencies. The teachers split the course content and mention teaching methods. For quality enhancement, stress is laid on using Information and Communication Technology (ICT) in teaching learning process. The faculty members are motivated to use Power Point presentations and LCD projector to teach the content to B.Ed. and M.Ed. students. The B.Ed. students are advised to prepare computer assisted lesson plans for practice teaching and final skill in teaching

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examination. The M.Ed. students are instructed to give their seminar presentation with the help of Power Point Presentations (PPTs) and they are also encouraged to use Internet for their research purpose. The course content is supplemented with assignment, quiz (subject), seminars and class tests. To ensure quality sustenance and enhancement, internal and continuous evaluation of the staff is also done. For quality sustenance, a committee of senior teachers is constituted by the Principal to keep a check on quality in teaching and curriculum transaction.

Quality Sustenance and quality enhancement measures by the Institution:

For the quality sustenance and quality enhancement, the institution has Internal Quality Assurance Cell (IQAC) and the Governing Body also takes measures to improve the quality of the institution.

Objectives of Governing Body are given below:

- To enhance the growth and development of the institution.
- To plan and introduce new programs which may be helpful to the local community.
- To encourage the establishment of linkage with various bodies which can advice and support from time to time in the development of the institution.

Objectives of IQAC are given below:

- To formulate a plan (short term or long term) of institutional development covering resources and weak areas of the institution.
- To assess and estimate the process of developmental activities, periodically.
- To identify the potential resources of the institution and workout a plan to achieve excellence in those areas.
- To make arrangement for internal and external audit at the institutional level.
- To encourage the faculty, parents, students and non-teaching staff for their personal growth linked with institutional development.

1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

It has been planned that College will create online community of existing and ex-students of this College, so that they learn from each other’s experiences and share their problems.

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The College has also planned to publish a Research Journal on Education to provide a platform to the students as well as teachers and teacher educators to share their researches with the outer world.

And Further, Inclusion of Information and Communication Technology:

We use ICT tools to find, explore, exchange and present information regarding curriculum and other activities. We employ ICT to give students quick access to ideas.

Self-Learning Activities

We motivate students for self learning and becoming a self-directed person by including activities in the curriculum to support life-long learning. Student teachers inculcate habits to select, manage, and assess their own learning activities, which can be pursued at any time, in any place, through any means, at any age.

Active Learning Strategies

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. We advise the students to be cognitively active rather than being behaviorally active.

Examples of "Active Learning" activities are included in our curriculum:

- **Group Discussion:** This environment allows for faculty guidance. Learners are prepared to discuss materials in class and there is a good follow up activity after the unit has been sufficiently covered.
- **Think-pair-share:** After covering the lesson, students are grouped together and given a topic which they discuss and share with the class as part of a formal discussion. It is during this formal discussion that the faculty clarifies misconceptions.
- **Seminar:** Institution ensures the ICT training to student teachers so that they can use power-point presentations in their seminars.



CRITERION - II



CRITERION - II
**TEACHING-LEARNING
AND EVALUATION**

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

2.1.1 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?

- In the matter of criteria for admission, the College has always adhered to the decision of regulatory bodies in letter and spirit since its inception.
- Every year, Financial Commissioner and Principal Secretary to Government, Haryana, Education Department appoints one of the universities of Haryana as Competent Authority to organize the basis of marks obtained in qualifying examination for admission in B.Ed. (Regular) course. In the session 2010-2011 admissions were done by Kurukshetra University, Kurukshetra. In the session 2011-12 admissions were done by M.D. University, Rohtak. In the session 2012-13, admissions were done by Kurukshetra University, Kurukshetra, and in the session 2013-14, admissions were done by Chaudhary Devi Lal University, Sirsa on the basis of marks obtained in qualifying examination. For the M.Ed. course, admission test is conducted by Maharishi Dayanand University, Rohtak.
- The whole process is transparent. All seats are filled strictly according to the state education policy. 85% seats are reserved for the Haryana State candidates and 15% seats are for all India Rank holders. However, if the seats are not filled from Haryana State Candidates, then affiliating University/Haryana Govt. allows the institutions to fill up vacant seats from the residents of India as a whole through advertisement in newspapers and then through counseling at Institute Level in which the Affiliating University sends one observer so that admissions are made strictly on merit basis.
- Access to different categories like disadvantaged community, girls, physically challenged, economically weaker sections of community and sports personnel is ensured as per reservation policy of the state.
- The prospectus published by the concerned University very transparently contains information about eligibility conditions, last date of receipt of application form,

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division of seats, reservation of seats, submission of application form for centralized counseling, documents to be attached with the application form, preparation of merit list of admission, selection procedure (Counseling and Admission) and the fee structure.

- The merit for admission is considered only if the candidate has obtained at least 50% marks in the graduation/post-graduation class and produces the detailed marks card for the same on his/her respective date of counseling. In case of SC candidates minimum pass marks i.e. 45% are taken in to consideration for determining the eligibility criteria for admission. Percentage relaxation is also given to PH candidates.

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

- The admission programme is advertised by the University in leading National Newspapers as well as on university website.
- All information regarding commencement of programme, last date of submission of forms, date of examination and counseling schedule are properly given in the advertisement.
- The list of institutions affiliated to M.D.U, Rohtak are given with proper address and code number along with the forms.
- The institute also has its own prospectus all information regarding vision, infrastructure facility, faculty members and location etc. is given in the prospectus.
- The location of the college and its connectivity by train and bus is given in the advertisement given by the institute in the newspapers.

Pre- determined Criteria for Admission

Admission process is systematically administered and based on predetermined Criteria which are as under.

- To appear in B.Ed. Counseling, a graduate should have a minimum of 50% marks at the UG/PG level and there is 5% relaxation for SC/ST categories.
- Minimum pass marks for M.Ed. Entrance Test is 50% at B.Ed level.

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Applicable Norms and Reservations

The college adopts the admission norms as prescribed by Maharishi Dayanand University, Rohtak. The reservation policy as recommended by Haryana Government is followed in letter and spirit. The seats are reserved for the SC/ST, BC, Widow/Divorced, Sports, and Disabled, Freedom fighter, Defense personnel and Ex- Serviceman as per norms.

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

To ensure that the determined admission criteria are equitably applied to all applicants, the institution monitors admission decisions in the following manner:

- As the institution is affiliated to M.D. University, the norms and standards of regulatory body are given due consideration.
- The students are admitted to the course based on the guidelines laid down by the University.
- Sometimes, Institutions send its observer at the counseling places for current information if any.

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

The student population that is admitted to the institution is economically, socially, culturally, regionally and politically diverse. Following are the strategies adopted by the institute to cater to their diverse needs:

- Teacher education course has heterogeneous groups. There are students who are fresh graduates and very young. On the other hand, there are Post graduates, experienced or aged students (i.e. Ex-Service persons) etc. There are mixed groups having students with background from humanities, science, and commerce, Computer Science or Language etc. There are male and female, married and unmarried, with rural or urban background, with diverse linguistic and cultural backgrounds etc.
- All are encouraged equally to participate in curricular and co-curricular activities.
- Diversity is in the language(s) spoken by the students. The linguistic background of students seeking admission is also diverse. There are Hindi and English

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speaking students in the campus. To deal with these diverse groups, the classrooms teaching is made flexible to suit the needs of all the two types of mediums.

- The institution strictly follows reservation policies adopted by the university.
- No discrimination is made on the basis of economic, cultural, religious and linguistic backgrounds of the individuals.
- The institute has Women Cell, Guidance and Counseling Cell to cater the needs and problems of students.
- At times special lectures are arranged by inviting experts who have specialization in special education field to deal with physically challenged students.
- For Differently abled students, there is a resource room. While framing the time table and making allotment of classroom, it is ensured that they are allotted room on the ground floor. They are also encouraged to take part in the co-curricular and extra-curricular activities so that they can join the main stream.

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

Yes, there is a provision for assessing students' knowledge/needs and skill before the commencement of teaching programmes. The following measures are taken by the institution:

- Students' Profiles help in accessing their knowledge level, interest, hobbies, and talents related to academic and non-academic activities.
- Orientation programme and group discussion gives direction in assessing student's knowledge/needs and skills before the commencement of teaching programme.
- A talent search programme is organized in the beginning of every session in which an open invitation is provided to every student to display their talent in any field. They can sing, dance, recite a poem, give a speech, make a 'rangoli', etc.
- The college has four houses with respective teacher in-charges for every session. Every house has fifty students. Through frequently held co-curricular activities, that are organized house-wise, the teachers come in close contact with the students and get an insight into the strong and weak points of the students' personality.

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- The subject knowledge in their respective subject is assessed by the teaching faculty through personal interview. Written and oral tests are organized in the class.
- The institute is planning to develop a tool to assess student's knowledge/needs/ and skills.

2.2 Catering to Diverse Needs

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

- The Principal addresses all the newcomers on the orientation day and explains the academic programmes of the year. This programme gives an opportunity to the students to ask thought provoking questions and clear the doubts.
- Academic calendar and time table are effective tools that help the institution in ensuring active learning of students.
- Teaching learning process through practices such as use of charts, pictures, internet, field work, seminars, terminal examinations become a complete exercise.
- The faculty members maintain a course file for their respective courses which includes course plan, lecture notes, syllabi, old questions papers, assignments, evaluation pattern and attendance.
- The institution adopts an approach of 'eliciting' stance rather than an 'informing' stance.
- Interactive and participatory approach is adopted in transaction of theory.
- Conscious efforts are made to integrate theory and practice.
- Continuous assessment of students at regular intervals is done through class tests, assignments, unit tests etc.
- Tutorials in various subjects are conducted, where the students are given an opportunity to work out assignments, case studies and engage in group discussions.
- The institution creates a quality consciousness through various agencies.
- There is a provision of mentoring system for the counseling of the students.
- E-Learning provides benefits to students to have the relevant skills and information in hand.

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- Value addition programmes such as computer literacy, language skill enhancement programmes are offered to the students.
- The College organizes its own student development programmes from time to time consisting of seminars, workshops, extension lectures etc.
- The institution adheres to the examination system of its affiliating University by holding various tests such as terminals, project work, internal assessment and annual evaluation.
- Action Research projects assignments are very helpful in students active learning.
- Educational tours, various competitions and teaching practice are arranged regularly by the institute.

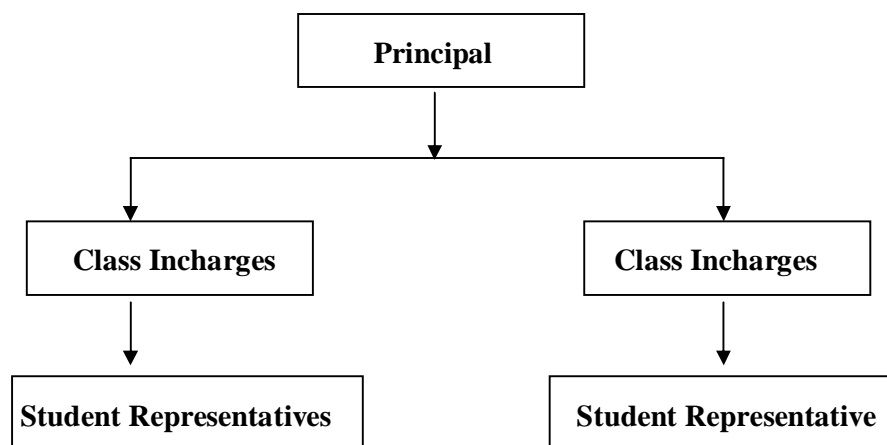
2.2.2 How does the institution cater to the diverse learning needs of the students?

To enhance the quality and knowledge and to make the students more trained and skilled, the institute tries to incorporate maximum technology in teaching process. The institution caters to the diverse learning needs of students through the following activities:

- The institute conducts orientation programme for the students. The Principal and all the faculty members address the students to give a road map of the activities of the institution including the transaction of curriculum to be conducted in whole of the year to cater to the diverse learning needs of the students.
- The planning and organization of learning programme is done by committee headed by the Principal.
- Students are given the choice to select the particular paper based on their area of interest.
- The campus has internet facility available on all working days for the staff and students.
- Field experiences and practice teaching are developed in such a way that the students acquire the knowledge, skills and values related to diversity.
- Activities cover participation in community services e.g. blood donation camp, cleanliness of slum areas, educating the children of laborers.

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- The advanced learners are given special assignments to learn more through individual discussion beyond classes. Such learners are given case studies/minor research projects to satisfy their quest for learning.
- The weak students are identified on the basis of class performance, exam performance and informal discussions and are provided with extra coaching to enable them to make up their weakness.
- Remedial classes and tutorial classes are organized for slow learners.
- The teaching process is well incorporated with projects, field work, educational tours and seminars.
- A resource room is available for physically challenged students. Remedial classes are conducted as per their need.
- The College has a proper system to address to the needs of the students. Every section has a class representative who can discuss the several issues with the class in-charge. The class in-charge conveys it further to the B.Ed. in-charge. The problems if not sorted, are taken to the Principal. The hierarchy is as follows:



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

The College aims at teaching for diversity and equity by providing a variety of learning experiences such as:

- Institutional engagements with local communities are another key to supporting and enhancing student diversity.

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- Motivating lectures are provided to the students frequently to keep them geared up towards the course and their future profession. They are addressed either by Principal or by B.Ed. in-charge.
- Life skill curriculum including Self-Management, Creative Problem Solving, Career Planning, and Computer based Technology etc.
- Teacher divides the students in small groups so that all students can participate and speak up freely in a larger setting.
- The students are involved in a variety of school-based activities without any discrimination of sex. They play diversified role and understand the concept of diversity.
- Teaching also takes place in non-traditional settings (Schools, Non-Government projects)
- An anti-biased learning environment is provided to the students.
- Appropriate instructional strategies are adopted by the institution suiting to the requirements of all the students.

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

- At the time of recruitment, the teachers with higher percentage, higher qualifications, higher competency to teach, having command over the subject and fulfilling the norms laid down by UGC, NCTE and M.D. University are selected.
- To fulfill the diverse needs of the students with multicultural backgrounds, staff with multicultural background is recruited. The staff is able to communicate bilingually, using Hindi and English.
- At the time of recruitment, the preference is given to the candidates who have passed UGC NET examination. Such teachers meet the requirement of diverse needs of M.Ed. students preparing for UGC NET examination.
- Open discussion sessions are organized for the faculty to acquire the knowledge, skills and values related to diversity.
- Periodic seminars are conducted by the teachers on the new methodology of teaching and how to make the curriculum effective and advanced.
- To boost the confidence level of the teachers, every teacher is motivated to conduct the stage and organize activities in effective manner.

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- Basic training is provided to every new teacher who joins the institute regarding the functioning of the college.
- Extension lectures are organized from time to time to ensure that teacher educators get acquainted with the diverse needs of the students.
- ❖ **Seminars & Conferences:** College itself organizes seminars and conferences of National and State level. During the last two sessions the college has organized the following seminars/ conferences which speak of the aptitude of the college administration and faculty about the academic development of the staff and students.

National Seminar 2010-11

Theme: “Challenges faced by teachers in 21st Century”

Sub-themes:

- Role of teacher for contemporary social issues.
- Teacher education policies and practices in global prospective.
- Potential prospective of humanistic education in school curriculum.
- Role of national and international agencies- UNESCO, NGOs, NCTE and NCERT.
- Factors responsible for quality education.

Sr.No.	Name of Resource Person	Topic	Date
1	Prof. Meenakshi (J.N.V. University, Jodhpur, Rjasthan)	Revamping teacher education for quality assurance.	8 January , 2011
2	Dr. Harish Tyagi (Reader, Amity University, Noida)	Bridging the gap between planning and implementation of policies.	

National Conference- 20th Feb 2012

Theme: Learning Community for Moral and Ethics in Education

Sub-Topics:

- Complimentary role of community and teacher in Education
- Furtive (Secretive) Sex Education
- Education along with Moral Values
- Learning Communities for moral and ethics in education

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Sr.No.	Name of Resource Person	Topic	Date
1	Prof. Madhu Gupta (M.D. University, Rohtak).	Complimentary role of community and teacher in Education	22 February , 2013
2.	Prof Akhilesh Singh (Purvanchal University)	Education along with Moral Values	

National Conference- 6th Marsh 2013

Theme: Emerging perspective in Education: A Gateway of innovation

Sub-Topics:

Education and Technology:

- Emerging educational technologies
- Deconstructing the digital divide
- Knowledge management in Education

Educational and Social Issues

- Ethical issues n higher education
- Equality And access to higher Education
- Globalization in higher education

Sr. No.	Name of Resource Person	Topic	Date
1	Prof. L.C. Singh(KIIT College Of College, Gurgaon)	Knowledge management in Education	6 March , 2013
2	Prof Gulam Dastgir (Retd Dean Jamia Malia Islamia)	Equality And access to higher Education	

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

The institution adopts an approach of ‘eliciting’ stance rather than an ‘informing’ stance to help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situation as under:

- Seminars, extension lecturers, micro teaching skill, orientation programme, group discussion, house meetings and discussions on Current National issues and emerging trends in the field of education are held regularly.
- Guest lecturers by eminent persons from the field of education also help to enhance the knowledge of student teachers and skills related to diversity and inclusion and apply them effectively in class room situations.
- Additional and different kind of support is given to gifted and talented students to meet their high expectations.
- A student-to-student mentoring programme is facilitated by the staff.
- In the inclusive classrooms, students with diverse needs are given opportunities to interact with students from all walks of life.
- Class tenets are based on values, character development, high technology and strong emphasis is placed on positive, bold and creative thinking.
- Student directed teaching styles are practiced as per the age, skill level, cultural background, physical ability, gender, race and ethnicity of students.
- Extension activities like visits to special schools help the students to sensitize with the need of special children.

2.3 Teaching-Learning Process

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

The institution engages the students in Active Learning in the following ways:

- Student participation in various activities in and beyond the classroom.
- Visual learning in teaching and learning process as pictures, diagrams, graphs, schematics, demonstration etc.
- Problem centered and student driven activities.

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- The students are encouraged to apply their knowledge and skills to design certain projects.
- Assessment tests are conducted that provide immediate feedback.
- Small groups as tutorial groups, subject-centered groups are formed to focus on individual growth and development.
- As a supplement to class work, the teachers motivate and encourage students to give demonstrations on a skill or a topic of their choice.
- The presentation of case studies based on direct interaction and observation of the differently abled children.
- The teacher acts as facilitator and resource person.
- Guest lectures are organized on current issues so to keep pace with the latest developments in their subjects.
- Familiarization programmes are also carried out with modern teaching and research aids.
- All the students are engaged in house activities which help the students in developing confidence level and managerial skill.

In order to provide an opportunity to the students for self expression, developing leadership qualities and for conducting various competitions at college level, the students are divided into four houses under different teacher incharges.

House Incharges (2010-11)

Name of House	:	Name of Teacher Incharges
• Rose House	:	Ms. Vandana Sharma
• Sunflower House	:	Ms. Sonal Chabra
• Shamrock House	:	Ms. Chetna Bajwa
• Violet House	:	Ms. Sarita Rani

House Incharges (2011-12)

Name of House	:	Name of Teacher In charges
• Rose House	:	Ms. Gayatri Devi, Ms. Laxmi Pandey
• Sunflower House	:	Ms. Sarita Rani, Ms. Vandana Sharma

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- Shamrock House : Ms. Chetna Bajwa, Ms. Sonal Chabra
- Violet House : Dr. Bhupender Singh, Ms. Updesh Kaur

House Incharges (2012-13)

Name of House : Name of Teacher Incharges

- Rose House : Mr. Jitendra Singh, Ms. Bindiya Lakhani
- Sunflower House : Ms. Mugdha Anand, Ms. Bhawna Verma
- Shamrock House : Dr. Vandana Sharma, Ms. Chinar Malik
- Violet House : Ms. Sarita Rani, Ms. Dimpal Jain
- Shastri House : Ms. Meenu Kumari, Dr. Rajesh Kumar
- Institution's library is equipped with internet and wide range of books which are very helpful for enhancement of knowledge. The students' involvement in different cells, clubs and committees help them in development of administrative, managerial and co-operative skills. To cater the needs of the students at micro level different clubs are framed.

The list of clubs operative along with the teacher Incharges is as given below:

List of Club Incharges 2010-11

- Literary Club : Ms. Vandana Sharma
- Eco cum Science Club : Ms. Geeta Sharma

List of Club Incharges 2011-12

- Literary Club : Ms. Sarita Rani
- Eco cum Science Club : Ms. Vandana Sharma

List of Club Incharges 2012-13

- Literary Club : Ms. Chinar Malik
- Eco cum Science Club : Ms. Mugdha Anand
- Organizations of activities like talent hunt show, rallies, marathons, debates, seminars, presentations on power point, ICT training programme, 'nukkad', cleanliness drives etc. are very helpful for their all round development and engage

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them in active learning. The college follows the curricular activities prescribed by the University to which it is affiliated. The academic calendar of activities for session is prepared annually and published in the prospectus. It is enclosed in the report.

These activities can be discussed under two categories:

- Curricular Activities
- Co-curricular Activities

Curricular Activities (2010-11)

• **Extension Lecture – I**

An extension lecture on “E-Learning and Virtual Classrooms” was delivered by Dr. Sarita Bharadwaj. She explained the students the concept of e-learning, the increasing importance of virtual classrooms in the 21st century. All the faculty members and the students of our college attended this valuable lecture.

• **National Seminar- 8th January, 2011**

Theme: “Challenges faced by teachers in 21st Century”

Sub-themes:

- Role of teacher for contemporary social issues.
- Teacher education policies and practices in global prospective.
- Potential prospective of humanistic education in school curriculum.
- Role of national and international agencies- UNESCO, NGOs, NCTE and NCERT.
- Factors responsible for quality education.

Enthusiastic participation was seen by students, faculty members and eminent educationists from our college and other educational institutes as well.

• **National Conference- 6th March, 2013**

Theme: Emerging perspective in Education: A Gateway of innovation

Sub-Topics:

Education and Technology:

- Emerging educational technologies
- Deconstructing the digital divide
- Knowledge management in Education

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Educational and social Issues

- Ethical issues in higher education
- Equality And access to higher Education
- Globalization in higher education

The faculties and student from different colleges participated and enriched the environment.

- **Workshop on “Preparation of Teaching Aids”-**

Teaching aids are an inseparable part of teaching profession. Keeping this in mind, the college organized a workshop on “Preparation of Teaching Aids”. The students were given instructions regarding the types of teaching aids, how to prepare different teaching aids and what is the correct use of teaching aids during teaching. This workshop was organized by our faculty members Ms. Sonal Chabra and Ms. Vandana Sharma.

- **Workshop on “Handling of Available Equipments”-**

A teacher has to use different equipments to make his teaching effective and for the better understanding of the students. He has to use OHPs, LCD, Slide projectors etc. Keeping this in mind, a workshop was organized by Ms. Bindiya Lakhani and Ms. Chetna Bajwa. where the students were taught how to use and handle different equipments in and out of the classrooms.

- **Extension Lecture – II**

A lecture on “Examination Phobia” was delivered by Prof. Meenakshi Mathur of J.N. Vyas University, Jodhpur; Rajasthan. She gave tips to students on how to manage time during examinations. She gave them suggestions to overcome the anxiety and nervousness they experience during their exams. It was a valuable experience for them.

- **Co-Curricular Activities (2010-11)**

- **Talent Search**

Talent search competition was organized on 30th Oct, 2010 in the college campus to search hidden talent in the students. A range of activities were suggested to the students to overcome their fear and hesitation. Many students participated in talent search show and performed skit, dance, recited poems, gave speech etc.

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- **Diwali Celebration**

Diwali was celebrated by the college students in the college campus on 3rd November, 2010. The whole college was decorated with diyas, candles, rangoli and alpana. The event was initiated by lighting of the lamps, followed by cultural performances of the students. The students and teachers were also given sweets and refreshments after the event.

- **Debate Competition**

A debate competition was organized by the Literary Club of the college on the topic: “Comprehensive and Continuous Evaluation: A Boon or Bane”. Sixteen students of B.Ed. and M.Ed. participated in the competition and spoke both for and against the motion. The students were evaluated on different criteria by the judges and the results were then announced.

- **Community Service**

The college students along with the faculty members were taken to the slum areas of N.I.T. Faridabad on the occasion of Children’s Day. They distributed old clothes, books and toys to the children of that area. They also interacted with the children and women in the slum. Our pupil teachers thus gained warmth and blessings of the needy people in return.

- **Christmas Celebration**

Christmas day was celebrated by the whole college on 23rd Dec, 2010. Christmas celebration was enjoyed by the students. The Christmas tree was decorated by the students and the Christmas cake was cut by the college Principal. There was a chorus recitation of hymns by the students along with dance performances by students. The programme ended with the arrival of Santa Claus who distributed cake and sweets to the students.

- **Lohri Celebration**

Lohri was celebrated on 13th Jan., 2011 in the college campus. The whole college was absorbed in the festive spirit of Lohri. The programme started with the speeches in Hindi and English about Lohri. It was followed by singing of Punjabi folk songs by students as well as faculty members. Later on, groundnuts, popcorn and revaris were distributed to students.

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- **Republic Day Celebration**

Republic Day was celebrated in the college on 26th January, 2011. The National Flag was hoisted by the Principal of the college in the morning followed by singing of National Anthem. The students sang patriotic songs and performed a dance depicting the “unity in diversity” of India. The ceremony ended by singing of Vande Mataram.

- **Basant Panchami**

Basant Panchami along with Saraswati Pujan was celebrated in the college on 9th February, 2011 with effervescence and vigour. The campus was decorated with yellow Rangoli. The staff and students wore yellow clothes. The celebration was started by offering prayer to Goddess Saraswati. At the end of the Pujan ceremony, sweet yellow rice were distributed to the students.

- **Trip to Surajkund crafts Mela**

The students were taken to the 25th Surajkund Crafts Mela on 10th February, 2011. The students enjoyed the cultural programmes organized by the Haryana Government at the Chaupal. They purchased decorative items, handbags, handlooms and many handicraft items from there. Food from different states was also relished by the students.

- **Polio Awareness Rally**

The Eco cum Science Club of the college organized a Polio Awareness Rally on 23rd February, 2011. The students were taken to the Pali Village where they created awareness regarding the importance of the Polio vaccine. They educated the mothers to get their children vaccinated from birth up to 5 years of age. Also, they were given information that the vaccine is free of cost at the local health centers.

- **Pot Decoration Competition**

Decorative pots are always a centre of attraction for everyone. The students were thus given an opportunity to showcase their talent by using in their imagination in pot painting. They bought small accessories like beads, bells, mirrors, colors, ribbons etc. the students were given two hours time to finish their pot decoration. Results were later declared by the judges.

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- **Rangoli Competition**

A Rangoli Competition was organized in the college on 10th March, 2011. The students were given religious theme for the competition. They were divided into 18 groups in all by the names: Aastha, Upasna, Sandhya, Vandana, Prarthana, Pooja, Dua, Tapasya, Archana, Vinti, Aradhna, Poojan, Shakti, Naman, Aashirwad, Aashish, Tilak and Tribhuvan. The results were declared by the judges and students were appreciated for their enthusiastic participation.

- **Holi Celebration**

Holi was celebrated with enthusiasm in the college campus on 23rd March, 2011. Holi is the festival of colours. Student played Tilak Holi with different colours in the multipurpose hall. A short message was given by the Principal. He wished a happy Holi to all and encouraged the students to celebrate Tilak Holi and save water.

- **Trip to Shimla**

A Shimla tour was organized by the college from 25th to 30th March, 2011. The students were accompanied by Ms. Sonal Chabra, Ms. Chetna Bajwa, Ms. Gayatri Devi and Mr. Bhim Singh. The students visited Kufri, Mall Road, Lakkar Market, Ridge Scandal Point and the church. They were also taken to Himachal Pradesh University and Shimla Medical College.

- **Poem Recitation Competition**

The Literary Club of the college organized a Poem Recitation Competition on 2nd April, 2011. It was organized with the sole objective to polish their poetic skills and give way to their emotions. The students participated whole-heartedly in the competition and recited the poems with proper stress, rhythm and intonation. They were evaluated by the judges and the results were declared.

- **Community Service**

A Blood Donation Camp was organized by the college in collaboration with Aravali International School, Sector-43; Faridabad on 23 April, 2011. The students along with the faculty members went to the camp to make a small effort on their part to save someone's life. They were encouraged by the Chairman and Principal of the college.

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- **Farewell**

Farewell to the B.Ed. and M.Ed. students was given to make their journey in the college memorable. The cultural programmes like songs, dances were performed by the students. A contest for Ms. Aravali and Mr. Aravali was also organized separately for B.Ed. and M.Ed. students. Certificates were also distributed to the fifteen students who gave their best performances throughout the year. The programme ended with the blessings of Chairman Sir, Mr. Dhan Singh Bhadana.

- **Curricular Activities (2011-12)**

National Conference- 20th Feb 2012

Theme: Learning Community for Moral and Ethics in Education

Sub-Topics:

- Complimentary role of community and teacher in Education
- Furtive (Secretive) Sex Education
- Education along with Moral Values
- Learning Communities for moral and ethics in education

- **Extension Lecture – I**

A guest lecture on “Case Study” was organized by the college on 10th December, 2011. The lecture was delivered by Dr. Jagdish Chaudhary. He spoke about the concept of case study, case study as a method to diagnose student’s problems. He took simple examples from school life which can be commonly observed in school situations. He answered the questions patiently.

- **Workshop on “Preparation of Teaching Aids”**

The college organized a workshop on “Preparation of Teaching Aids” on 12th January, 2012. The in-charge teachers for this workshop were Ms. Chetna Bajwa and Ms. Bindiya Lakhani. They discussed the types and importance of teaching aids with students and also helped them to make their own teaching aids- both working and stationary. It was an enriching experience for all which will stay with them for long.

- **Workshop on “Flander’s Interaction Analysis”**

A workshop on “Flander’s Interaction Analysis” was organized in the college campus on 21st January, 2012. This workshop was conducted exclusively for the M.Ed. students to guide them for their field work. It was conducted by Dr. Manorama

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Mathur. The students were taught about all the ten categories of FICS, how to record the observations and assess the results.

- **Workshop – How to make Power Point Presentations**

Keeping in mind the increasing importance of ICT, the college organized a workshop on “How to make Power Point Presentations” on 10th March, 2012. The workshop was conducted by Ms. Bindiya Lakhani and Ms. Sonal Chabra. The students were first motivated to use Power Point in their daily life. They were given demonstrations on the preparation of these presentations. Further, they were allowed to make their PPTs themselves.

- **Extension Lecture – II**

An extension lecture was delivered by Dr. Lata Ram Mohan, Institute of Vocational Studies, I.P. University on “Mainstreaming in Education”. Mainstreaming is an emerging issue which is catching the attention of educationists throughout the country. To orient our pupil teachers about the concept, scope and importance of mainstreaming; the lecture was organized. She also highlighted the measures and provisions available and being adopted for the mainstreaming in the educational institutes.

- **Extension Lecture – III**

The college organized an extension lecture on “How to Reduce Stress”. The lecture was delivered by Dr. Harish Tyagi, Amity University, NOIDA. He gave tips to students to deal with peer pressure, how to balance personal and professional life, how to increase their work output etc. The faculty members also found the lecture useful for their daily life.

- **Co-Curricular Activities (2011-12)**

- **Talent Search Competition**

Talent Search Competition was organized on 8th October, 2011 in the college campus to search talent in freshers. Many students participated in this competition. Various activities like Song, Dance, Speech, Skit and Mimicry were performed by the students. The students participated whole-heartedly in the competition.

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- **Diwali Celebration**

Diwali was celebrated by the college on 22nd Oct, 2011. On this occasion, a Rangoli competition was also organized. The college was decorated with diyas and candles and a cultural programme including solo song, bhajan, solo dance, speech was also organized by the cultural club in-charges. The rangoli competition was organized house wise and results were declared later. Students were appreciated at the end of the programme by the Principal.

- **Community Service (Anti- Cracker Rally)**

The Eco cum Science club of the college organized an Anti- Cracker Rally. The students made a small effort to highlight the health hazards, environmental and noise pollution caused by crackers. The students made banners with attractive slogans and moved through the streets of village Pali, Faridabad.

- **Haryana Day Celebration**

Haryana day celebration was organized on 31st October, 2011. Various activities like Haryanvi Dance, Jokes, Song, Skit, etc. were presented by the various students. Also, the students expressed their views on the development of the state after its formation in 1966. The whole programme was conducted by Sunflower House.

- **Christmas Celebration**

Christmas was celebrated on 23rd December, 2011 by the college students. The whole college was decorated with small bells, ribbons, gifts and frills. The students sang Christmas Carols and recited hymns. A card making competition was also organized on the same day.

- **Lohri Celebration**

Lohri was celebrated on 13 January, 2012 by lighting the bonfire by the staff members & students. Various items like Solo dance, Giddha, Song, Skit were performed by the students. Traditional sweets (Rewari, Mongfali) were distributed among all the students and the staff members.

- **Sports Day**

Sports Day was organized in college campus on 17 January, 2012. Chairman Sh. Dhan Singh Bhadana inaugurated the event. Relay Race, Hurdle Race, Other

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Races, Jumps, Throws and Sprints were held in this meet. Prizes were distributed to the winning participants.

- **Republic Day Celebration 26th January**

Republic Day was celebrated by hoisting National flag and a short speech was delivered by the Principal. Patriotic song and bhajan were recited by the students. Students tied tricolour bands to one another as symbol of brother-hood & national integration. Also after the celebration, the students were taken for a picnic to Dam-Dama Lake. There they enjoyed trekking, boating and other adventure sports. It was an enjoyable experience for the staff and students.

- **Trip to Surajkund crafts Mela**

The students were taken to the 26th Surajkund Crafts Mela on 14th February, 2011. The students enjoyed the cultural programmes, relished the delicacies of different states and purchased the different handlooms, handicrafts and decorative pieces of different states.

- **Holi Celebration**

Holi was celebrated with enthusiasm in the college campus on 6th March, 2012. Holi is the festival of colours. Student played Holi with different colours in multipurpose hall. A short message was given by the Principal. He wished happy holi to all and encouraged the students to play a safe Holi and save water. A Kavi Sammelan was also organized on the same day where the students recited poems of famous Hindi and English poets.

- **Hawan and Shanti Path**

To create a positive ambience in the college, a Hawan and Shanti Path was organized on 22nd March, 2012. This event was attended by Chairman Sh. Dhan Singh Bhadana, Principal, all faculty members and students of B.Ed. and M.Ed. both. Prasad was distributed in the end.

- **M.Ed. Good Luck Party**

Before the beginning of the exams of the M.Ed. students, the college organized a Good-Luck party for them. The function started by lighting of the lamp by Principal, Dr. Manorama Mathur. Further, the B.Ed. students prepared a cultural programme for their seniors. The programme ended with M.Ed. students taking the blessings of Principal and Staff members.

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- **Nukkad Natak “Child Labour”**

Child labour is a punishable crime. To create awareness regarding this punishable offence, the students of the college performed a nukkad natak on 7th April, 2012. This highlighted the pain of the children who are exposed to both physical and mental torture at such a crucial age. The students were accompanied by Ms. Vandana Sharma and Ms. Sarita Rani.

- **Workshop “Home Nursing and First Aid”**

A workshop on “Home Nursing and First Aid” was organized in the college from 15th – 17th May, 2012. This workshop was conducted by Dr. M.P. Singh, an eminent educationist and patron of the Red Cross Society. He gave various demonstrations regarding the first aid and home nursing. At the end of the workshop, the certificates of participation as well as appreciation were given to the students.

- **Curricular Activities (2012-13)**

- National Conference- 22nd Feb 2013**

- Theme: Emerging perspective in Education: A Gateway of innovation**

- Sub-Topics:**

- Education and Technology:**

- Emerging educational technologies
 - Deconstructing the digital divide
 - Knowledge management in Education

- Educational And social Issues**

- Ethical issues in higher education
 - Equality And access to higher Education
 - Globalization in higher education

The faculties and student from different colleges participated and enriched the environment.

- **Workshop on Teaching Aids:**

Teaching aids are a necessity in the B.Ed. course. All the pupil teachers thus need to be acquainted with the meaning, importance and procedure of making teaching aids. A workshop was conducted on 20 October, 2012 by Prof. Ghulam Dastgir on the same. Students were given theoretical briefing prior to lunch and post-lunch, they

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were divided into different groups headed by the faculty members and they then prepared different teaching aids themselves. It was a knowledgeable experience for all.

- **Extension Lecture-I**

Choosing the right vocation in the present day cut-throat competition is a tough job in itself. To brief our pupil teachers regarding the options they have in the field of education and how they can choose the best one, a guest lecture on “Vocational Guidance” was organized on 3rd November, 2012. The speaker was Ms. Reema Rai. It was an enlightening experience for all the students.

- **Workshop on Micro-Teaching**

Microteaching is an essential component of the B.Ed. course. Every pupil teacher should be very clear regarding its concept and applications. Keeping this in mind, a workshop on micro-teaching was organized on 24th November, 2012 by Dr. Vandana Sharma and Ms. Bindiya Lakhani. The students were given theoretical explanation of the micro-teaching cycle and the procedure to prepare a micro-lesson plan. Then they were given demonstration plans. Further assistance was given to them to prepare micro lesson plans themselves and give a demonstration. Feedback was provided to them to make the necessary corrections. In this way, they expanded their knowledge as well as skills.

- **Extension Lecture – II**

Disaster Management is a community based project of the B.Ed. curriculum 2012-13. To acquaint them with the different aspects of disaster management, a guest lecture of Dr. L.C.Singh was organized in the college campus on 16th March, 2013. The session began with the introductory speech by Dr. Vandana Sharma. Further, he was welcomed by Dr. Manorama Mathur. Then the lecture started with the concept of disaster, types of disaster, ways to manage disaster, precautions to be taken, current facilities available in our country today. Thus, it was an enlightening experience for all.

- **Workshop on Multimedia**

Multimedia is gaining importance these days in the field of education. Keeping this in mind, a workshop was organized in the college by Ms. Bhawna Verma and Ms.

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Bindiya Lakhani on 20th April, 2013. The pupil teachers were made aware of its concept, use and importance in their personal and professional life.

- **My Dream Teaching Aid Competition**

To gear up the students for the final B.Ed. practical of their respective teaching subjects, 'My Dream Teaching Aid' competition was organized in the college campus. An enthusiastic participation and a display of creativity and innovation were seen.

Apart from these, a workshop on Flander's Interaction Analysis, preparation of synopsis, a lecture on Case Study was also organized exclusively for the M.Ed. students by our faculty members.

- **Co-Curricular Activities (2012-13)**

- **Talent Search Competition**

A talent search competition was organized in the college campus after the beginning of the B.Ed. session 2012-13 on 13th October, 2012. This was done to remove the students' hesitation and to explore their latent talents. The students presented various items like poems, solo songs and solo dances. The participants were appreciated and winners were rewarded.

- **Haryana Day**

Haryana Day was celebrated on 31st October, 2012 in the College Campus. The function started with the lighting of lamp by Dr. Manorama Mathur, followed by speech of Dr. Vandana Sharma. Later on, the students presented traditional Haryanvi songs and dances. It was an enjoyable experience.

- **Community Service (Marathon- "Save the Girl Child")**

Aravali College of Advanced Studies in Education in association with Aravali group of institutions, Aravali Eduworld; organized a marathon on 30th November, 2012 to create awareness about the discrimination in the Indian society against the girl child. It was our endeavour to reach the masses so that we all could extend our helping hands to uproot this evil. The invitations regarding this marathon were sent to 179 private schools and 26 government institutions. A total of 3000 people including students, staff members, parents and local people participated in this event. The starting point of this marathon was Aravali International School, Sector-81, Faridabad. Here the pupil teachers gave a dance performance. The

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students were divided into four categories, which had to cover different areas of Faridabad. Our college covered the areas of Pali village, Ballabgarh and Sector-9.

- **Christmas and New Year Celebrations & Poster Making Competition**

On the eve of Christmas, the Women Cell organized a celebration for Christmas and New Year on 24th December, 2012 both so that the year that ends and the New Year which is approaching, begins with joy and happiness. It was a fun filled event which involved singing, dancing, refreshments, etc. Along with the enjoyment, responsibilities cannot be neglected so a poster making competition was organized on the following topics: “CRIME AGAINST WOMEN” and “CHILD LABOUR”. The winner of this competition was Nidhi Kotiya.

- **Sports Day: 28th and 29th December, 2012:**

‘All work and no play makes Jack a dull boy’ - keeping this dictum in mind, the college organized a two-day Sports Day in the campus. All the B.Ed. and M.Ed. students were asked to give their names for the different competitions. The list of the competitions is as follows: Race (100mt), Hurdle Race, Sack Race, Banana Race, Badminton and Kho-kho match.

- **Lohri Celebration**

On 12th January, 2013 Lohri was celebrated by lighting the bonfire, distribution of traditional sweets by the members of the managing committee. The students performed Gidda and in the end DJ was played for their enjoyment.

- **Republic Day Celebration & Debate Competition**

The National Festival of India was celebrated in the college campus by the students and staff. The college was decorated in tri-colors followed by a patriotic and cultural event. A debate competition was also organized in the college for the students by the Literary Club on the topic- “Reservation in Higher Education and Jobs”. The winners were appreciated.

- **Community Service**

The students of the college were taken to the Sector-10 market of Faridabad district from shop to shop for “Say no to Plastic Bags” campaign on 28th January, 2013. They were accompanied by the faculty members as well. The students enthusiastically went to every shop and common people and distributed paper

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bags to them. They also discussed with them the harm that plastic causes to the environment.

- **Trip to Suraj Kund Crafts Mela**

Amidst the tiring and monotonous schedule of the teaching practice, the students were taken to the Suraj kund Crafts Mela, 2013 on 14th February. The college buses took the students from the schools after their teaching practice was over and the M.Ed. students were asked to assemble in the college itself so that the bus could pick them up. The students observed the handicrafts, decorative items, clothes of different states. During the trip, they also got a chance to interact with their fellow students and all faculty members. It was a refreshing experience for them.

- **Picnic to Town Park**

After a tiring and monotonous schedule of teaching practice, the pupil teachers were taken to Town Park for a small picnic on 23rd February, 2013 just to rejuvenate and relax after such a long schedule. Sharing of jokes, gossips and lunches was the highlight of the day.

- **Women's Day Celebration (Eloquence Competition)**

The International Women's Day was celebrated with great joy in the college. It involved enthusiastic preparation and participation by the faculty members and all students. It began with a motivating speech by our respected Principal, Dr. Manorama Mathur. Later on, Eloquence Competition was conducted on the topic: "PROBLEMS FACED BY WOMEN IN THE 21ST CENTURY". The students of B.Ed. as well as M.Ed. expressed their views. They were judged by Mr. Jitendra Singh and Ms. Bindiya Lakhani.

- **Mehndi Competition**

'Mehndi' is an essential attribute of feminity in our Indian society. It is regarded as an auspicious ornament in various celebrations. To celebrate womanhood, the Women Cell organized this competition on the women's day celebration itself. The volunteers for applying mehndi were teachers and students both. The competition was judged by Dr. Manorama Mathur. The winner was Anjana Das and the second position was secured by Nidhi Kotiya.

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- **Workshop on Yoga**

In today's stress-ridden life, where everything comes with a deadline, it is important to learn some stress-busting habits. To rejuvenate and re-energize our staff and pupil teachers, the Women's Cell organized a Workshop on Yoga on 22nd March, 2013. Both the students and the staff members performed various asanas and learned a few breathing techniques. It was indeed a refreshing experience for all.

- **Rangoli Competition (Holi celebration)**

When the festival of colors was approaching, the students were filled with enthusiasm. To celebrate this festival, a rangoli competition was organized in the college on 26th March, 2013. The students used different materials like colors, flower petals, saw dust, ground rice for making rangoli look the best. The winner of this competition was rose house followed by sunflower and violet house respectively.

- **Rally against "Child Labor"**

Child labor is a punishable offence but the incidents are still on the rise. To create awareness regarding this crime, the Women's Cell organized a rally against child labor on 8th April, 2013. The rally was headed by our principal, Dr. Manorama Mathur, followed by staff members and B.Ed. and M.Ed. students. The students made different banners with different quotations and the rally was conducted in the Pali village itself.

- **Snack Preparation Competition**

The one thing that makes living things alive is FOOD. Cooking is the only art which appeals to eyes, nose and tongue at one time. No other art form can attract more than two senses at a time. So, the women's cell organized a Snack Preparation Competition on 27th April, 2013 in the campus itself. The students prepared different items like, 'paapdi-chaat', 'dhokla', 'idli', 'matar-kulcha', 'bhelpuri', 'raaj-kachori' etc. The first position was secured by Rekha, second by Chhavi Goel and third by Monika Khatana.

- **Beautification of College Campus**

The students of B.Ed. and M.Ed. came together to beautify the college campus. First of all, the college campus was cleaned and then the porch was decorated with

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flower pots, the stairs with frills and the staffroom with garlands, rangoli, etc. The students made a lot of efforts to make the campus look appealing to eyes.

- **Teacher's Day Celebration**

The students celebrated teacher's day on 4th September, 2013 with great vigour and enthusiasm in the college campus and on 5th September, 2013; the staff was taken for a picnic to Aravali Valley Resort, Dhauj. There were various adventure sports like river rafting and rappelling which the teachers enjoyed. Lunch was provided to all and arrangement for games was also made there.

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

- Student centered learning has been embedded in the curricula through participative and collaborative learning activities in the starting of session. Principal and faculty members develop an academic calendar by focusing in mind student teachers welfare and needs in the present scenario.
- Participatory learning activities adopted by the institute which contribute to self management of knowledge and skill formation includes the following:
 - i) Presentation/seminars where a student is asked to study a particular topic or process and make a well researched presentation.
 - ii) Group discussions in which a group of students are given a topic to discuss and are left at their own to pace the quality and quantity of discussions. Teachers evaluate the students without participating in the process.
 - iii) Case studies are done by the students during their real teaching. Students write individual report of this study. During real teaching a group of students are attached to a particular school where they undergo real teaching training and inculcate skills.
 - iv) Students are encouraged to use teaching aids like charts and models in their real teaching.
 - v) Power point presentation and use of OHP is also encouraged.
 - vi) Expert lectures by internal and external academic experts.
 - vii) Various competitions are held from time to time during the year.

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2.3.3. 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.

1. Different instructional approaches and experiences provided for ensuring effective learning are given below:
 - Group Discussion
 - Project Method
 - Case Study
 - Seminars
 - Action Research
 - Workshop
 - Extension Lecturer with interactive diagnosis
 - Orientation Programme
 - Lesson delivering with the use of audio-visual aids.
2. Inductive-Deductive approach is used in generalizing the concept.
3. Learning is done through observation of immediate and remote phenomena.
4. Much of the instruction is based on Problem Solving approach.
 - **Innovative approach used at the institutional level**

At institutional level students prepare their seminars on power point slide and after presentation of seminars on LCD projector, student teachers discuss the problems / queries and one of the student teacher prepares the report on their respective topics.

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

As per curriculum of B.Ed., instead of practicing different models of teaching, students are required to practice different skills of teaching during microteaching. The teacher trainees are required to master the teaching skills in definable, observable, measurable and controllable form till they attain the perfection in the use of the skills.

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

- During the first phase of practice teaching, micro-teaching skills are organized by the institution.
- Emphasis is laid on pedagogy by organizing orientation programmes to prepare lesson plan on micro teaching skills by the faculty members.
- Demonstration lessons presented by the Principal and teacher-educators are observed by the students.
- The teacher educators use projected teaching aids like, OHP to create effective and motivating environment.
- Practice is provided for preparing micro lessons plans in five skills, namely, Skill of introducing the lesson, Skill of Exemplifying, Skill of Questioning, Skill of Verbal Reinforcement and Skill of Stimulus Variation.
- Two lessons per skill are taught by each student teacher.
- Micro-lessons on five skills are observed by the peers.
- Apart from these five skills, the students are also given practice in Skill of using the Black board and Skill of Explanation.

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

- The process of practice teaching in schools is planned in such a way to develop maximum teaching skills in pupil teachers so that they become professionally competent.
- The practice teaching is carried out in both Government and Non-Government schools.
- The teacher students participate in all school activities.
- Two Discussion lessons are delivered in addition to forty lessons.
- The student teachers daily present two lessons and each student uses teaching aids during the practice teaching, one from each teaching subject and observe two lessons given by their fellow teachers and record the observations in their files.

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- The students daily write down the lesson plans in their files which they have to present next day.
- The faculty members monitor the presentation of the lesson and give remarks on their files.
 - The peer group observation is also taken into consideration for improvement in performance.
 - Feedback is also taken from the Principal of the practicing school.
 - At the end of the teaching practice each student teacher prepares a report known as School Plan Report which contains record of morning assembly, daily attendance, school leaving certificate, time-table, co-curricular activities organized during teaching practice.
 - The Principal certifies in the files of students that they have completed the 20 days teaching in his/her respective school.

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

- Permission is taken from the school Principals for practicing in schools and schools are allotted by the District Education Office.
- The principal allots a particular school to a group of students and one or two faculty member to supervise, where, in consultation with the school teachers; time table for teaching practice is planned.
- The teaching practice is for 20 days. The students have to present 20 lessons from each subject and 40 in total.
- The students have to prepare a file in which they record the observations made by them and the lessons prepared by them. They have to prepare a detailed school report and record the attendance of students.
- Supervision and evaluation of practice teaching is done by the teacher educators of the institution.
- Teacher educators make efforts to understand and solve the difficulties faced by student teacher during practice teaching sessions.
- Suggestions in the form of observation are given in the notebook.

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

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Yes, the practice teaching sessions are planned and developed in partnership, co-operatively involving the school staff and mentor teacher.

- The first phase including microteaching and mega teaching (simulated) is carried out with the help of mentor teacher.
- The second phase including real teaching is carried out with mentor teacher as well as with school staff.
- During micro teaching session, the students are explained how to prepare micro lesson plans. During microteaching session, the mentor teacher helps the students about the source (the text books prescribed by the state board for particular class) material to be referred for improving their teaching plans.
- During mega teaching session, the students prepare lesson plans for 30 minutes duration and for the specific class. They learn how to prepare questions for testing the previous knowledge of the students, how the lesson is to be developed so as to ensure active participation of the students, what to write and how to write on chalk board. Many other points are also explained by the mentor teacher to the student teachers.
- During real teaching practice, the student teachers are sent to schools with their mentor teacher. The mentor teacher after conducting a meeting with the Principal of school and concerned subject teacher instructs the student teachers to prepare lesson plans. The student teachers are asked to keep in mind the locality, the age, mental level, interest, need etc. of the students while preparing the lesson plan, and the time table is also planned by the mentor teacher involving the school staff.
- The suggestions given by the staff members, subject teachers and the Principal of school are given due importance for preparing teaching plans.
- The faculty members monitor the presentation of the lesson and give remarks on their files.
- Feedback is also taken from the Principal of the practicing schools.

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

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- The students are encouraged and trained to prepare them professionally. Feedback by the Principal and faculty members is given to the student teachers with regard to managing the diverse learning needs of the students in the schools.
- Emphasis is placed on the development of teaching and communication skills in the students.
- Class quizzes are held to offer challenging opportunities for growth and development of school students.
- Lectures by faculty members are given on the emerging needs of schools students.
- The pupil teachers give preferences to the needs of the students as described by their Principal or class teachers or make their own observations in this regard to enhance their performance.
- The pupil teachers are encouraged and engaged in organizing various literary as well as cultural activities in the school during their teaching practice.
- Teacher educators help the student teachers to understand and solve the difficulties faced during teaching practice sessions.

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

- Keeping in mind the current trends and demands, faculty members incorporate modern technology with traditional teaching methods and encourage the students to do the same, and the student teachers are trained to prepare instructional material in the form of Power Point Presentations.
- The College allows the student teachers to use the OHP and LCD projector for demonstration lessons.
- Students are also trained and encouraged to use ICT for their lesson planning and seminars.
- Training is also provided in preparation of charts, models transparencies etc.
- The institution encourages the students to develop teaching aids like Charts, Models, Maps, and Picture Cut-outs in their regular practicing schools.
- Efforts are made by the College to give awareness to student teachers about Information Technology and Computers.
- Competitions and workshops are organized for preparation of audio-visual aids.

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- Certificates are given to students who give the best overall performance during the teaching practice.

2.4 Teacher Quality

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

Yes, the practice teaching plans are developed in partnership and cooperatively involving the school staff and mentor teachers.

The schools are allotted to the institution by the DEO at the time which is suitable to the schools so that it does not create hindrance in the school working. The mentor teacher in consultation with the school staff plans the time-table for the student teachers. The content to be taught is also decided after consultation. It is kept in mind that the practice session is fruitful to the school students also and it becomes a productive activity for the student teachers. (Already explained in point 2.3.8.)

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

Tentatively, the ratio of student teacher to identified practice teaching schools is 30:1, which is decided by the District Education Office. Sometimes, the ratio of student teachers to identified practice teaching schools varied from 20 to 25. While identifying the school for practice teaching, following points were taken into consideration:

- Distance from the institution
- Availability of English medium students.
- Availability of Music, Home Science, Punjabi, Sanskrit students in the school.

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

The feedback is provided to students throughout the session in the following ways:

- Before starting the teaching practice, students prepare and present their discussion lesson in the institute in simulated conditions where the subject teacher and the fellow students discuss the strong points and weaknesses and subject teacher gives valuable suggestions.

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- Group discussions, seminars, giving assignments, viva-voce in different subjects are some of the measures adopted to improve the performance of students.
- Regarding their theory papers, the feedback is provided through their answer scripts and by discussing the mistakes generally committed by them.
- During microteaching, rating scale is used to make students know which component of skill he has practiced or not.
- During mega teaching, the students are provided feedback by the teacher concerned as well as by the peer group. Main observation points are recorded on the lesson plan notebook of student teacher.
- During the real teaching practice, the faculty member continuously observes the lessons given by the students and telling them orally as well as by writing main points and the comments in their note books.
- Sometimes, Principal of the school informally observes the lessons and gives his/her remarks.
- After the completion of the teaching practice, discussion lessons are presented by the student teachers, where mentor teacher observes and analyzes the lesson plan and mentions the scope/areas for improvement in their teaching.

2.4.4 How does the institution ensure that the teacher students are updated on the policy directions and educational needs of the schools?

- Institute formally and informally interacts with the school Principals, staff members and education department on the policy directions and educational needs of the schools through seminars held by the institution from time to time.
- As the College is affiliated to M.D. University, so the policies laid down by the University are taken in to consideration.
- Internet facility is very helpful in updating the policy directions and educational needs of the schools.
- Newspaper clippings of educational needs are displayed on the display board for the students.
- Journal and magazines also help to know the emerging educational needs.

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

The students and faculty keep pace with recent development in the school subjects & teaching methodologies by the following:

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- Discussion in the class about the concerned subject.
- Going through the syllabus prescribed by State Board and CBSE during lesson plan preparation.
- Educational Journals, Magazines, internet, advance books available in the library.
- By organizing various literary functions on the topics related to the school curriculum.
- Extension lectures by the experts on different issues like value education, social awareness, environmental awareness etc.
- Participation of student teachers and faculty members in seminars and workshops.

Faculty keep abreast of recent developments in their subject by attending seminars, conferences, workshops, symposia and contributing articles to journals of national repute, maintaining contact with departments of affiliating University, visiting institutions of national repute.

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution?(training, organizing and sponsoring professional developmental policies etc)

The initiatives have been taken by the institute for ensuring personal and professional/career development of the teaching staff of the institution. These are:

- Personality Development Programme
- The institute sponsors the faculty members and the students to attend different activities like seminar workshop in other colleges.
- Extension lectures are held in the institution by the eminent educationists.
- Orientation in computer application for the students.
- Orientation in operation of hardware like OHP, LCD etc.

Moreover, the faculty members are encouraged to participate in national and international seminars, conferences, writing articles for journals of national repute and maintaining contacts with departments of affiliating University.

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

Yes, Institutions have a mechanism to reward & motivate staff members on the basis of following parameters:

- Feedback given by the student teachers on faculty members.

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- Performance of the faculty members is observed by the head of the institution from time to time.
- Self-Appraisal Performa
- Publication; if any
- Presentation /participation in seminars or workshop at National & International level.
- The teachers who excel in the field of teaching–learning process and using innovative ideas are provided appreciation certificate by the Principal and the Management.

2.5 Evaluation Process and Reforms

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

The barriers to student learning are identified at appropriate points of time. The barriers are identified through the students' feedback regarding various aspects of learning. For this purpose, a suggestion box is provided in the College campus. The suggestions given by the students are given due importance and the same are communicated to the teachers in the staff meeting.

Various barriers are addressed in different manner. These are as follows:

1. For Conducive Environment:

- The students are provided conducive environment both from physical as well as academic view point.
- By providing noise and pollution free campus.
- By ensuring the cleanliness of rooms and campus that makes the students mentally prepared to be present in College and take interest in studies.
- Teaching by discussion and question-answer method. Topics are discussed in the class with active involvement of the students. Wherever the student is wrong, he is rectified in a gentle manner. Teachers are instructed not to pass sarcastic remarks. The teachers are always available to the students during the free period for discussion and clarifying their doubts.
- The students have a direct access to the Principal. The students having any problem can meet the Principal any time and can put forth their problem. The

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problems are listened carefully. When the problem is not genuine or it is beyond the control of College, they are convinced and they leave the Principal office as satisfied persons.

2 For Infrastructure:

- The College possesses an imposing building and excellent infrastructure. It is not disturbed by the main road traffic.
- Every class room is well furnished and has ample source of light. The benches and desks are in required quantity. Therefore, every student has a comfortable seating arrangement.
- All class rooms are architecturally designed in such a way that the voice of teacher is clearly audible to all the students and the writing board is clearly visible from all angles. Even a teacher can have clear visibility of all students and can identify the non-attentive students immediately.
- Seminar Hall is well equipped with chairs, lecture stand and other required equipment. It is ensured that all students pay attention and are actively involved.

3. For Access to Technology:

- Communication problems are identified in the language lab and special programme on speaking are organized to overcome the same.
- The Computer Lab is well equipped and is spacious enough to accommodate a large number of students. The College offers Computer Education, Teaching of Computer Science and Computer application as optional papers. Thus every care is taken to give chance to all students for hands on experience on computer desk. They are motivated to prepare lesson plans on computer.
- Integration of ICT in the teaching learning process including power point presentation, static and dynamic models, OHP transparencies.
- Internet facility is available to work on-line. The students have an easy access to the vast world of knowledge and information.
- In general, the students and in particular the students of M.Ed. are motivated to use internet to know and get advance knowledge and enhance the quality of their research work. They are also encouraged to increase their typing skills.

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- Multipurpose Hall is spacious enough to make students sit comfortably and prepare their charts, models etc.
- Library and reading room facility is available. The students and faculty have an easy access to journals, magazines in addition to books. This helps the students to broaden their horizon of cognitive abilities. Reading room facility motivates students to learn.

4. Special Features:

The Institute has its own reprographic system to facilitate research work.

- Teacher's Qualification and Competence
- Qualified and competent staff is the biggest asset of this institute. Every teacher is highly qualified and is engaged in one or other research work.
- The teachers do their best to become the role model of students. The teachers help in solving the problems of students and channelizing their energy towards perfection.
- The teachers take pains for preparing their lectures, completing the task assigned to them in a best possible way.
- Every teacher is serious towards performance of the duty assigned to him.
- To cater the needs of the students at micro level different clubs are framed. The list of clubs operative along with the teacher Incharges is as given below:

List of Club Incharges 2010-11

Literary Club	:	Ms. Vandana Sharma
Eco cum Science Club	:	MS Geeta Sharma

List of Club Incharges 2011-12

Literary Club	:	Ms. Sarita Rani
Eco cum Science Club	:	Ms. Vandana Sharma

List of Club Incharges 2012-13

Literary Club	:	Ms. Chinar Malik
Eco cum Science Club	:	Ms. Mugdha Anand

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

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- In the beginning of each session, the total contents of each paper are divided into three terms: September to December, January to March and April to June.
- In each term, certain numbers of units are covered. Each teacher educator conducts a class test in his/her class in order to facilitate learning and to get the feedback from students about teaching and learning.
- In the middle of the session, house tests are conducted in which more than 65% of syllabus in each subject is covered for the purpose of examination. It helps to ensure quality of teaching and understanding of student teachers. Wherever there is a gap/shortcoming, timely remedial measures are adopted.
- Students are assessed through regular sessional tests and annual examination. Dissertation, project, assignments, seminars and presentations are also given due weightage in case of M. Ed. students.
- The affiliating University has introduced the unit based curriculum. The candidates are required to answer questions from each unit. The candidates are free to apply for re-evaluation if they so desire.
- As the College is affiliated to M.D. University, the educational and examination reforms done by University are taken care from time to time.
- The College prepares the students for University examinations, first of all by the completion of syllabi and then 7 days time is given for revision before they appear for University examination. Whenever there are internal exams or house tests, the answer scripts are shown to the students after evaluation.

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

Evaluation is done comprehensively for qualitative assessment of outcome of instruction to determine the extent to which educational objectives are attained by the student. To achieve this purpose the institute follows the following procedures:

- Class tests are conducted by teachers in their respective classes to monitor student progress, diagnose students' weakness & to improve quality of learning.
- Then the students are offered opportunity to discuss with the teacher at individual level.

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- House tests are conducted in the month of January & April for qualitative & quantitative assessment of students. They are conducted purely as a replica of external testing process adopted by university.
- Remedial teaching is provided to under achievers and potential students after evaluation of house test & then specific assignments are given to them from examination point of view which is evaluated by the concerned teachers for further improvement. In every session, usually one week is assigned to remedial teaching. College follows the system of assessment both internal & external. Internal assessment is based on scores obtained in the house tests, feedback on assignments, participation in seminars & various co curricular activities. Record for the above activities is properly maintained.
- **Internal Evaluation**
 - There is a provision of continuous evaluation of the students' progress which is monitored by keeping the records of the performance of each student in the each activity. The students are provided feedback by the faculty immediately after the evaluation. Evaluation is conducted in a very free and fair manner.
 - The college conducts two term examination- first house examination is conducted in the month of January and the second house test is conducted in the month of April. All the theory and practical papers are covered during the house examinations. The students are required to appear and pass in both the house tests. In case, a student fails to appear or pass in a paper, another chance is given to appear in the supplementary house examination. The performance of the students in each paper is communicated to the students on the class. Marked and checked answer sheets are distributed to the students to see themselves. In case of any query/discrepancy etc. it is again checked to satisfy the student.
 - Internal evaluation is spread over the whole session. There is internal evaluation (20%) in each of the theory paper as well as methodology papers which is based on class attendance, participation of the student in class discussion, written assignments, shape tests and general behavior etc. Internal evaluation for the practical in each subject is also (20%) which is based on the specified practical work. Each student prepares a practical file based on the practical conducted

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during the session is evaluated by a group of two or three teacher at the end of the session.

- Students are evaluated in the school experience programme (teaching practice, Micro Teaching, Discussion lessons and preparatory files etc., simple expressional competencies, health & sports programme, co – curricular, cultural & community activities as per prescribed syllabus.
- **External Evaluation**
 - The final annual examination of the theory papers commences in the month of mid June to First week of July. Skill in teaching examination is held in the month of July. Practicals are conducted by the university in end of July. The external examiners are appointed by the university to conduct skill- in-teaching and other practical examinations.
 - Examinations are conducted in a very free and smooth way. Proper secrecy is maintained by the university during final theory exams and in the evaluation work. The final papers are checked by the examiners at the prescribed centers for table marking. The evaluation process is supervised by the head examiners as well as observers appointed by the university. There is a provision of reevaluation also. The results are declared on the university web site usually in the end of August.

2.5.4 How ICT is used in assessment and evaluation processes?

ICT is used in assessment and evaluation processes in the College in the following manner:

- ICT is utilized in the continuous evaluation of the students
- For the preparation of data base of results.
- Results are posted on the institution website, and for sending the reports to their homes.

2.6 Best practices in teaching-learning and evaluation processes

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

The institute has introduced following significant innovations in the field of teaching/learning and evaluation:

- A continuous evaluation system has developed by the institution to evaluate the overall performance of student teachers for the whole year.

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- Organizing Personality Development Programme: The institution has Personality Development Cell. This cell organizes various functions of cultural and literary interest. Talent search programme and Morning assembly are two such programmes:
 - i) During Talent search Programme, the students are given an open invitation to display their talents in various fields. The participants are made to prepare for their best performances and all other students are motivated for their active participation in the different programmes of the College.
 - ii) Morning Assembly is theme based. The institutional values are practiced during morning assembly. These values are:
 - Develop inner qualities like honesty, punctuality, co-operation and truthfulness
 - Develop self -discipline
 - Quest for excellence
 - Contributing to National development

Every activity revolves around these values. Thus emphasis is laid upon the fact that each aspect of personality of student gets developed.

2.6.2 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. It involves the use of technology up to a great extent. These can be summarized as follows:

- We have recently introduced and brought focus towards using learning styles and strategies rather than conventional teaching styles, henceforth bringing a “paradigm shift” from “Teaching to Learning”.
- We use teacher-pupil interactions and pupil-pupil interactions in day to day classroom teaching.
- We emphasize strategies like ‘Co-operative Learning’, ‘Team Teaching’ and ‘Self Learning’ through ICT.
- The teachers also try to use Multi-Media whenever required and active participation is sought from the students.
- Lectures are delivered using ICT devices like OHP, slides, Power-point presentations

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- Encouraging the students to use maximum of ICT in practice teaching and lesson planning
- Provision of Laptops to staff on installment basis.
- Innovative teaching learning methods to teach variety of students and to meet their diverse needs.
- There is Guidance and Counselling Cell in the college, any student having personal or academic problems can contact the counselor any time during college hours.
- The college has instituted a grievance cell for listening to any kind of students' problems pertaining to academic, discipline, learning or money related matters.



CRITERION - III



CRITERION - III
Research, Consultancy and Extension

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Research is a systematized endeavor to gain new knowledge and facts. It plays a vital role in quality improvement & helps the faculty to keep abreast of the current knowledge and development in the field of Teacher Education, find answers to questions and evolve/adopt strategies & techniques.

Keeping in view, our staff members are motivated to involve in research activities in the below mentioned ways:-

- Faculty members are encouraged to participate and present their research papers in national seminars, workshops, conferences, etc. for which they are provided academic leave.
- The institution holds seminars and workshops which facilitate the interaction with other experts.
- Teachers are provided with various facilities such as free internet access, research journals etc. for motivating them to take up quality research work.
- Research ideas from different fields of education are welcomed.
- Staff members are encouraged to take up action research projects regularly.
- The college provides the facility of project typing, photocopying, binding of reports etc. For this purpose, a computer operator competent in English and Hindi typing has been appointed.
- Teachers are motivated to acquire higher qualifications like M.Phil., Ph.D.
- Three faculty members have acquired M.Phil. degree based on research, three faculty members have been awarded the degree of Ph.D., and one faculty member has already enrolled for doctoral. Nine faculty members are NET Qualified while one is NET-JRF qualified.
- The library has enriched research and reference section which is updated regularly.

3.1.2 What are the thrust areas of research prioritized by the institution?

Thrust areas of research prioritized by the institution:

- School Education
- Higher Education
- Teacher education
- Children with special needs
- Multimedia in education
- Policies, concerns and issues in education
- Women education
- Psycho-social issues

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

Yes, Institution encourages action research not only in the institution but also in the school during real teaching practice. Faculty members carry out action research in the institution regarding the solution of problems like:

- Irregularity among B.Ed. students.
- Problems of Slow learners.
- Problems of Late comers.
- Performance of students in teaching practice.
- Inability to perform science experiments.
- Problems faced in conducting research work.

Some of the action research carried out by the student teachers during the school teaching practice is:

- Pronunciation problems.
- Spelling errors.

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- Irregularity in completion of home-work.
- Mathematics phobia

After this, open discussion takes place with the teacher trainees and they are motivated and inspired to conduct action research on the problems which they actually face in their regular class room teaching.

- **Research Facilities**

The institution has the requisite research facilities available for the students as well as for the staff members. The College has a rich collection of books, reference books, encyclopedias, research journals, back volume of journals, printed articles, year books, e-books, etc. The institute also has free access to internet connectivity to all the students. It has also provided scanner, Photostat machine, fax machine, PCs for helping the research scholars. The college has latest and various varieties of psychological tests and tools to conduct studies. The college also gives permission to the research scholars from other institutes to collect the required data from our institute and to avail the facilities provided here.

- **The Outcome and Impact**

- Adoption of research-oriented approach.
- Development of scientific attitude among teacher trainees.
- Improvement in teaching-learning quality.
- Development of problem solving ability.

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

The faculty members attended various conference/seminar/workshops. Their names are as follows:

- **Prof. Gargi Saraswat :**
 - National Seminar on “Declining Sex Ratio: Problems and Challenges”
 - National Seminar on “Higher Education: Beyond empty promises”
 - National Seminar on “Reforms for Quality Teacher Education Programme
 - Two-day Orientation Programmes National Curriculum Frame Work for Teachers in Education

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- National Seminar on “Emerging Challenges in Education
- National Seminar on “International Conference Teaching and Learning Challenges and Strategies
- National Seminar on “Values inculcated by Teachers and Teaching Learning Programme
- National Seminar on “Moral Education: A Challenge in Present Scenario
- National Seminar on “Challenges to Teacher Education in the Era of Globalization
- **Dr. Manorama Mathur :**
 - National Seminar on “Developing Value- Conflict- Resolution Skills in Secondary School Students” at IIMT College of Science and Technology, Greater Noida on 25th February, 2012.
 - Two days workshop on “How to Conduct Research” at Institute of Vocational Studies on 9th and 10th February, 2012.
 - Five days National Workshop on Research Methodology and Use of SPSS in R.C. Institute of Technology, Najafgarh from 6th -10th June, 2011.
 - National Seminar on “Quality Assurance in Teacher Based Education; Initiative and Challenges Ahead” at Gold Field College of Education, Faridabad on 2nd April, 2011.
 - National Conference on “Teacher in Vision 2020” at Balaji College of Education on 26th March, 2011.
 - Workshop on “Teaching Learning Material” at Janhit Institute of Education and Information, Greater Noida on 10th and 11th March, 2011.
 - Orientation Programme on “National Curriculum Framework for Teacher Education” at Department of Education, Maharishi Dayanand University, Rohtak on 26th and 27th February, 2011.

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- National Seminar on “Educate the Educator” at Manav Rachna College of Education, Faridabad on 6th March, 2010.
- National Conference on “Law Education and Teachers” at Balaji College of Education on 27th February, 2010.
- One day Seminar on “Pracheen Shiksha Srot ka Naveen Prayog” at Aurobindo Ashram on 26th July, 2009.
- **Dr. Vandana Sharma :**
 - National Seminar on “Education System- Past-Present-Future” at Balaji College of Education on 23rd and 24th February, 2013.
 - Two days workshop on “How to Conduct Research” at Institute of Vocational Studies on 9th and 10th February, 2012.
 - National Seminar on “Innovations in Teaching” at Institute of Vocational Studies on 20th and 21st December, 2012.
 - Orientation Programme on “National Curriculum Framework for Teacher Education” at Department of Education, Maharishi Dayanand University, Rohtak on 26th and 27th February, 2011.
 - National Seminar on “Teacher Education in India: Changing Perspectives” at Advanced Institute of education on 4th and 5th February, 2011.
 - National Seminar on “Educate the Educator” at Manav Rachna College of Education, Faridabad on 6th March, 2010.
- **Dr. Rajesh Kumar**
 - National Seminar (UGC Sponsored) on “Teacher Education: Recent Trends, Challenges and Opportunities” at Jamshedpur Women’s College on 24th and 25th April, 2012.
 - International Seminar on “Buddhism and its Relevance in the 21st Century” at Bodhgaya, Bihar from 3rd to 5th February, 2012.

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- National Seminar (UGC Sponsored) on “Teacher Education: A National Challenge” at St. Xavier’s College of Education, Patna on 23rd and 24th March, 2011.
- National Conference on “Challenges of Education in 21st Century” at A. N. Sinha Institute of Social Studies, Patna on 29th and 30th January, 2011.
- Seventieth Session of the Indian History Congress at University of Delhi, Delhi from 15th – 17th May, 2010.
- National Seminar cum Workshop on “Including the Excluded: Role of Panchayati Raj Institutions in Education” at the Faculty of Education, B.H.U. on 14th and 15th November, 2010.
- **Ms. Sarita Rani**
 - Two days workshop on “How to Conduct Research” at Institute of Vocational Studies on 9th and 10th February, 2012.
 - National Conference on “Teacher in Vision 2020” at Balaji College of Education on 26th March, 2011.
 - Orientation Programme on “National Curriculum Framework for Teacher Education” at Department of Education, Maharishi Dayanand University, Rohtak on 26th and 27th February, 2011.
 - National Seminar on “Educate the Educator” at Manav Rachna College of Education, Faridabad on 6th March, 2010.
 - National Conference on “Law Education and Teachers” at Balaji College of education on 27th February, 2010.
- **Mr. Jitendra Kumar Singh**
 - Workshop on “Enhancing Research Skills” at Department of Education, MDU Rohtak on 22nd April, 2013.
 - National Seminar on “Reforms for Quality Teacher Education Programme” at Modern Institute of Teacher Education on 2nd March, 2012.

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- National Seminar on “Role of Distance Education in Right to Education: Issues and Challenges” at School of Education, Uttar Pradesh Rajarshi Tandon Open University, Allahabad from 11th – 13th March, 2011.
- Workshop on Lesson planning at Indraprastha Institute of Education and Management on 29th and 30th October, 2010.
- **Ms. Bindiya Lakhani**
 - National Seminar on quality assurance in teacher based education, initiative and challenges ahead in Gold Field College of Education on 2nd April, 2012.
 - National Seminar (HEC Sponsored) on “Multi Disciplinary Approach in Inclusive Education at Gaur Brahmin College of Education, Rohtak on 11th and 12th February, 2012.
 - Two days workshop on “How to Conduct Research” at Institute of Vocational Studies on 9th and 10th February, 2012.
 - National Seminar on “Innovations in Pedagogic Approaches in Teacher Education” at Shiv College of Education, Faridabad on 21st May, 2011.
 - National Seminar on “Quality Assurance in Teacher based Education; Initiative and Challenges Ahead” at Gold Field college of Education, Faridabad on 2nd April, 2011.
 - National Conference on “Teacher in Vision 2020” at Balaji College of Education on 26th March, 2011.
 - National Conference on “Information Literacy Skills for College Librarians in Digital Environment” at Aggarwal College Ballabgarh on 26th and 27th February, 2011.
 - National Seminar on “Teacher Education in India: Changing Perspectives” at Advanced Institute of education on 4th and 5th February, 2011.
 - National Seminar on “Educate the Educator” at Manav Rachna College of Education, Faridabad on 6th March, 2010.

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- **Ms. Mugdha Anand**
 - Seminar on “Bridging the Gap between Schools and Teacher Education Institutions in preparing Innovative Teachers” at Department of education, Mewar Institute on 4th June, 2011.
 - National Workshop on “Lesson Planning in Teacher Education” at Department of Education, HLM College on 18th December, 2010.
 - International Conference on “Professional Development of teachers in Global Perspective at College of education, C.C.S. University on 24th and 25th November, 2010.

- **Ms. Meenu Kumari**
 - National Seminar on “Education for Cultural Sustainability” at Amity Institute of Education, New Delhi on 30th March, 2011.
 - National Conference on “Teacher in Vision 2020” at Balaji College of Education on 26th March, 2011.
 - National Seminar on “Quality Concerns and New Methodology Measures of Assessment and Accreditation of Higher Education Institutes” at Manav Rachna college of Education on 18th February, 2011.
 - National Seminar on “Educate the Educator” at Manav Rachna College of Education, Faridabad on 6th March, 2010.

- **Ms. Dimpal Jain**
 - National Seminar on “Innovations in Pedagogic Approaches in Teacher Education” at Shiv College of Education on 21st May, 2011.

- **Ms. Sangeeta Vashisth**
 - National Seminar on “Innovations in Pedagogic Approaches in Teacher Education” at Shiv College of Education on 21st May, 2011.

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- **Ms. Chinar Malik**
 - National Seminar on “Educate the Educator” at Manav Rachna College of Education, Faridabad on 6th March, 2010.
- **Ms. Gita Chabra**
 - National Seminar on “Quality Assurance in Teacher based Education; Initiative and Challenges Ahead” at Gold Field college of Education, Faridabad on 2nd April, 2011.
- **Ms. Rashmi Panwar**
 - Two Days NAAC Sponsored Seminar on “Innovative Practices to Enhance Teaching Learning Process” at Institute of Vocational Studies on 20th and 21st December, 2012.
- **Mr. Bhim Singh**
 - National Conference on “Recent Advances in Digital Information Communication Technology” at Lingaya’s University, Faridabad on 9th and 10th November, 2012.
 - National Conference on “Innovative Library Services for Dynamic Knowledge Society” at Echelon Institute of Technology, Faridabad on 19th February, 2012

3.2 RESEARCH AND PUBLICATION OUTPUT

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

- Development of transparencies and slides by teachers and students.
- Development of teaching aids and models
- Power Point Presentations by all teachers in their respective subjects.
- Language lab has been established to develop communication skills of students.
- E-Source used by institute.
- Self-instructional material.

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- Audio Cassettes and CDs on various topics of English and Hindi.
- Specimens and slides for Life Science Teaching.

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

The institution provides the following facilities for developing instructional material:

- The institution has a well-equipped Computer Lab with 25 computers connected in LAN as well as in WAN which is used for development of self-instructional material, PowerPoint presentations and computer assisted learning material.
- Fully equipped software based Language Lab with 2 computers and internet connection.
- For development of print and non-print materials the institution has separate labs like work experience room, educational technology lab equipped with LCD projector, OHP, slide projectors, tape recorders and V.C.D/D.V.D players and white board.
- Free internet service for students and faculty (Wi-Fi Campus).
- The faculty members help the students to prepare different teaching aids of their respective teaching subjects.
- Multipurpose room for fabricating teaching aids.
- Well-equipped library with following facilities:
 - Text Books and Reference Books
 - Journals/Periodicals, Magazines and Newspapers
 - E-Journals
 - Resource materials on digital media such as CDs
 - Audio and Video Cassettes
 - Computers
 - High-speed Internet connection
 - Printers
 - Scanners

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- Photocopier
- Digital camera
- Science lab, E.T lab, language lab, Education Psychology lab etc.

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

Yes, the institution has developed following ICT/technology related instructional materials:

- Institute has developed a fully computerized “Digital Library” which has reduced the work of maintaining library records.
- Institute has developed a “Language Lab” for the improvement of communication skills of the students.
- Power point presentations are also used in Orientation program of micro-teaching skills by the faculty members.
- The institution provides full freedom to use college facilities both for staff and students, like internet, printer, scanner, Xerox and related stationary.
- Teacher educators have developed software (PPT and Transparencies) in their respective compulsory and teaching subjects.
- The institution has developed ICT related instructional materials on the major curricular and thrust areas.

3.2.4 Details on various training programs and/or workshops on material development (both instructional and other materials)

- **Organized by the institution.**
- **Attended by the staff**
- **Training provided to the staff**
 - **Organized by the institution:**
- Every year, the institution organizes a workshop on Microteaching skill development.

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- Workshop for the Preparation of teaching aids is an annual feature of the college where the pupil teachers are taught to make various teaching aids like charts, models, transparencies, slides, flash cards, etc.
- Workshops for preparation of synopsis, Flander's Interaction Analysis, Achievement test are exclusively conducted for the M.Ed. students.
- The institution also organizes a workshop annually for the use of ICT in teaching-learning.

- **Attended by the staff:**

1. Dr. Manorama Mathur:

- Two days workshop on "How to Conduct Research" at Institute of Vocational Studies on 9th and 10th February, 2012.
- Five days National Workshop on Research Methodology and Use of SPSS in R.C. Institute of Technology, Najafgarh from 6th -10th June, 2011.
- Workshop on "Teaching Learning Material" at Janhit Institute of Education and Information, Greater Noida on 10th and 11th March, 2011.

2. Dr. Vandana Sharma :

- Two days workshop on "How to Conduct Research" at Institute of Vocational Studies on 9th and 10th February, 2012.

3. Dr. Rajesh Kumar

- National Seminar cum Workshop on "Including the Excluded: Role of Panchayati Raj Institutions in Education" at the Faculty of Education, B.H.U. on 14th and 15th November, 2010.

4. Ms. Sarita Rani

- Two days workshop on "How to Conduct Research" at Institute of Vocational Studies on 9th and 10th February, 2012.

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5. Mr. Jitendra Kumar Singh

- Workshop on “Enhancing Research Skills” at Department of Education, MDU Rohtak on 22nd April, 2013.
- Workshop on Lesson planning at Indraprastha Institute of Education and Management on 29th and 30th October, 2010.

6. Ms. Bindiya Lakhani

- Two days workshop on “How to Conduct Research” at Institute of Vocational Studies on 9th and 10th February, 2012.

7. Ms. Mugdha Anand

- National Workshop on “Lesson Planning in Teacher Education” at Department of Education, HLM College on 18th December, 2010.

- **Training provided to the staff:**

ICT training was given to the faculty members to use computers and preparing power point slides by Mr. Naresh Chauhan, N-TECH Institutions.

3.2.5 List of Journals in which the faculty members have published papers:

Dr. Manorama Mathur

S.No.	AUTHOR'S NAME	NAME OF THE ARTICLE/CHAPTER	JOURNAL/ BOOK'S NAME	DETAILS
1	Dr Manorama Mathur	Promoting environmental awareness in physically handicapped students	Resource book for environmental education	Academic Excellence: Delhi , ISBN : 978-81-89901-36-3, Chapter 10, pp 85-99, 2007
2	Dr Manorama Mathur	Co-curricular activities for environmental education	Resource book for environmental education	Academic Excellence: Delhi , ISBN : 978-81-89901-36-3, Chapter 13, pp 123-147, 2007
	Manorama Mathur & Harish Kumar Tyagi	Book	Learner, Learning and Cognition	Balaji Publications, 2010

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	Dr Manorama Mathur & Dr Harish Kumar Tyagi	Effectiveness of multimedia CD based teaching versus the Conventional teaching in Learning: An experimental study of science students	Mangalmay Journal of Education and Pedagogy	ISSN 2229-3914, Vol.1, September, 2010, pp 88-93
	Dr Manorama Mathur	Mental Health and Adjustment of Physically Challenged Children	Child's Mental Health	Edited book, Chapter 2, pp 12-17
	Dr Manorama Mathur, Sonal Chabra & Chetna Bajwa	Ascertaining educational aspirations among the children with physical impairment	Journal of Educational and Psychological Research	ISSN: 2230-9586, Vol.2, No. 2, July 2012, pp 65-70
	Dr Manorama Mathur	Foreign Providers in higher Education	IRJMSH	Volume -4. Issue-1 2013 2277-9809
	Dr Manorama Mathur	A study of core teaching skills on teachers of Mcd school and Sarvodaya Vidhayalaya	Indian Journal Of Social concern	Nov2012— April20132231-5837
	Dr Manorama Mathur	Parental involvement in relation to social ;reference and social behavior	Indian Journal Of Psychometry & education	Jan-2012, vol44(1)2231-5837
	Ms.BINDIYA LAKHANI/Dr.MANORAMA /BHAWANA	A study of core teaching skills on teachers of Mcd school and Sarvodaya Vidhayalaya	Indian Journal Of Social concern	Nov2012— April20132231-5837
	Ms.BINDIYA LAKHANI/ Dr.MANORAMA /SAVITA	Parental involvement in relation to social ;reference and social behavior	Parental involvement in relation to social ;reference and social behaviour	Jan-2012, vol44(1)2231-5837
	Dr Manorama Mathur	M.A. Education (KKHSOU)	Environment and Population Education	Vikash Publication 2013, ISBN 978-93-259-7079-3

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Dr. Vandana Sharma

S.No.	AUTHOR'S NAME	NAME OF THE ARTICLE/CHAPTER	JOURNAL/ BOOK'S NAME	DETAILS
1	Ms.Vandana Sharma	Teaching practices that make school a place of peace	MERI Journal of Education	ISSN 0974-2085, Vol. VI, No. II, October 2011, pp 91-97
2	Ms.Vandana Sharma	Women empowerment and changed perspective: An overview	AITEA international journal of Education and Humanities	ISSN: 2231-380X, Vol. 1, No. 2, October 2011-March 2012
3	Ms.Vandana Sharma	Academic Journal (IJTHRM)	Innovation and social change for girls' case of Intel	ISO-9001-2008 JUNE-201
4	Ms.Vandana Sharma	Academic Journal (IJTHRM)	Changing social values and innovative panorama of college girls	ISO-9001-2008 ,FEB-2012

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Ms. Bindiya Lakhani

S.NO.	AUTHOR'S NAME	NAME OF THE ARTICLE/CHAPTER	JOURNAL/ BOOK'S NAME	DETAILS
1	Ms. Bindiya Lakhani	Higher Education and Teacher Educators	Proceedings of the National conference on Information Literacy Skills for college librarians in digital environment	February 26-27, 2011
	Ms.Bindiya Lakhani/ Dr.Manorama, Bhawana	A study of core teaching skills on teachers of MCD school and Sarvodaya Vidhayalaya	Indian Journal Of Social concern	Nov2012— April20132231-5837
	Ms.Bindiya Lakhani/ Dr.Sonali Singh	Technophobia Among Teachers	Yugshilpi	Sep2012- Feb2013978-93-80097-31-2
	Ms.Bindiya Lakhani/ Dr.Manorama/ Savita	Parental involvement in relation to social ;reference and social behavior	Parental involvement in relation to social ;reference and social behaviour	Jan- 2012,vol44(1)2231-5837
	Ms.Bindiya Lakhani	Emotional, Socialand educational adjustment of Adoloscents	Psycho Lingua	01-01-20130377-3132
	Ms.Bindiya Lakhani / Dr Manorama Mathur	ForeignProvidersin higherEducation	IRJMSH	Volume -4. Issue-1 2013 2277-9809

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Ms. Mugdha Anand

S.No.	AUTHOR'S NAME	NAME OF THE ARTICLE/CHAPTER	JOURNAL/ BOOK'S NAME	DETAILS
1	Ms. Mugdha Anand	Ability of present B.Ed curriculum in education system	Indian Journal of Social Concern	

Ms. Satvinder Kaur Saini

S.No.	AUTHOR'S NAME	NAME OF THE ARTICLE/CHAPTER	JOURNAL/ BOOK'S NAME	DETAILS
1	Ms. Satvinder Kaur Saini	Pedagogy in EVS	Balaji Publication	

Mr. Bhim Singh

S.No.	AUTHOR'S NAME	NAME OF THE ARTICLE/CHAPTER	JOURNAL/ BOOK'S NAME	DETAILS
1	Bhim Singh	ICT based information services	Conference Proceedings of a National Conference	

3.3 CONSULTANCY

3.3.1 Did the institution provide consultancy services in last five years?

If yes, give details.

Yes, the institution provides consultancy free of cost. For providing consultancy the institution has established various cells like –

- Guidance and placement cell
- Legal literacy cell
- Women cell
- Anti ragging cell
- Grievance redressal cell
- Spiritual cell

Members of these cells headed by in charges provide consultancy services to our M.Ed. and B.Ed. students, to experimental and neighborhood schools, other newly established colleges and local community. Each cell invites experts such as Advocate, Doctor, First Aid expert, Social Activists and Educationists for conducting various activities.

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

The majority of staff is competent to take the responsibility of consultancy.

Areas of competency for providing consultancy:

- Consultancy for Social Problems- Dr. Manorama Mathur
- Consultancy for Micro Teaching- Ms. Meenu
- Consultancy/awareness about Yogic practices- Dr. Vandana Sharma
- Consultancy for ICT/Power point presentation – Ms. Chinar Malik
- Consultancy for Spiritual development- Ms. Sarita Rani
- Consultancy for Special education- Ms. Bindiya Lakhani

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3.3.3 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?

No consultation fee is charged by the institution for the consultancy provided. Few members of staff are involved in consultancy. Broad areas of consultancy are given- Spirituality, Yogic practices, placement, Social problems (like Child Labor, Female Feticide, etc.), Personality Development etc. are all provided free of cost. The purpose of consultancy is social welfare; and to develop the individual and the society as a whole for the betterment of human life and ultimately the nation.

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

As mentioned earlier, all the consultancy is provided free of cost. All expenses are borne by the college itself. The main cause for the consultancy is to serve and overall development of the society which reflects our vision and mission. This is purely a social cause.

3.4 Extension Activities

3.4.1 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 elementary and secondary education is the backbone of any civilization. The most vital and indispensable requirement for quality education is the quality of teachers. The institute is providing extension services to make in service teachers abreast with latest pedagogical innovations.

Many teachers are actively involved in Community Support Services. Extension activities are an integral part of teaching programme of the institute. Through Extension activities neighboring practicing schools are benefited mainly in various fields Details are as follows:

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Sr.No.	Name of Lecturer	Name of Institution	Date	Topic
1.	Ms. Vandana Sharma	R.D. Public School	4 th Feb, 2011	Preparation of teaching aids.
2.	Ms. Bindiya Lakhani	Aravali International School	8 th Feb, 2011	How to make Power point Presentations?
3.	Ms. Laxmi Pandey	P.P. Convent School	17 th Feb, 2011	Communication Skill
4.	Dr. Bhupendra Singh	Aravali International School	30 th Jan, 2012	Environmental Awareness Programme
5.	Ms. Updesh Kaur	G.B.L. Convent School	2 nd Feb, 2012	Health and Hygiene
6.	Ms. Sarita Rani	B.V.M. Sr. Sec. School	10 th Feb, 2012	Practicing meditation
7.	Ms. Gayatri Devi	S.R. Public School	15 th Feb, 2012	Female Feticide
8.	Ms. Mugdha Anand	Sneh Vidya Niketan	30 th Jan, 2013	Preparation of temporary mounts
9.	Mr. Rajesh	Govt. High School	5 th Feb, 2013	Fundamental duties and rights of citizens
10.	Ms. Meenu	G.B.L. Convent School	12 th Feb, 2013	Legal rights of women
11.	Dr. Vandana Sharma, Dr. Sonali Singh	S.R. Public School	18 th Feb, 2013	How to make effective teaching aids?

Outreach Programmes:

The pupil teachers and members of the faculty are carrying out the outreach programmes in the following manner:

- Providing training, placement and counseling to student teachers.
- Distributing audio-visual aids among neighboring schools.

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- Street plays and rallies in the Village Pali.
- Partnering with NGOs and GOs.
- Creating environmental awareness.

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

Institution gets benefited from the community in different manner:

- **Institution-school networking:**

Institution and School Community networking are helpful for proper functioning of teaching practice. Besides classroom teaching, each pupil teacher is supposed to take part in the morning assembly of the school, organize certain activities and competitions in the school. Thus the student teachers interact with school/community to study their emerging needs and provide appropriate solutions to their problems.

- **Institution-community networking:**

Broader perspective regarding teaching develops during community interaction. Community Awareness Programmes like Polio Awareness Rally, Rally against Child Labor, Street plays, etc. are organized. The pupil teachers are taken to various areas and are given chances to interact with various communities. The students come to know about the flaws of ways of thinking that lead to ignorance among those people and are thus able to organize various programmes leading to development of community.

- **Community participation in Institutional development:**

- Local Community fully supports the extension activities done by institute.
- Meetings with “Sarpanches” have helped in development of the institute.
- People from different fields of specialization like doctors, lawyers, women activists, etc. from the community are invited to deliver talks and extension lectures.
- Time to time heads and staff of the schools are invited in the institute to give their views about further improvement.

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

Future Plans for Teacher Trainees

The institution's future plans and major activities that will be taken up are as follows:

- Institution is planning to organize such activities which will help the students to motivate them towards Social, Cultural and National well being.
- The institution will work on projects for the upliftment of the under-privileged sections of the society by organizing different social welfare programs and academic activities for their well-being.
- The institution is planning to collaborate with Government Organizations like NCERT and NUEPA for enhancing the quality of its research work.
- Organization of workshops to develop communication skills in teachers and personality development.
- Series of lectures from Brahma Kumaris.
- Legal literacy programme from legal advisors.
- Orientation of our students on latest curricular developments and teaching materials.
- Orientation of about the contemporary needs and interests of the students.
- Extension lectures on current topics like Research Proposals, ICT, Health/First Aid, Inclusive Education, Human Rights, RTI Act, etc.
- Women and Youth related issues.
- Computer Literacy programs for senior citizens.

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

The institution has completed the following projects related to the community development:

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- A project of “Save the Girl Child” was adopted by the institution in which the students went door to door in Pali village and spread awareness regarding female feticide. Pamphlets were also distributed in the village.
- Socio Economic Educational Survey of Village Pali, Faridabad.
- A project for “Girl Child Education” was taken up by the institution in which the students performed a street play in the village Pali. The students were divided into different groups. They visited different areas of the village and explained the importance of girl child education.

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

Institute develops social and citizenship values and skills among its students in the following ways:

- While holding programmes like House meetings and morning assembly, different responsibilities are assigned to the student teachers. They get opportunity to organize programmes independently under the guidance and supervision of the House in-charge.
- During the week, members of the House on duty, perform various duties like writing news and thought for the day, decorating display board, observing discipline in the library, controlling and regulating the visitors.
- By celebrating birthdays of great people.
- Trips, visits and competitions are organized frequently.
- Days of National and International importance are celebrated in the college for imbibing social and moral values in the students.
- All the festivals like Dusherra, Diwali, Christmas, Holi, Lohri etc. are celebrated and thus catering to cultural diversity.
- By providing training to the students about the fundamental rights and moral responsibilities.

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- By organizing different programs like seminars, workshops and community service programs in different schools, colleges, villages etc.
- The student teachers share different responsibilities in organizing intra College meets in skill-in-teaching, preparing teaching aids, dance, poem recitation etc.

3.5 Collaborations

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

Institute has established linkage with Social Welfare department of Haryana state. The SC/BC students of the institute are benefited from these departments through in receiving scholarship. There are various national level organizations with which the institution is trying to establish the linkage. These are as follows:

- **GOs**
 - National council of Educational Research and Training (NCERT)
 - National University of Educational Planning And Administration (NUEPA)
- **NGOs**
 - Gemini
 - Prakash Deep
 - Navyug Sai Vidyapeetham

The details of benefits which resulted out of above linkages are as under:

- **Curriculum development:** The experience, interaction and feedback gained from linkages help in identifying the new emerging and job oriented areas which should be included in the curricula so as to contextualize them. Expertise and peer suggestions of such organizations also help in curriculum development.
- **Teaching:** The linkages with reputed institutes, NGOs and Govt. agencies help in arranging faculty exchange and academic development. Faculty from these institutions is involved in teaching and research collaboration. It has improved the quality of work and its applications.

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- **Training:** The linkages help in gaining experience, interaction and feedback regarding various teaching skills. The students get training with modern equipment and ICT enabled hardware/software. Such students are able to compete at national level for getting jobs.
- **Research:** Such linkages promote front-line research activities in the institution. The members of the faculty and the students are able to have access to advanced databases for acquisition of precise and accurate data. Such collaborative research also helps in developing new academic contacts.
- **Consultancy:** The linkages help to develop national and international competency and expertise in our students and members of the faculty. The institution encourages consultancy work by the faculty.
- **Extension:** The linkages with National Organizations and the University departments lead to the development of new and innovative programmes. Such technologies are passed on to the community and stakeholders through publications in research journals and through direct outreach programmes. The linkages of the institution promote extension activities directly beneficial to the community in terms of health awareness programs, education of the rural masses, environmental awareness etc.
- **Student Placement:** The institution-school linkages enable the schools to fathom the depth of knowledge of students of this institution. The students also get trained with hands on experience in relevant schools during their practice teaching. This helps in better understanding of the schools. The institution has established a placement cell for promotion of linkages between the institution and the schools in order to cater to the needs of the schools and better placement of our students.

3.5.2. Has the institution established linkage with any international organization?

The institution has not yet established linkage with any international organization though in future the institution would like to build up such linkages for the benefit of the students. However, the institution has extensive linkages with the local organizations and school sector in respect of practice teaching, placement of the students, research and extension activities. The College has linkages with following schools:

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- Govt. Girls School, Nangla Gujran, Nangla
- Govt. High School, Fatehpur Taga
- Sneh Vidya Niketan, S.G.M. Nagar
- R.D. Public School, Dabua Colony
- Navodaya Vidya Niketan Sr. Sec. School, Dabua Colony
- S.R. Public School, S.G.M. Nagar
- Aravali International School, Sector-43, Faridabad
- B.V.M. Sr. Sec. School, Dabua Colony
- G.B.L. Convent School, S.G.M. Nagar
- P.P. Convent Sr. Sec. School, Dabua Colony

3.5.3 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 members of faculty are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. The Principal of the institution allots different schools to all faculty members. The concerned faculty members then discuss and plan out whole practice teaching schedule with the head of the school. They actively collaborate with teachers and other school personnel to design the time table of student teachers, evaluation of student teachers, organizing certain activities in the school, etc. Moreover the faculty members interact with school to study their emerging needs and provide appropriate solutions to their problems.

3.5.4 How does the faculty collaborate with school and other College or University faculty?

The institution has a large number of linkages of research and extension activities. Such linkages help in training the faculty in the field of research and extension programmes in service of society. Such activities also provide values in addition to the academic programmes of the institution. The institution was established in the year 2006. Since then, the institution has collaborated with the schools for the practice teaching sessions. The institution still provides extension services to the headmasters, supervisors and teachers from primary, secondary and higher secondary levels. These personnel are oriented and guided with respect to new trends in education, contemporary issues, new

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information and knowledge regarding the revised curriculum and methodologies. The institution's multifaceted faculty members are invited as resource persons and experts by other colleges of education to share their expertise in teaching methodology, curriculum, planning and research for conducting guest lectures, seminars, workshops and symposia. The faculty members are also invited for the evaluation of papers and as examiners for the practical examinations of the University, thus contributing and collaborating with M.D.U. Rohtak.

3.6 Best Practices in Research, Consultancy and Extension

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

To enhance the quality of Research, Consultancy and Extension activities the institution has adopted following measures:

- **For Research activities**

- Institute motivates the faculty members to participate in workshops, seminars and conferences by providing duty leave.
- Institute also gives flexibility in time schedule for research activity.
- Principal holds meetings with faculty members before and after teaching practice to enhance the quality of action research.
- Faculty members without doctoral degree are encouraged to do so by providing them opportunity/ assistance.

- **Consultancy Activities:**

- Institution is providing consultancy and other services for the empowerment of teachers for their ICT related growth and development.
- Regular meetings with the Heads/Manager of local schools for improving school education.

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- **Extension activity**

- The aspects of education which emphasize community services are often integrated with curriculum as extended opportunity which indeed helps to serve, reflect and learn.
- Extension programmes like seminars and guest lectures are a regular feature of the institute.

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

Institute motivates the faculty members to expertise themselves in different areas so that they are of great help for not only to the institution but also to the community. Significant Innovations/good practices are:

- **Research**

- To promote research in the field of education and to extend this service to stakeholders including research workers, teachers, teacher educators and educational administrators, the institution proposes to establish a Centre for Innovation and Research (CIR) which shall function under the research committee of the College.
- Regular action research conducted by teachers on classroom problems for producing the role model for B.Ed. students.
- Book reviews on latest publications by M.Ed. scholars as a compulsory practice for developing reading habits.

- **Consultancy**

- Institute provides consultancy and career guidance services.

- **Extension**

- Extension programmes like Health and Hygiene, Blood Donation Camp, Save the Girl Child and Women Empowerment etc. are the issues which are given importance in the activities of the institution.

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- The various extension programmes are planned and executed by the institution in collaboration with various local organizations such as Trusts & Societies.
- Extension lecturers are timely organized to encourage the students for research work.
- Fellow villagers are made aware about girl child education.



CRITERION - IV



CRITERION - IV

INFRASTRUCTURE AND LEARNING RESOURCES

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

Yes, the institution has the physical infrastructure as per NCTE norms. The details are as follows:

The institution possesses 2502 sq mts built up area for 200 B.Ed. and 35 M.Ed. seats with following facilities:

- Classrooms (5)
- Seminar Hall (1)
- Library (1)
- ICT Resource Centre (1)
- Psychology Resource Centre (1)
- Science Resource Centre (1)
- Mathematics Resource Centre (1)
- Language Lab (1)
- Social Studies Resource Centre (1)
- Tutorial Rooms (2)
- Principal's Office (1)
- Administrative Office (1)
- Faculty Rooms (2)
- Reception
- Girl's Common Room (1)
- Boy's Common Room (1)
- Multipurpose Room (1)
- Resource Room for the disabled students (1)
- Canteen (1)
- Separate Toilets for boys and girls

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- Parking space
- Health & Physical Education Resource Centre
- Open space for lawn & gardening activities.
- Store rooms (4)
- Multi-purpose room
- Sports room
- Open space for other activities
- Separate Accounts Section
- Work Experience Room/PTA Room

The safe guard against fire hazard has been provided in all parts of the building. The amount invested for developing the infrastructure in the last three years is Rs.1, 26, 81,214/-. The Master Plan of the building has been enclosed.

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

While planning to open a B.Ed. College in rural area, the visionary founder of the College clearly kept in his mind to make this College a comprehensive College of Education having B.Ed. and M.Ed. courses. The institution already possesses 2502 sq.mts of built up area and the infrastructure as specified by NCTE. Thus, the College has sufficient infrastructure to meet with the future requirements.

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

The infrastructure facilities available for co-curricular activities and extra- curricular activities including games and sports are as follows:-

- The institution has a seminar hall with a well equipped stage and modern amenities for holding a variety of programmes.
- There is a multi-purpose hall which is used for holding various activities and competitions.
- Playground for outdoor sports like Cricket, Badminton, Athletics, Volleyball, Badminton etc is there. Sufficient sports material and kits are available.
- Institution has adequate facilities for indoor games like Chess, Carom Board etc.

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- Different labs for work-experience (Computer lab for Computer Applications, Work Experience Room for Preparing Teaching Aids, chalk board writing, etc.) are available in the institution. The norms of NCTE were looked into and infrastructure was built accordingly.

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

Seminar hall is utilized by B.Ed. and M.Ed. students for holding various activities (workshops, seminars, get-togethers etc.)

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

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

- Separate common room for boys and girls.
- Washroom facilities separate for boys and girls are there at each floor of the building.
- Facility of canteen for both the staff and the students.
- A medical room with a first aid kit is available.
- A lady doctor is available as and when required by the students or faculty.
- There is a Health and Hygiene Committee in the college which ensures that the health and hygiene of the staff and students is maintained.

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

NO, the hostel for students is not available in the college.

4.2 MAINTENANCE OF INFRASTRUCTURE

4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of the following?

- **Building**
- **Laboratories**

Criterion VII : Internal Quality Assurance System

- Computers
- Equipments
- Furniture
- Transport/Vehicle

Give justification for the allocation and unspent balance if any.

MAINTENANCE OF INFRASTRUCTURE

(Figure in lakhs)

2008-09		2009-10		2010-11		2011-12		2012-13	
Budget	Expd	Budget	Expd	Budget	Expd	Budget	Expd	Budget	Expd
75	74.19	65	58.38	75	73.37	68.80	63.85	71.20	69.68

TOTAL BUDGETED	3.55
TOTAL EXPENDITURE	3.39
Unspent	16
% of Unspent	4.37

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

- The institution runs from 10:00 am to 4:00 pm involving all the pupil teachers and teacher educators in a variety of programmes and thus utilizing its infrastructure to its fullest.
- Seminar hall is used for morning assembly, different functions of the institution, workshops, etc.
- Multipurpose room is used for organizing various competitions and activities.
- In certain programmes, the specified rooms are utilized for more than one activity. For instance, Common Room is used for tutorials.
- The ICET lab is used by the faculty as well as the students of B.Ed. and M.Ed. students according to their need.

Criterion VII : Internal Quality Assurance System

- The different hardware equipments such as Overhead Projector, LCD Projector and Public Address System are used in seminars and workshops organized in the institution. The different teaching aids prepared by the students such as charts, models, slides, transparencies, presentations are used by the pupil teachers during their simulated and practice teaching.
- Language lab is used by the faculty as well as pupil teachers for improving their pronunciation, accent and listening skills.

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

For keeping the institution neat, clean and pollution free, following measures have been taken:

- Various competitions (Rangoli, Chart Making, Slogan Writing, Poster-making,) are organized on this day to make the students aware of the environmental problems.
- There is one paper in the curriculum christened as ‘Environmental Education’ in which the students are taught about the need, importance and issues related to the environment. We have already provided this option to our students.
- The institution organizes a college beautification programme to keep its campus neat and clean. The students and staff make their sincere efforts to maintain this beauty.
- The faculty members and students both are given duties to take care of the cleanliness of the institution.
- To inculcate the sense of cleanliness, dustbins are placed at different points for use.

4.3 LIBRARY AS A LEARNING RESOURCE

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

Yes, the institution has a qualified librarian and adequate technical staff to support the library. The details of the staff members are as follows:

Name of the Staff Member	Designation	Qualification
1. Mr. Bhim Singh	Librarian	B.Lib., M.Lib.

Criterion VII : Internal Quality Assurance System

2. Ms. Savita Asst. Librarian M.A., M.Ed.

4.3.2 What are the library resources available to the staff and students? (Number of books- volumes and titles, Journals- National and International, magazines, audio visual teaching-learning resources, software, internet access, etc.)

The library resources available to the staff and students are as follows:

- The number of books available in the library are as follows:

S. No.	Branch	Total No. Of Books	Total No. Of Titles
1.	B.Ed.	7817	2045
2.	M.Ed.	1647	594
	Total	9464	2639

Reference Books

S. No.	Branch	Total No. Of Books
1.	B.Ed.	1351
2.	M.Ed.	504
3.	Total	1855

No. of Journals-17

No. of magazines- 9

No. of newspapers- 5

Survey 3 to 6 - 4 Surveys

Encyclopedia -9

No. of Dictionaries- 19

- Computer with internet Connection
- Printer
- Software

Criterion VII : Internal Quality Assurance System

- Library software DELPLUS developed by DELNET is used for recording, issuing and returning of the books.
- Educational CDs are also available for use by staff as well as students.
- Lesson plans CDs are also available in the library.
- Internet access- Free Internet access is available to the staff and the students in the College library.

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

Yes, the institution has in-place a mechanism to systematically review the various library committee resources for adequate access, relevance etc. and to make acquisition decisions.

The composition of the library committee is as follows:

- Dr. Manorama Mathur (Coordinator)
- Mr. Bhim Singh (Member)
- Ms. Savita (Member)
- Mr. Jitendra Kumar Singh (Member) Asst. Professor

The functions of the committee are:

- The committee considers the development proposals of the library and budget allocations and other decisions.
- Provides directions for a structured and balanced growth of the library and to provide improved facilities and innovative services.
- Suggest measures for augmenting the use of the library resources by the staff and the students
- Review the library services from time to time.

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

Yes, the library of the institution is fully computerized. Computer is used for storing, issuing and returning of the books with the help of the library software. The computers are also used for reference etc. Access to the internet is made free to all the students as well as for staff members.

Criterion VII : Internal Quality Assurance System

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

Yes, the institution library has Computer, Internet and Reprographic facilities. The access to internet to the staff and students is made free.

4.3.6 Does the institution make use of INFLIBNET/ DELNET/ IUC facilities? If yes, give details.

The library has DELPLUS software developed by DELNET which is used for issuing and returning of books and maintaining up-to- date records. Each book has an accession number which is used at the time of issuing and returning them. The software has detail of every member of the library.

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

The details on the working days of the library are as under:

Library is kept open throughout the year except on Sundays and holidays. It is open for 8 hours everyday.

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

The staff and students come to know of the new arrivals in the following ways:

- The staff and students come to know of the new arrivals through the new arrival section. The books, journals, magazines etc. are displayed in this section.
- Faculty members are informed through Notice by the Library in-charge about the latest additions relating to their projects and thrust areas of research.
- The faculty members also inform the students about the new arrivals informally.

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

Yes, the institution's library has a book bank facility. The books are issued for the whole session to the students who cannot afford to purchase them. The students have to return the books after the final examination.

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

Criterion VII : Internal Quality Assurance System

The following facilities are provided by the library to the visually and physically challenged persons:

- For the physically challenged persons additional books and reading materials are issued on long term basis.
- These persons are provided books, journals etc. at the ground floor only by the library staff.
- For visually challenged persons, personal assistance is given.

4.4. ICT AS LEARNING RESOURCE

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

- The institution has a well equipped computer lab with 25 computers. The configuration of these systems is as follows:
Pentium [R] Dual Core CPU E5200 @ 2.50 GHz, 0.99 GB RAM, Physical Address Extension, Hard Disk 80 GB, 17” Colored LCD Monitor.
- The software’s available are: MS-Office with tools; MSWord; MS- Excel; MS-Power point; MS-Access; Adobe Reader; Antivirus Software and Internet Explorer.
- Other software’s/ material available are:
 - Lesson plan CDs
 - Educational CDs on different topics.
 - Slides, Transparencies, Charts etc.
 - Audio cassettes for improving listening skills.
 - Video cassettes on various school subjects.
- Audio-Visual aids like Overhead Projector, LCD Projector, Public Address System, Television set, CD player, Cassette Player are available in the Educational Technology Lab of the institution for enhancing/improving teaching learning activities of the students.
- Other hardware facilities available are:
- DVD Writer

Criterion VII : Internal Quality Assurance System

- CDROMs
- Printer
- Scanner
- LCD Projector
- The pupil teachers and faculty can access the internet at any time during working hours whenever required.

The institution ensures the optimum use of the facility in the following ways:

- The above resources are made accessible free of charge to students and faculty during working hours.
- The computers are used to train and develop power point presentations to be used by students in their teaching practice as well as by teachers for the research paper to be presented in conferences, workshops etc.
- The OHP, LCD projector are used by the pupil teachers for enhancing their teaching learning activities as well as by the staff in the programmes/activities organized in the institution.
- The office section is provided with the computer and internet facility.
- Library is also provided with computer and internet facility.

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

Yes, there is a provision in the curriculum for imparting computer skills to all the students. The curriculum includes a paper of Information, Communication and Educational Technology which impart the following skills to the students:

- Basics of Computer
- Use of Word-Processor, MS-Excel, MS- Power point, Change of Wall paper and Screen saver, Use of word pad, notepad, MS-Paint etc.
- Internet skills
- Use of E-mails
- How to make searches, download data etc.
- The use of various hardware devices such as CDROM, CD Writer, Printer, Scanner, and Pen drives etc.
- Knowledge of Networking is provided to them which covers:
 - Functions of Computer network

Criterion VII : Internal Quality Assurance System

- How the Computer network works
- Students are taught about:
 - Operating system
 - Functions of operating system
 - The Windows environment
 - Disk operating system
- They are told about the benefits of computers in the field of education etc.

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

The institution incorporates and makes use of the new technologies/ICT in curriculum transactional processes in the following ways:

For B.Ed. students

One paper of Information, Communication and Educational Technology is there for providing theoretical and practical knowledge about computers to the students.

The students are taught the uses of computer in teaching and learning. One special period per week is there for training the students to use computer and internet. Students are also trained to prepare teaching aids and handling of available equipments in which students are trained for preparing teaching aids such as charts, models, slides, transparencies etc. and first-hand experience is given to them in handling of the available equipments such as overhead projector, etc. One paper of teaching of Computer Science is there in the curriculum which is opted by students who have done graduation in Computer Science. In this paper, they are taught how to teach with proficiency the subject of computer science in schools.

For M.Ed. Students

Students are at liberty to use computer and internet in the free time.

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

The major areas and initiatives are as follows:

- Preparation of teaching aids such as charts, models, slides, transparencies, Power Point presentations etc.
- Preparation of self-instructional material.

Criterion VII : Internal Quality Assurance System

- OHP, LCD projectors are used to display slides, transparencies, Power Point presentations etc.
- To improve listening skills, pronunciation of students, audio cassettes/CDs are used by pupil teachers in practice teaching.
- Educational CDs are used as supplementary teaching aids.
- M.Ed. students use technology for accomplishing their research work.
-

4.5 OTHER FACILITIES

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

The instructional infrastructure are kept open for the students and faculty during working hours and extended hours whenever required. Library, Computer lab, sports facilities are kept open on holidays except Sundays/extended hours for all the registered users. The seminar hall is used for holding morning assembly, seminar, workshops, get-togethers, examinations of the institution. In certain programmes the specified rooms are utilized for more than one activity. For instance: Common Room is used for tutorials. The different hardware equipments such as Overhead Projector, LCD Projector and Public Address System are used in seminars and workshops organized in the institution. These are also used by the pupil teachers during simulated teaching as well as practice teaching. The different teaching aids prepared by the students such as charts, models, slides, transparencies, presentations are used by the pupil teacher during their simulated and practice teaching. Language lab is used by the faculty as well as pupil teachers for improving their pronunciation, accent and listening skills.

Yes, the institution shares the facilities with others.

- The teaching aids prepared by the students are exhibited and different schools are invited to the exhibition. These aids are gifted to schools as per their requirement.
- The equipments like LCD projector, Over head projector are issued to the schools whenever they require.
- Library, Computer Lab, Language Lab and Sports facilities are open for the community.

Criterion VII : Internal Quality Assurance System

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

The various audio visual facilities /material available with the institutions are:

- Educational CDs
- Self Instructional Material
- Computer assisted learning material
- Audio and Video Cassettes related to the different school subjects.
- Audio cassettes for improving the listening skills or pronunciation and accent of the pupil teachers.
- Models, charts, flashcards, slides, transparencies, etc.
- LCD projector, Overhead projector, Television set, CD player, Cassette player etc.

The pupil teachers are encouraged to optimally use them for learning including practice teaching in the following ways:

- Various Competitions are organized like chart making, model making, preparing power point presentations, slides, transparencies etc. The best pupil teachers are then given certificates of merit.
- Slides, Power Point Presentations (Lesson plan CDs), Models, Charts, and Transparencies are exhibited.
- Seminars and Workshops are arranged for making the pupil teachers effective teachers. Training is provided to them for making power point presentations, charts, models etc.
- Pupil teachers are given firsthand experience with regard to handling and operating of available audio video equipments.

4.5.3 What are the various general and methods laboratories available with the institutions? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The various general and methods laboratories available with the institutions are:

- Psychology laboratory
- Science laboratory
- Mathematics Laboratory

Criterion VII : Internal Quality Assurance System

- Educational Technology Laboratory
- Multipurpose room
- Work Experience room
- Language Laboratory
- Resource room

The institution enhances the facilities and ensures maintenance of the equipment and other facilities in the following ways:

- All the staff members are allotted the above labs according to their expertise who are responsible for the maintenance and upkeep of these labs.
- Students are encouraged to make models (working/ nonworking), charts related to their teaching subjects which are then placed in the respective labs.

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

- The institute has a well furnished Multipurpose Hall which is used for the following activities:
 - Candle Making
 - Drawing and Painting – Card Making
 - Interior Decoration i.e. Dia Making, Cooking etc.
- The institution has a well furnished Work Experience Room for the Preparation of Teaching Aids.
- Playground for outdoor sports like cricket, badminton, athletics, volleyball, etc. is there.
- Adequate facilities for indoor games like chess, carom board, table tennis etc. is also available with the institution. Sufficient sports material and kits are there.
- The institution has adequate transportation facility. In addition to it, the Haryana roadways buses, private buses & auto-rickshaws ply between campus and city at regular frequency.

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

Yes, the classrooms are equipped for the use of latest technologies for teaching. The details are as follows:

Criterion VII : Internal Quality Assurance System

- There is proper seating as well as lighting arrangement.
- Adequate space is available in the classrooms for placing the electronic equipments such as OHP, Television, DVD player, etc.

In future, the institution is planning to arrange smart classrooms.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

The faculty seeks to model and reflect on the best practice in the diversity of instruction, including the use of technology in the following ways:

- Prepares and delivers their lecture by using PowerPoint presentations keeping in view the level and diverse needs of the students.
- Prepare learning packages on computer for weaker students.
- Provides the subject related latest information to their students.
- Makes use of e-mails for handling the queries.

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

The innovative practices related to the use of ICT which has contributed to the quality enhancement are as follows:

- Power point presentations are prepared by the pupil teachers for their school practices.
- Transparencies are prepared by teacher educators and pupil teachers for making the teaching learning process interactive and effective.
- Research work related to ICT is carried out by the M.Ed. students.
- Through the Language Lab listening skills, accent and pronunciation of the students are improved.
- Educational CDs are used to supplement the knowledge of the pupil teachers as well as the staff members.
- The students and staff are given free access to internet and the use of computer to develop technological skills, increase the knowledge related to their concept which in turn prepares them for their professional life.

Criterion VII : Internal Quality Assurance System

- Self instructional material prepared by the pupil teachers and staff members is utilized for enhancement of knowledge and motivating the slow learners as well as gifted students.

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

The institution has Computer Lab with 25 computers and the computer accessories with internet connection to achieve the following objectives:

- To familiarize the students with computers.
- To develop higher order thinking skills in them.
- To enable them to compete with the technological world.
- To help them in making their teaching effective while using technology in the classroom.
- To bring change from teacher-centered to learner-centered education.
- To provide more opportunities to students in multiple ways of discovering, creating and communicating information in various formats and voices.
- To expose teacher trainees to the latest knowledge so that they can update themselves and transmit the same to their students.

Description of the practice: In every session, one workshop is exclusively organized for the use of technology in classroom instruction. Students are motivated to use technology in teaching during the B.Ed. course. Practical periods are allotted in the time table for acquainting the students with the technology. In these classes, the following items are covered:

- Fundamentals/ basics of computer
- MS-Office (MS-Word, MS-Power Point, MS-Excel) Netsurfing and E-mail.
- Open discussion takes place with the teacher trainees on their experiences during the workshop.
- Before starting of preparing lesson plans, teacher trainees are divided into subject-wise groups. Then the students of each group make practice in the use of technology in teaching in a variety of ways like demonstration, quiz, interactive presentation etc.

Criterion VII : Internal Quality Assurance System

- Besides teacher-trainees, teacher educators also make use of technology in their presentations at seminars and conferences and developing multimedia material as well.

The outcome:-

- The quality of instruction was improved.
- New directions in the use of ICT emerged.
- Faculty and pupil teacher's started utilizing ICT in teaching learning process.
- Teacher trainees started using ICT in their teaching.
- Research studies on ICT at M.Ed. level have been undertake.



CRITERION - V



CRITERION - V

STUDENT SUPPORT AND PROGRESSIONS

CRITERION V: STUDENT SUPPORT AND PROGRESSIONS

5.1 Student Progressions

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

- To assess the student's preparedness for the programme, Institute ensures regular class test in all major subjects and two house examinations in the session.
- Students are given assignments of all subjects regularly to check the preparedness of subject matters.
- Seminars, group discussions, debates, quizzes are regularly organized by the institute for evaluating students continuously.
- Student's professional growth is evaluated during teaching practice session by the lecturer in-charge.
- In "Micro Teaching" programme, various teaching skills are used by student teachers. In this training session Micro lesson, Mega Lesson, discussion lessons are practiced. With teaching practice, student teachers get prepared for the real teaching situation.
- Principal and staff members of the practicing school also give their feedback.
- To enhance the professional competency of the students, college organizes many competitions like preparation of teaching aids, poster making competition, using of waste material, pot painting etc. are organized from time to time.
- The students are also encouraged to participate in academic activities of the college like organization of competitions, morning assembly etc.
- For the computer practical batches, the teacher trainees' who are computer literates are paired with trainees who are not computer savvy. Cells are formed for giving educational, vocational and personal guidance. Meetings of the cells are conducted once a month. The teacher trainees' preparedness is assessed; they are counseled and given guidance. The feedback obtained from these meetings help in planning and execution.

Criterion VII : Internal Quality Assurance System

- **Remedial Coaching**

The student's performance is analyzed & efforts are done to make student performance better for the next time. The institution identifies the needs of students & provides individualized support (depending on the nature & extent) in form of remedial programme for under achievers .

- **List of Under Achievers (2011-12) (B.Ed.)**

15 students of session 2011-12 were enlisted as under achievers. Their Roll Nos. are as under:

B1268, B1330, B1222, B1294, B1275, B1227, B1211, B1205, B1356, B1311, B1240, B1262, B1314, B1328, B1332

- **List of Under Achievers (2011-12) (M.Ed.)**

5 students of session 2011-12 were enlisted as under achievers. Their Roll Nos. are as under:

2500704, 2500711, 2500708, 2500669, 2500661

- **List of Under Achievers (2012-13) (B.Ed.)**

15 students of session 2012-13 were enlisted as under-achievers. Their Roll Nos. are as under:

12016, 12085, 12179, 12119, 12078, 12069, 12133, 12183, 12163, 12107, 12185, 12106, 12096, 12065, 12024

- **List of Under Achievers (2012-13) (M.Ed.)**

3 students of session 2012-13 (First Semester) were enlisted as under-achievers. Their Roll Nos. are as under:

5301123, 5301132, 5301129

- **Strategies adopted for High-Achievers**

Following strategies were adopted for under-achievers.

1. Various topics were discussed in the classrooms.
2. Tips were given to the students about how to answer the questions in a better way.
3. Handouts were also provided to them by the respective subject teachers during remedial teaching.

- **List of High Achievers (B.Ed.) (2011-12)**

15 students of session 2011-12 were enlisted as high achievers. Their Roll Nos. are as under:

Criterion VII : Internal Quality Assurance System

B1392, B1324, B1387, B1357, B1216, B1273, B1223, B1353, B1232, B1283, B1210, B1305, B1278, B1267, B1263, B1219.

- **List of High Achievers (M.Ed.) (2011-12)**

5 students of M.Ed. of 2011-12 were enlisted as high achievers. Their roll nos. are as under:

2500659, 2500655, 2500660, 2500651, 2500661

- **List of High Achievers (2012-13)**

15 students of session 2012-13 were enlisted as high-achievers. Their Roll Nos. are as under:-

12043, 12100, 12166, 12168, 12130, 12001, 12081, 12159, 12031, 12148, 12028, 12176, 12076, 12008, 12147

- **List of High Achievers (M.Ed.) (2012-13)**

5 students of M.Ed. (First Semester) of 2012-13 were enlisted as high achievers. Their roll nos. are as under:

5301141, 5301132, 5301129, 5301139, 5301133

- **Strategies adopted for High Achievers:**

- Extra material for various topics was made available like handouts and reference books etc.
- Quotations, Sayings, Educational quotes related to different topics were given in order to make their descriptions decorative.
- Special training was given to start and conclude the answer.
- Their speed of writing was increased by giving them tests.
- Their backlog was cleared, queries were satisfied.
- Student Seminars were conducted in which students prepared their topics in detail and gained thorough knowledge.
- Previous year guess papers were discussed. Statements of the questions were discussed with the concerned teachers and guidance was given in order to equip them with the right expressional skill.
- Facility for extra books was provided for the achievers.
- They were told about the different websites to collect quality material.

Output of the remedial classes was witnessed in the annual examination results of last two years is given.

Criterion VII : Internal Quality Assurance System

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

The institution provides such campus environment which promotes motivation, satisfaction, and development and performance improvement of the students in the following ways:

• Campus Environment

- The campus is very clean, environment friendly and spacious. This creates a conducive and peaceful environment for proper curricular transaction. The institution is situated in green and pollution free surroundings. There is adequate space for playground and parking of vehicles.
- The classrooms are spacious. Furniture in the classroom is comfortable.

Institute ensures the healthy campus environment so that the students feel motivated, satisfied and developed in all areas.

• For Motivation:

- ‘Talent Search’ competition is organized in the beginning of the session to search and chisel the talent of the students and encourage them.
- The institute motivates its students by giving certificates for participating in internal activities (Slogan Writing, Poster Making, Model Making, Preparing Power Point Presentation, Slides, Transparencies, Rangoli Making); prizes for holding prominent positions in the exams of university, trophies for group activities and medals etc.
- The names of topper students are displayed on the “Wall of Fame” of the institute. Faculty members also motivate the students to improve their performance etc.
- During practice teaching, B.Ed. students are motivated to present their lessons through Power Point Presentation.
- M.Ed. students give their seminar presentation by using LCD Projector.
- Extension Lectures by the experts in different fields are also arranged in the institution for the motivation and development of the students.
- Free Internet facility is provided to all the students
- Library is fully equipped with books, journals, newspapers, magazines and computer with internet facility.

Criterion VII : Internal Quality Assurance System

- Book bank facility is available to the students who can not afford to purchase them. The students are allowed to return the books after the examination.
- Students are given guidance for higher studies and competitive exams by the faculty members.
- Students are also encouraged to participate in the sports activities; they are also given sports kit material to participate in various programmes.

- **For Satisfaction:**

The students are awarded marks in their internals (B.Ed., M.Ed.) according to their performance in the internal exams so that the students try to improve themselves. They also get the praise for their work from the principal & staff.

- **For Development:**

Physical development	-	Annual sports meet
Social development	-	Blood donation camp, Awareness on pulse polio program
Celebrations of Festival	-	Holi, Diwali, Dussehra, Lohri etc.
Cultural development	-	Organization of cultural activities
Moral development	-	Morning assembly
Intellectual development	-	Quiz, debates, group discussion etc
Spiritual development	-	Yoga

- **For Performance Improvement:**

Teaching	-	Micro, Simulated and Real teaching
Academics	-	Unit Tests, Seminars and Assignments

A Proper Feedback Mechanism is also designed to assure optimum utilization of resources and developing healthy human relationship.

- **Feedback Mechanism**

Proper three type Feedback Mechanism is designed to assure optimum utilization of resources and developing healthy human relationship.

- **Feedback of Management by the Students**

There is a good practice of feedback taken by management for the improvement in current practices running in the college. It is unique step taken by management of any college. Students write about the positive as well as negative points and also give suggestions for improvement. The management works out on the suggestions.

Criterion VII : Internal Quality Assurance System

- **Feedback of the Institution**

There is a regular feature of feedback from students regarding faculty, institutional environment & extension lectures which are delivered by experts from time to time which is further analyzed statistically. The changes needed are made as early as possible.

- **Suggestion Box**

It is a powerful tool for the institution to work on democratic and secular lines. Students can write their views, opinions & suggestions about the environment of the College. (May it be related to any aspect like infrastructure, library facilities, or any other institution related issue). The students can put their unnamed slips, which are read by the head of the institution and amendments are properly made.

- **Different Cells**

Institute has framed different cells, clubs and committees which organize different academic and co-curricular activities and ensure maximum participation to bring about positive change and development in the behavior of student teacher. These are as follows:

Session 2010-11

Admission Committee	:	Dr. Manorama Mathur Ms. Sarita Rani Ms. Vandana Sharma
Time Table Incharge	:	Ms. Sonal Chabra
Staff Secretary	:	Dr. Manorama Mathur
Morning Assembly Committee	:	Ms. Sonal Chabra Ms. Chetna Bajwa
Discipline Committee	:	Ms. Bindiya Lakhani Ms. Sarita Rani

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Cultural Committee	:	Ms. Sonal Chabra Ms. Gayatri Devi
Library Committee	:	Mr. Bhim Singh Ms. Updesh Kaur
Sports Committee	:	Mr. Dharmender Ms. Bindiya Lakhani
Exam committee	:	Dr. Harish Tyagi Ms. Sarita Rani
Teaching Practice	:	Ms. Vandana Sharma
Guidance and Placement Committee	:	Dr. Manorama Mathur Ms. Vandana Sharma
Alumni Association	:	Dr. Manorama Mathur Ms. Vandana Sharma

Session 2011-12

Admission Committee	:	Ms. Sarita Rani Ms. Bindiya Lakhani
Time Table In-charge	:	Ms. Sarita Rani
Staff Secretary	:	Ms. Vandana Sharma
Morning Assembly Committee	:	Ms. Vandana Sharma Ms. Bindiya Lakhani

Criterion VII : Internal Quality Assurance System

Discipline Committee	:	Dr. Bhupendra Singh Ms. Chetna Bajwa
Cultural Committee	:	Ms. Sonal Chabra Ms. Chetna Bajwa
Library Committee	:	Mr. Bhim Singh Dr. Sonali Singh
Sports Committee	:	Mr. Dharmender Ms. Zeba Tabassum
Exam committee	:	Ms. Sarita Rani Ms. Chetna Bajwa
Teaching Practice	:	Ms. Vandana Sharma
Guidance and Placement Committee	:	Ms. Bindiya Lakhani Ms. Vineeta Chhabra
Alumni Association	:	Prof. B. C. Upadhyay Ms. Vandana Sharma

Session 2012-13

Admission Committee	:	Dr. Vandana Sharma Ms. Sarita Rani
Time Table In-charge	:	Ms. Bindiya Lakhani
Staff Secretary	:	Ms. Bindiya Lakhani
Morning Assembly Committee	:	Ms. Bhawna Verma Ms. Meenu Kumari
Discipline Committee	:	Dr. Vandana Sharma Ms. Mugdha Anand

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Cultural Committee	:	Ms. Dimpal Jain Ms. Chinar Malik
Library Committee	:	Mr. Bhim Singh Dr. Rajesh Kumar
Sports Committee	:	Mr. Dharmender Dr. Rajesh Kumar
Exam committee	:	Ms. Sarita Rani Ms. Bindiya Lakhani
Teaching Practice	:	Ms. Vandana Sharma
Guidance and Placement Committee	:	Dr. Vandana Sharma Ms. Mugdha Anand
Alumni Association	:	Mr. Jitendra Kumar Singh Ms. Sarita Rani

5.1.3 Give gender wise dropout rate after admission in the last five years and list possible reasons for the dropout. Describe the mechanism adopted by the institution for controlling the dropout.

The student's dropout rate is very negligible in both courses. Every student who gets admission generally completes the session. In case, any student faces any difficulty on health ground or due to any family or other personal reasons, the students are personally contacted and counseled by the faculty as well as the principal. In case, any student is found absent for more than a week, he/she is contacted on phone or through mail. Their parents/guardians are informed immediately. Every possible effort is made by the institute to retain the student for the course work. Strict action is taken only when a student is continuously absent for more than two weeks without ascertaining any solid reason, leading to expulsion. The University eligibility conditions are strictly followed by the institute i.e. a student must have 75% of class attendance. These conditions are made clear to the students in the beginning as well as during the course.

Following is the list of drop-outs during the last three years:

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• Drop Out Percentage (Gender wise table)

Drop out rates is negligible during the last three years as per details given below:

SESSION	B.Ed.		M.Ed.	
	MALE	FEMALE	MALE	FEMALE
2010-2011	NIL	NIL	NIL	NIL
2011-2012	NIL	NIL	01	NIL
2012-2013	NIL	NIL	NIL	02

Possible reasons for dropouts could be as follows:

- Marriage: The female trainees drop out after they get married and / or the family members refuse to let them continue further education.
- Health problems: Poor health of some teacher trainees' interferes with various activities that need to be completed during the training period.
- Unsuitable deputation: The central admission procedure for B.Ed teacher trainees assigns training centers that are far away and unsuitable. The male teacher trainees somehow manage to attend classes. However, the female teacher trainees give up program due to improper and insecure boarding facilities or due to financial crisis. Parents are generally unwilling to let their daughters stay alone. The institution recommends and organizes for hostel facilities. However, the requirements cannot be fulfilled at times due to limited seats.
- Unforeseen circumstances such as accident, prolonged sickness, low confidence and family problems are also some other reasons for dropouts.
- Admission to a nearer college: If a teacher trainee gets admission in a college near to his/her native place or even in a non grant college, the student drops out of the course.
- Employment: If teacher trainees get suitable employment opportunities they drop out of the course before the completion of the academic year. The institution tries to investigate into the causes for quitting the program and tries sincerely to control the drop out.

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- **Mechanism for controlling drop outs**

The institution tries to avoid drop outs as far as possible by adopting the following strategies- investigating problems of teacher trainees and by providing counseling service.

- Consultation and cooperation with parents.
- Guidance and Counselling Cell guides teacher trainees personally.
- The faculty creates a positive attitude towards the submission and completion of all curricular activities.
- In case of family problems, the parents, guardians and relatives are called and counseled so that teacher trainees complete the course successfully.

5.1.4 What additional services are provided to teacher trainees for enabling them to compete for the jobs and progress to higher education? How many teacher trainees appeared / qualified in SET / NET, Central / State Services through competitive examination in the last three years?

- Institute's library has a rich source of latest competitive exam books on different topics like General Knowledge, Reasoning, Quantitative aptitude, Teaching Aptitude, English, Mathematics, Magazines like India Today, CRS, University News, Chronicle, Science Refresher, Pratiyogita Darpan, Newspapers in Hindi & English language etc. Students prepare for their competitive exams in library. Extra Classes for NET/STET are held in college.
- Seminars and extension lectures are arranged and the students are motivated to attend them in other educational institutions as well to improve their knowledge.
- For higher education, we provide counseling/guidance services to support the students. The competition for employment is increasing everyday and placement service is becoming an essential requisite for any institution.
- Free internet facility is provided to the students in the institution.
- Mock test and interviews are conducted to build up confidence among the students.
- At the time of teaching practice, principal of the schools are contacted for the placements of the student teachers.
- Students are encouraged to participate in the co-curricular activities organized by the institution and other institutions to develop their personality.

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Table showing the number of students who qualified the different competitive examinations

Year	SLET/NET	CTET	HTET	
SR.NO.	YEAR	NET/SLET	CTET	HTET
1	2010-2011	3	7	2
2	2011-2012	4	4	1
3	2012-2013	-	1	-

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

After passing out B.Ed. course some of the students go for their higher education in different courses i.e. M.A./M.Com./M.Sc./ M.Ed./M.Phil. and Ph.D. Some of the students choose teaching as a career

Years	Total. No. of Students	Joined as Teacher	Joined for Higher Education	Self Employed
2010-2011	235	Approx. 47%	Approx. 2%	Approx.2%
2011-2012	235	Approx. 40%	Approx. 3%	Approx.1%
2012-2013	235	Approx. 42%	Approx. 4%	Approx.1%

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

Yes, the institution provides training and access to library and other education related electronic information and other resources to the students during the session as well as after graduating from the institution.

- The institution has adequate equipments (hardware) like-LCD Projector, OHP, Cassette Player, Computer, colored TV, DVD player etc. Teacher trainees are given firsthand experience with regards to handling and operating of audio/visual

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resources under the guidance faculty members. Student teachers after graduating from the institution are allowed to use these resources for preparing their teaching aids as and when required by them to make their teaching effective.

- The psychological tests are provided to them as and when required.
- There is a provision to visit the institution by such students as and when required by them.
- Latest news, journals are made available to them in the library.
- The students from other colleges are also guided and helped with books and notes by the college.

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

The placement cell of the college arranges 'Campus recruitment' programme.

- In session 2010-11, 5 students were placed in various schools.
- In session 2011-12, 7 students were placed in various schools at TGT & PGT level.
- In session 2012-13, 9 students were placed in various schools at TGT & PGT level.

The Campus recruitment was attended by our sister concerns (viz. Aravali International School, Sector-43 and Sector-81) and other reputed schools of Faridabad and nearby areas. The institution is committed to provide excellent trained and innovative teachers in local areas.

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

Yes, most of the students of the institute are of Hindi medium and therefore face problems in recruitment in English medium schools. The institution then searches local schools which recruit students of Hindi medium.

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

Yes, the practice teaching schools send their vacancy list to the institution and the institution prepares a merit list of all eligible interested students.

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- The screening of merit list is done according to the requirements of the school. The students are then interviewed by the school recruitment committee.
- The B. Ed course is a one year course and the students come from different parts of the state and some from other states. The practice teaching schools are located in the vicinity of the institution and not in close proximity of their residences. Therefore, not a big number of students join the service in the school where they have done their teaching practice. They are more interested to join (serve) a school which is located in or near to their home town.

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

Our institution provides full support to the placement cell in providing all resources viz: financial, human and ICT. The institution allocates funds for required stationary and postage, etc. All other faculty members and incharges co-operate for helping students in process of appointment in different institutions.

5.2 STUDENT SUPPORT

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

The curricular, co-curricular and extracurricular programmes are planned, evaluated from time to time to achieve the objectives and effective implementation of the curriculum as under:

- In the beginning of the session, orientation of pupil teachers with regard to the course and other activities is organized. The institution has a comprehensive teacher trainee programme (curricular and co-curricular) to promote interest for curricular and co-curricular activities among the student trainees.
- Institute has developed its own academic calendar considering University calendar. Institute calendar is developed by academic calendar committee every year.
- Emphasis is given on curricular activities like micro teaching, school teaching, and simulated teaching and discussion lessons.

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- Co-curricular activities like Debates, Quiz, competitions are planned and implemented as per the academic calendar of the institute.
- Holding programmes like skill-in-teaching.
- Feedback is also taken from the alumni, students and parents. The suggestions made are also taken into account.
- To achieve objectives and effective implementation of the curriculum regular feedback are collected from students and staff to check the progress of work.

• **Curricular and co-curricular activities**

The institution always aims at the development of personality of its students to make them effective and competent teachers as well as enlightened citizens. Each trainee is involved in various activities of the college which helps in developing his/her talent in the respective field of their interest.

- Trainees are divided in 4 houses. House meeting is held every week.
- Morning assembly is organized to inculcate the different values among students in which following activities are organized:
 - Teaching/thoughts of wisdom of eminent personalities.
 - Recitation of devotional songs.
 - Presentation of self composed poems, articles on national themes.

• **Extra Curricular Activities**

Extracurricular activities prove to be helpful for teacher trainees to be competent and committed teachers in their profession as teachers. Several activities and programs outlined below have proven to be useful in developing the personality of teacher trainees. The institution provides indoor, outdoor sports equipment to teacher trainees for games like badminton, carom, chess, volleyball and handball. Teacher trainees are motivated to participate in inter collegiate competitions for debates, elocutions, street plays and essay writing and the activities are also planned and implemented as per the academic calendar of the institute.

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

The institute has a provision of 'Inclusive Education' and 'Special Education' as optional papers. The teacher educators encourage the physically challenged students to participate

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in same way as the other physically normal students do. They are encouraged to participate in curricular and extracurricular activities with the normal students so that they may join the main stream of the college.

A resource room has been created in the college which is equipped with wheel chair and crutches. A water cooler is also available for them on ground floor. While framing the time table and making allotment of classroom, it is ensured that the physically challenged students are allotted rooms on the ground floor. The teachers and classmates are very co-operative and help him in solving the problems; if any.

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

Yes, the institute has mentoring arrangements. In a House, a group of 50 students has been assigned to a Mentor known as a House In-charge who remains in touch with them throughout the session. He/She monitors their potential in different areas and encourages them to participate in various curricular and co-curricular activities. All the students are divided into different groups lead by different teacher in-charge/mentor. Each faculty member is in close contact with 50 students. He/she solves the difficulties faced by the students. If the mentor teacher finds difficulties in solving the problems of the students, these are referred to the respective cells. There is a provision of regular meeting with mentor teacher and allotted students.

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

The institution has a fully qualified and experienced faculty which is always ready to enhance the effectiveness in teaching, research and extension. Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. Meetings are also conducted to discuss the changes in the new syllabus or for orienting about a new concept introduced by the university. Workshops are organized on new trends, new syllabus for the faculty of the institution. The faculty members also attend workshops, seminars and conferences for their professional development. These experiences are shared with other faculty members also. Regular use of power point presentations in the classroom by the faculty members makes the teaching learning process effective. There is provision of unlimited internet access to the faculty members

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for updating knowledge. The institution's rich library resources are also useful for effective teaching and mentoring. Feedback from teacher trainees' is taken at the end of the academic year. Peer evaluation is useful as it assists in getting inputs about the quality faculty's teaching and provides an insight to one's own strengths and weaknesses.

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

Yes, the institution has a website.org. The following information has been posted on the website:

- Message from the Chairman's desk
- Vision, Mission and Objectives
- Courses
- Course Curriculum
- Admission Procedure
- NCTE Approval Letter
- Details of Faculty members
- Special features
- House Exams
- University Examinations
- IQAC
- Alumni
- Common facilities
- Academic Calendar

The institute updates its website time by time and all the necessary information available on the website.

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

The institution has a remedial programme for academic low achievers in the form of group learning and individual guidance through tutorials and other extra classes.

The institution has a remedial program for academically low achievers.

Low achievement in teaching skills: Low achievers in teaching skills are first identified through micro teaching. The respective teacher educator of micro teaching group guides the student for the preparation of the lesson plan. The performance of teacher trainees is

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discussed with the teaching practice in-charge by the respective supervisors. Thereafter, the method in charge guides the weak teacher trainee and interacts with the observer teacher educator for the further progress of the teacher trainee.

Low achievement in theory course: Low achievers in tutorials and sessionals are identified as well. Teacher trainees are encouraged to solve previous exam papers that are checked so as to diagnose their problems and provide the necessary solutions. They are given suggestions, notes and references and are guided for further improvement so as to ensure that they achieve the expected levels.

Yes, the institute offers remedial programmes. On the basis of continuous evaluation, house exams result, difficulties faced by the students are assessed. The institution identifies the needs of students & provides individualized support (depending on the nature & extent) in form of Remedial programme for under achievers and high achievers. The details for last two years is as follows:

▪ **List of Under Achievers (2011-12) (B.Ed.)**

15 students of session 2011-12 were enlisted as under achievers. Their Roll Nos. are as under:

B1268, B1330, B1222, B1294, B1275, B1227, B1211, B1205, B1356, B1311, B1240, B1262, B1314, B1328, B1332

▪ **List of Under Achievers (2012-13) (B.Ed.)**

15 students of session 20012-13 were enlisted as under-achievers. Their Roll Nos. are as under:

12016, 12085, 12179, 12119, 12078, 12069, 12133, 12183, 12163, 12107, 12185, 12106, 12096, 12065, 12024

Strategies

Following strategies were adopted for under-achievers.

- Assignments were given to the students by the teachers.
- Various topics were discussed in the classrooms.
- Tips were given to the students about how to answer the questions in a better way.
- Notes were also given to the students by the concerned teachers.

5.2.7 What specific teaching strategies are adopted for teaching?

A) Advanced learners and (B) Slow Learners

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(A) Strategies adopted for advanced learners:

- The advanced learners are given special assignments and opportunities to learn more through individual discussion beyond classes.
- More emphasis is laid on using ICT like OHP and LCD during teaching.
- Previous year question papers are discussed by the concerned teachers and guidance are given in order to equip them with the right expressional skill
- They are encouraged to gain knowledge through E-Source.
- They are regularly assessed by tests.
- Their queries regarding curriculum, learning and topics are solved immediately.
- Extra relevant study material is provided to them.
- Seminars are conducted in which students prepare their topics in detail and gained thorough knowledge.
- Their speed of writing is increased by giving them tests.
- Such learners are given case studies and action research that help to satisfy their quest for learning.
- Facility for extra books is provided during the exams for all.

(B) Strategies adopted for slow learners:

- Difficulties and misconceptions are cleared firstly.
- The slow learners are given personal /remedial coaching. Peer groups of slow learners are formed and they are given extra coaching, tutorials and assignments
- Discussion method is used frequently in the classrooms.
- Tips are given to the students about how to answer the questions in a better way.
- Question papers of previous years are discussed in the class and important topics are identified
- Easy and comprehensive study material is provided and relevant books are recommended.
- Advice to improve speed and handwriting is necessarily provided.
- Personal and academic counseling is also done by faculty members from time to time to slow learners.

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

Institute provides guidance & counseling services to its students in two ways. They are:

- **At the time of admission:**

In the starting of the session, an orientation program is organized in the institute. This program enables the newly admitted students to get familiar with the environment of the institute; faculty and other staff members. Students are introduced with the subject teachers to go through the subjects and selecting of options.

- **During the session:**

- **Guidance and counseling for reformation:**

Career Guidance and counseling services are provided by the concerned cells. The faculty members provide guidance and counseling to student teachers to solve their career related problems, personal, societal and academic problems. Institute has formed different groups including the students. So that they can better understand other's problems and can have experience from that. Institute's women cell has always contributed its services to solve the issues, problems of girls/women.

- **Guidance and counseling for research:**

The faculty of the college extends help to M.Ed. students for their dissertation work. They help them in organizing special workshop and seminars related to Educational Research and preparation and presentation of synopsis.

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

Institute has formed a proper mechanism for grievances redressal. A "Grievance Committee" is formed which solves the problems faced by the students in the institute.

The important steps are:

- If any student faces any problem, he/she may write their problem on a plain paper and can give it to the committee.
- The students can also be referred by the group teacher/mentor teacher.
- The institute has placed suggestion box in which the students can put their complaints/ suggestion.

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- Grievance Committee works on the problem and solves it in minimum possible time.

There were no major grievances during the last three years, only minor grievances were there and they were solved immediately by Grievance Redressal committee.

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

The faculty members keep the record of the students. Class tests are conducted to check their progress. House Exams are conducted twice a year.

- The progress of students is monitored continuously through class response and then by house examinations.
- The students are regularly monitored by the mentor teachers during their teaching practices.
- Attendance is taken by the teacher for every lecture.
- Teachers concentrate on the weak points of the under achievers and tries to strengthen their weak areas.
- Their professional growth is checked by real class room teaching.
- Students who are lacking in studies are given additional help and guidance remedial coaching in the vacant periods.
- Assignments are given to the students by the faculty members.
- The student's participation in curricular as well as co-curricular activities is monitored.

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

To ensure competence of students to begin practice teaching following measures are adopted.

▪ Before teaching practice:

- Students are explained the pedagogical analyses of method courses.
- Stress is laid on the formulation of instructional objectives by giving them thorough knowledge about Bloom's Taxonomy.

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- They are explained the technologies of lesson planning of different subjects.
 - Demonstration given by teachers on the different skills (Skill of Introducing the Lesson, Skill of Questioning, Skill of Exemplifying, Skill of Stimulus Variation, Skill of Verbal Reinforcement).
 - The micro lesson plans are practiced on each skill by every student which are duly observed by the teacher as well as peers.
 - The students are explained the concept of mega teaching and teaching under simulated conditions followed by practice of mega lessons. This session continues for ten days.
 - The guidance is given about the maintenance of discipline, effective use of black board and teaching aids to make teaching interesting.
- **During Practice teaching:**
- The faculty members are assigned to monitor the teacher trainees One or two faculty members are assigned one school and they monitor the student teachers. They advise them for improvement and point out their shortcomings, if any.
 - The teacher solves the problems faced during real teaching in the school.

5.3 STUDENT ACTIVITIES

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

- **List the current office bearers.**
- **Give the year of the last election.**
- **List Alumni Association activities of last two years.**
- **Give details of the top ten alumni occupying prominent position.**
- **Give details on the contribution of alumni to the growth and development of the institution.**

Yes, the institution has an Alumni Association (Alumni Association of Aravali College of Advanced Studies in Education regd. No. FBD/DRS/1845 dt. 3000/10/2013). The list of the current Office Bearers are as under:

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- **List the current office bearers:**

Patron	Dr. (Mrs.)Manorma Mathur
Asst. Professor In-charge	Mr. Jitendra Kumar Singh
Asst. Professor co-In-charge	Ms. Bindiya Lakhani
President	Ms. Meenu Talwar
Vice- President	Ms. Savita
Secretary	Ms. Gita Chhabra
Treasurer	Ms. Pushpa
Executive Member	Mr. Pawan Kumar
	Mr. Deepak
	Ms. Manju Dagar
	Mr. Sarvesh Pandey
	Ms. Vimla
	Ms. Jagdeep Kaur

- **Give the year of the last election**

2011-12

- **List Alumni Association activities of last two years.**

This alumni committee is framed last year and a routine meeting was held to formulate the objectives and select the office bearers of the association. Institution provides direct & indirect experiences to students by providing learning facilities and various campus activities to share the experience with their seniors in form of Alumni Meet. The College has Alumni Association working under the guidance of Ms. Bindiya Lakhani. The objective of this cell is as under:

- To further and foster the spirit of affectionate brotherhood among the members.
- To make alumni supportive for strengthening and marinating the institution.
- To mobilize the funds for the projects and schemes in the College approved by association.
- To arrange educational, social, cultural & sports functions.
- To publish Journals, Bulletins & Papers.
- To help brilliant & needy students of the College.
- To conduct seminars/workshops on current issue of education in general and teacher education in particular.
- To arrange lectures of educationists of repute.

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- To coordinate with bodies with similar objectives.
 - To encourage & recognize excellence among members.
 - As a light house for generations to come.
 - To recognize the achievements of Alumni.
- **Give details of the top ten alumni occupying prominent position.**

Alumnis occupying prominent positions (2010-2011)

S.No.	Name Of Student	Designation	Work Place
1.	Shipra	Astt. Prof.	IIMT, Ghaziabad
2.	Upendra Nath Pandey	Executive Officer	Pawan Hans Helicopter Services
3.	Jyoti Kohli	Principal	Gobind International School, Sec-46, Fbd.
4.	Meenu Talwar	Principal	Little Candies Play School, N.I.T. Faridabad
5.	Archana Sharma	Astt. Prof.	Basudev Memorial Girls Degree College
6.	Madhulika Verma	PRT	SOS Hermann Gmeiner
7.	Bhawana Chaudhary	Astt. Prof.	Janhit College of Education, Ghaziabad
8.	Mandeep Kaur Masuta	PRT	Aravali International School, Secto
9.	Charu Singhal	PRT	Gita Convent School
10.	Bindu Vyas	TGT	St. John's School, Sector-7

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Alumni occupying prominent positions (2011-2012)

S.No.	Name Of Student	Designation	Work Place
1.	Sarvesh Kumar Pandey	PGT	Nav Chetna Sr. Sec. School
2.	Sachidanand	TGT	Vidya Mandir Public School
3.	Surbhi Narula	TGT	St. John's School, Sector-7
4.	Anuradha	PRT	Sr. Shri Ram Model School
5.	Bhawna Gandhi	TGT	Golaya International School, Palwal
6.	Jubalee Varshney	PGT	DAV Public School, Ballabgarh
7.	Manoj	TGT	A.T. Sr. Sec. School
8.	Priyanka Gulati	PRT	MVN, Aravali Hills
9.	Sanjeev Kumar	TGT	Rawal International School, Palwal
10.	Veenu Dhamija	PRT	D.A.V. Public School, NH-3, Faridabad

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Alumni occupying prominent positions (2012-2013)

S.No.	Name Of Student	Designation	Work Place
1.	Anita Rani Sharma	Music Teacher	Aravali International School, Sec-43, Fbd.
2.	Heena Hora	TGT	Aravali International School, Sec-43, Fbd.
3.	Prabhjot Kaur	TGT	Aravali International School, Sec-43, Fbd.
4.	Sonal Kathuria	TGT	Aravali International School, Sec-43, Fbd.
5.	Asha Dahima	PGT	Aravali International School, Sec-43, Fbd.
6.	Kanika Gulati	TGT	Aravali International School, Sec-81, Fbd.
7.	Jasmeet Kaur	TGT	Aravali International School, Sec-81, Fbd.
8.	Kamya Arora	PRT	Manav Rachna International School, Sector-14
9.	Aditi Arora	Senior Executive (HR)	Aravali International School, Sec-43, Fbd.
10.	Preeti Chawla	TGT	Vidya Mandir Public School, Sector-15, Fbd.

- **Give details on the contribution of alumni to the growth and development of the institution.**

The alumni committee of the institution established in session 2008-09 is progressively working for the betterment of the students. Institution has planned to give a platform through alumni for the placement of the students and provide information regarding the progress and development of the institution and future plans.

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

The following steps are taken to encourage the students to participate in extra curricular activities:

- Meeting out expenditure incurred on their participation in the programmes.
- All the students are made compulsory to participate in the competitions.
- The institute organizes various inter-house Sports activities in the college. The students are given prizes for the same.
- They are appreciated in morning assembly for their commendable performances.
- Student teachers who actively participated in the different activities are further involved in organizing and sharing responsibilities.
- The participants are given extra coaching to keep their regular studies up to date.
- Educational trips are organized for their practical experience.
- There is cultural committee which is responsible to organize and encourage the students to participate in the extra curricular activities.

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

The college students are divided into Houses and subject associations, and the institute published its college magazine “Anshika” in the academic session 2008-09 and now it is a regular feature of the college. All the students from all the courses are free to give their articles, jokes, poems, etc. and other relevant material for the college magazine. Photographs of different activities are placed in the college magazine. Students work hard and try to give their best in all the areas. Institute’s “Wall of Fame” is the motivating factor for all the students. Decorations of house board are common practices. We provide financial aid, raw material and other technological assistance to students to encourage them.

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

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Yes, the institution has a student council. The major activities of council are as follows:

- A. To ensure democratic functioning of the college, student council is formed in the beginning of the session in which various office bearers & executive members are selected from B.Ed. & M.Ed course. The constitution of the student council:

Student Council (2010-11)

S.NO.	Office Bearers & Executive Members	Name Of Students	Class
1.	President	Vipin	M.Ed.
2.	Vice President	Diwakar Vikram Singh	B.Ed.
3.	Secretary	Himani Bisht	B.Ed.
4.	J. Secretary	Mamta Jain	B.Ed.
5.	Treasurer	Gunjan	M.Ed.
6.	Council Member	Shilpi Puri	B.Ed.
7.	Council Member	Suman Khera	B.Ed.

Student Council (2011-12)

S.NO.	Office Bearers & Executive Members	Name Of Students	Class
1	President	Charan Singh	M.Ed
2	Vice President	Swati Khaneja	B.Ed
3	Secretary	Preeti Juneja	B.Ed
4	J. Secretary	Suman Sharma	B.Ed
5	Treasurer	Savita	M.Ed.
6	Council Member	Deepshikha	B.Ed.
7	Council Member	Lata Bhandari	B.Ed.

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Student Council (2012-13)

S.NO.	Office Bearers & Executive Members	Name Of Students	Class
1	President	Harish	M.Ed.
2	Vice President	Aditi Arora	B.Ed.
3	Secretary	Kamya arora	B.Ed.
4	J. Secretary	Richa Dhiman	B.Ed.
5	Treasurer	Pavinder	M.Ed.
6	Council Member	Sanchia M. D'Souza	B.Ed.
7	Council Member	Apranjita	B.Ed.

B. Major Activities:

- Assist in planning and smooth functioning of the various co-curricular activities and extra curricular activities.
- Organizing talent search competitions
- Routing of problems/grievances/suggestions of the students to the teacher and management.
- Houses are formed and each house is on duty every week. Inter house activities are held.
- Working for the betterment of the students.
- Encouraging all the students to take part in the co-curricular activities, organizing the seminars etc.
- Funds are provided for arranging/organizing these activities by the institute as per requirement.
- Maintenance of discipline in the institution.
- Organizing educational tours.

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

The following bodies have students' representation with activities:

- **House Associations**

There are 4 house Associations having one teacher Incharge. They follow the responsibilities to conduct the activities in the assembly. At the time of admission, each student is allotted a house. The purpose of the House is to bring the students and teachers

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in close contact with each other. The houses meet once a week. In the house, the students undertake all the activities specified by their Incharge which are notified from time to time.

- **Cultural Club /Committee**

The Cultural Club celebrates important days like Republic Day, Independence Day, Gandhi Jayanti, Teacher's Day, Environment Day, Haryana Day, National and International Days, Children's Day, AIDS Day etc.

- **Women Cell**

For the upliftment and empowerment of women, there is a Women Cell. The purpose is to avoid any kind of hardship and distress. It has one coordinator, two staff members and three student members. For the redressal of grievances, meetings are held from time to time.

- **Supervision Duty during Teaching Practice**

During the teaching practice in schools, school wise supervision duties are assigned to students. Their responsibilities include preparing time table with the help of their teacher incharge and other activities concerned to school practice.

- **Student council**

Student council has been formed for the welfare of the students and overall development. The student representatives of above mention committees/cell/council regularly collect information and submitted to the teacher for the implementation.

- **Community Service and Campus Beautification Committee**

There is a committee consisting of two staff members and four student members for managing campus development and beautification activities. They engage in activities like plantation drives, community service etc.

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

Yes, the institution has a mechanism to seek and use data of feedback from its graduates and employers to improve the preparation of the programme and development of institution.

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- The feedback obtained from various sources is analyzed by specially constituted committee. Feedback is used for improvement in decision making and performance.
- On receiving feedback from the student teachers, the members of faculty are informed to improve their performances.
- The institution gets feedback from its alumni informally and formally in alumni meets and other functions.
- In the light of students and employer feedback, the Principal in consultation with faculty members and Chairperson of the managing body, prepares need based college programmes and assign duties keeping in mind the potentialities and capabilities of the teacher educators.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The institute has made effort to provide support system for the growth of student teachers and to make them professionally competent to undertake teaching as a profession. They are provided support in carrying out their professional activities. The following are the best practices:

- Orientation Programme for fresher students is conducted in the beginning of the new session for introducing them to institute's environment.
- Participation in morning assembly and various co-curricular activities is mandatory for all the students.
- The institute extends full support in facilitating programmes like self awareness, working for community etc.
- Scholarships for SC/ST through Government.
- Free internet facility with wifi is available to the students (ICT Lab.).
- During teaching practice teacher trainees are encouraged to present their lessons through Power Point presentations.
- All the groups, committees and clubs have student representatives.
- Sports and cultural activities are encouraged. Students are encouraged to participate and organize such type of activities.

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- Mentoring system provides a lot of moral support to the students as they can share and discuss all kinds of problems with their mentors.
- Well equipped library with e-journals, free internet facility, journals, books and news papers.
- Remedial classes are undertaken by the institute for the Under Achievers.
- Different cells, committees and clubs (Alumni association, Grievance Redressal cell, Guidance and placement cell etc.) are formed to cater to the need of the students.



CRITERION - VI



CRITERION - VI

GOVERNANCE AND LEADERSHIP

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

- **VISION**

Cherish your visions, cherish your ideals, cherish the music that stirs in your heart, the beauty that forms in your mind, the loveliness that drapes your purest thoughts, for out of them will grow delightful conditions & all heavenly environment; if you but remain true to them, your world will at last be built.

Nothing happens unless we have the vision to accomplish great things. Our vision is:

- To be model teacher's education institute for pupil-teachers success beyond predicted expectations.
- To transfer the dreams and aspirations of the pupil-teachers to reality.
- To promote and maintain academic & personal excellence.
- To convert all our institution into centers of Excellence, comparable to the best in the country, to impart quality professional education at par with global standards.
- The vision of the college is to imbibe the students with right ideologies, ideals and values.
- To achieve educational excellence through effective decision making, critical thinking and hard work.
- To render selfless service to the community and to facilitate learning through appropriate techniques and methodologies.
- To provide a plethora of activities for all round development of youthful energies.
- To develop in student the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.
- Our college intends to mould the prospective teachers with far sighted vision to face the challenges of the society, rooted in ethical values, living up to the cause of promoting social justice, liberty and fraternity by developing a holistic personality.

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- **OUR MISSION**

Our college is committed to from leaders who are intellectually competent, emotionally intellectual, spiritually mature, morally upright, psychologically integrated, physically healthy, socially acceptable, God loving and who champion the cause of justice, love, truth and peace and who are always open to further growth.

Our mission is to strive to offer spiritually-oriented, morally upright, socially concerned and intellectually well-developed students to the society.

- Development of global vision in future teachers to face new challenges.
- Inculcating ethical base and spiritual consciousness rooted in Indian culture.
- To develop skill, dedication commitment orientation humanity, morality, ethics and qualitative education for individuals.
- Generation, preservation and transmission of knowledge.
- Building core competencies and adaptability among prospective teachers.
- Disseminating skills for lifelong learning and information processing.
- Developing creative and critical thinking in prospective teachers.
- Keeping pace with information and communication technology.

- **GOALS & OBJECTIVES**

- **Goals**

- To uplift standard of education
- To provide education to door step
- To guide and direct youth towards noble profession of teaching
- To inculcate feeling of national integration
- To inculcate values through various activities

- **Objective**

- To develop intellectual level of students by helping them to acquire information, knowledge and wisdom.
- To promote social values among the students and develop a sense of responsibility towards community as a whole.
- To enable the students to make use of their theoretical and practical knowledge so that they can cooperate with others and can plan, execute and evaluate teaching & learning.

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- To bring out efficient, enthusiastic and excellent teaching community.
- To develop interpersonal & communication skills.
- To adopt teaching profession as a mean of social service along with education.
- To understand the nature of individual differences among children.

Institutional Vision, Mission and Objectives are made known to the various stakeholders through different modes:

- By displaying at important places in the institution like:
 - Principal Office
 - Waiting Hall
 - Library
- By displaying during the function of the college.
- By displaying during alumni association meet.
- By posting on website of the college.

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

Yes, mission statement reflects the institutions goals and objectives and value.

- Our mission statement is tuned in the direction to entertain the needs of the society, its students, school sector, education and institutions traditions and values.
- The institution tries to keep pace with the latest advancement of Information and Communication technology so that budding teachers could get the best of education, skills, technical knowledge and practical exposure to succeed in various aspects of life and also for the betterment of the society.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The Chairman, Mr. Dhan Singh Bhadana is a great Visionary and is very liberal and humanistic in his approach. He is a great Redeemer and Savior of culture and education and has created a history in materializing founder's dreams. He is unique and unparalleled in his concepts and ideologies. He has a broader spectrum and plays an incredibly

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amazing role in motivating the staff for effective and efficient transaction of teaching learning process. He has a commendable judicious nature in motivating the faculty and administrative staff to take the college to zenith of glory with their efforts and endeavors. He is easily approachable for all.

In addition to this, Mr. Harshvardhan Bhadana, Director of Aravali College of Advanced Studies in Education; with a broad spectrum plays an incredibly amazing role in motivating the staff for effective and efficient transaction of teaching and learning process. He has commendable judicial nature in motivating the faculty members and administrative staff of the institution so as to achieve the objectives of the institution. He encourages the growth and development of the institution and establishes linkages with various bodies which can advice and support the whole system as and when required.

- In addition to this, Mr. Rajesh Haldhar, Treasurer and Mr. Rajan Sharma (Chartered Accountant), Honorary Member; are the guiding pillars of the institution and are torch bearers of growth and development. There are other educationists like Prof. Ghulam Dastgir (Retired Dean, Jamia Milea Islamia), Dr. Sarita Bharadwaj (Principal, Bhartiyaam Colege of Education) and few others are the strong pillars of the Institution, who give their valuable suggestions on timely basis.
- Academic leadership is provided by the principal of the college, Dr. Gargi Saraswat, who is an academician par excellence and has an administrative experience of 22 years. She gives advice, direction and support to the staff. She continuously makes efforts for the holistic growth of the staff members and takes steps to maximize the job satisfaction of the faculty members.

The Composition of BOM (Board of Management) is as under:

Sr. No.	Name	Address	Occupation	Designation
1.	Mr. Dhan Singh Bhadana	H.No. 10, Sector-15, Faridabad, Haryana	Business	Chairman
2.	Mr. Harsh Vardhan Bhadana	H.No. 10, Sector-15, Faridabad, Haryana	Business	Director
3.	Mr. Rajesh Haldar	House No-1171, Sector-18, Faridabad, Haryana	Accountant	Treasurer

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4.	Mr. Rajan Sharma	H.No. 991, Sector- 16, Faridabad	Chartered Accountant	Member
5.	Prof. Ghulam Dastgir	Jamia Nagar, New Delhi	Retired Dean, Jamia Milea Islamia	Member
6.	Dr. Sarita Bharadwaj	Sector-15, Faridabad	Principal, Bhartiyam Colege of Education, Faridabad	Member

Functions/Activities of BOM:

- Providing governance and direction to the institute.
- Ensure the quality in teaching learning process from feedback and sudden inspection of the institute.
- Formal meeting with the students of the institute on the specific issues like teaching practice etc.

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

To ensure proper communication of responsibilities, regular meetings of the staff with the Principal and with management are held. The minutes are recorded and the agenda and proceeding are signed by the respective faculty members for implementation of the responsibilities. The important instructions are sometimes given in writing also. The diaries of the teachers are regularly evaluated by the Principal for the needed amendments and improvements.

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

The proper feedback obtained from various sources like students, parents, alumni, teacher and visiting resources are obtained by the management and head of the institution from time to time which is reviewed by specially formed committee comprising of the head of the institution and two senior faculty members. Feedback is analyzed by the committee

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and appropriate decisions are taken. These decisions are then communicated to the management for review and to bring about desirable changes as required.

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

In the beginning of the session, an orientation programme is organized for both B.Ed. and M.Ed. students every year. During the orientation programme, the students are made familiar with the following:

- Principal and the faculty members
- Compulsory papers and teachers teaching them
- Optional subjects
- Teaching subjects
- Marking scheme of all papers
- Teaching practice
- Rules and regulations of the college
- Scholarships provided
- Transport
- Various clubs and committees of the college.

In the orientation programme, the teachers identify the barriers of language, teaching behavior and their proficiency in using computers. It is found that 40-45% students are not proficient in English and are not technology savvy. Probably the common reason for both the things is their rural background. Institution also identifies the different barriers that the faculty and prospective teachers are facing from time to time and in the end of session.

For addressing these barriers, the following measures are taken by the institution:

- Remedial classes for English are organized.
- Training in soft skills is provided in the Language Lab through software.
- Training in ICT oriented activities like Computer Application, power point presentation etc. for B.Ed. and M.Ed. Students.
- Teacher behavior modification by Micro teaching orientation programme.
- Orientation in operation of hardware like OHP, LCD Projector, INTERNET

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

Management encourages and supports involvement of staff for improvement of the effectiveness and efficiency of the institutional process in a number of ways, which are as given below:

- The management promotes and encourages the staff for their professional growth. It permits all staff to participate and attend the various orientation and refresher courses, seminars and workshops.
- Technical support like training in the field of ICT is provided by the management for faculty and student teachers.
- The management encourages faculty to organize various competitions and activities.

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

The leadership role of the head of the institution in governance and management is as follows:

Curriculum: Whenever the curriculum is modified or revised, an orientation program is conducted to identify the changes and to spell out the details of the courses.

The principal initially prepares an annual plan of the academic activities and accordingly the plan of the work is distributed to the faculty.

Administration: The principal distributes various duties regarding academic program among the teacher educators and administrative staff. To organize various academic programs, different committees are formed and monitored by the principal. This type of administrative planning helps in the smooth functioning of the institution.

Allocation and Utilization of Resources:

The principal makes the technological aids available in the institution. The library facility is made available for longer duration during the examinations. Principal allocates various resources to ensure its optimum use. Utilization of resources is monitored by obtaining feedback from the respective in-charges. The principal always encourages faculty members for optimum utilization of modern technology and resources in the teaching learning process.

6.2 ORGANISATIONAL ARRANGEMENTS

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

Faculty members are represented in Board of Governors (BOG). Major decisions regarding management of the institution are taken by the Governing Body of the college whereas the academic decisions are taken by different committees constituted by the Principal which have been mentioned in point 6.2.2.

A. Institute has formed different committees for the management of different institutional activities. Different Committees are:

- **Purchase Committee:**

Meenu Kumari (Coordinator)

Mr. Sumit Dubey (Member)

Mr. Bhim Singh (Member)

Functions: (a) To accept proposal of new purchases from the Principal, staff and students of the college. (b) To carry out the required purchases by adopting proper procedure and ensuring reasonably cost and quality. (c) To ensure stock entry of items so purchased.

- **SC/ST Committee:**

Dr. Vandana Sharma (Coordinator)

Mr. Padam Ray (Member)

Dr. Rajesh Kumar (Member)

FUNCTIONS: To implement the policies and programs related to appointments, promotions and admissions etc. of SC/ST candidates.

- **Cultural Committee:**

Ms. Chinar Malik (Coordinator)

Ms. Meenu (Member)

Ms. Dimpal Jain (Member)

Functions: (a) To organize co-curricular activities involving maximum number of students throughout the session. (b) To prepare students and send them to different other institutions to participate in different co-curricular activities.

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- **Library Committee:**

Dr. Manorama Mathur (Coordinator)

Mr. Bhim Singh (Member)

Ms. Savita (Member)

Mr. Jitendra Kumar Singh (Member)

Functions: (a) To have the library requirements from staff and students. (b) To arrange the facilities as per the requirement. (c) To adopt measures of proper functioning of library.

- **Research/Seminar Committee:**

Dr. Gargi Saraswat (Coordinator)

Dr. Manorama Mathur (Member)

Ms. Bindiya Lakhani (Member)

Mr. Jitendra Kumar Singh (Member)

Functions: (a) To organize National Seminars involving maximum number of colleges. (b) To organize conferences and workshops on relevant topics. (c) To invite eminent educationists for extensive lectures.

- **Discipline/Redressal Committee:**

Mr. Jitendra Kumar Singh (Coordinator)

Ms. Sarita Rani (Member)

Mr. Rakesh Kumar (Member)

Functions: (a) To maintain discipline in the college. (b) Make students aware about the college's code of conduct and rules. (c) To stop ragging in the college campus.

- **Sports Committee:**

Dr. Rajesh Kumar (Coordinator)

Ms. Satwinder Kaur Saini (Member)

Ms. Dimpal Jain (Member)

Functions: (a) To organize sports activities in the institution, involving maximum number of students. (b) To organize Sports Day.

- **Naac Committee:**

Ms. Chinar Malik (Coordinator)

Dr. Gargi Saraswat (Member)

Dr. Vandana Sharma (Member)

Ms. Bindiya Lakhani (Member)

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Mr. Jitendra Kumar Singh (Member) .

Functions: (a) To organize the meeting of NAAC advisory committee.

(b) To maintain all the relevant records regarding NAAC.

- **Examination Committee:**

Ms. Bindiya Lakhani (Coordinator)

Ms. Sarita Rani (Member)

Ms. Rashmi Panwar (Member)

Functions: Meetings held in the year and decisions taken in the meeting regarding Planning of the Examination of the following issues:

1. Provisions in the time table for special guidance session for preparing students for complete syllabus based examination.
2. Preparation and display of time table for first / second internal examination 2012-13.
3. Supervision time table for first / second internal examination 2012-13.
4. Planning for seating arrangement, placing roll numbers on desks and writing roll numbers on the boards.
5. Instructions to the students regarding maintaining discipline during examination hours.
6. Meeting of peons to assign duties related to examination.

- **Guidance and Placement Committee:**

Dr. Vandana Sharma (Coordinator)

Ms. Sangeeta Vashistha (Member)

Ms. Bhawna Verma (Member)

Functions: 1. Students' method wise data base to be prepared.

2. Lectures on writing C.V. and interview skills / techniques to be organized.

3. Students' representative from GMC to be included in placement cell.

4. Campus interview to be organized in the month of January / February.

5. Photocopies of appointment letters of teacher trainees placed through the cell to be collected for record.

- **Alumni Association Committee:**

Mr. Jitendra Kumar Singh (Coordinator)

Ms. Sarita Rani (Member)

Ms. Gita Chhabra (Member)

Ms. Dimpal Jain (Member)

Functions:

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1. Discussion regarding year's plan.
2. Finalization of year's plan.
3. Feedback regarding execution of year's plan.

- **Tour Committee:**

Ms. Dimpal Jain (Coordinator)

Mr. Sumit Dubey (Member)

Mr. Bhim Singh (Member)

Functions: 1. There should be at least one educational tour and one educational visit. Educational tour should be for B.Ed. and M.Ed students and educational visit for only B.Ed. students.

2. Educational tour will go to Suraj Kund. Educational visits will be to various places of Faridabad.

3. To make detailed plan regarding every tour and visit.

4. Feedback was taken from students and teachers. It will be helpful for future planning.

- **Tutorial Classes:**

Ms. Bindiya Lakhani (Coordinator)

Ms. Mugdha Anand (Member)

Ms. Meenu (Member)

Functions: 1. It was decided to plan the tutorial program for 2012-13 (12 tutorials as per theory course).

2. The schedule to be provided to the teacher trainees and teacher educators.

3. Reschedule to be arranged for absent students.

4. The follow up to be taken for the whole program.

- **Health Programme:**

Ms. Rashmi Panwar (Coordinator)

Ms. Sandhya Sharma (Member)

Ms. Mugdha (Member)

Functions: 1. A doctor is invited as requirement of the college for health program.

2. Organizing Yoga and Meditation sessions Time to time.

- **Academic Calendar Committee:**

Ms. Gita Chabra (Coordinator)

Dr. Manorama Mathur (Member)

Ms. Dimpal Jain (Member)

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Functions: To frame the tentative academic calendar before the commencement of new session of B.Ed. and M.Ed.

- **Time Table Committee:**

Ms. Bindiya Lakhani (Coordinator)

Dr. Vandana Sharma (Member)

Ms. Sarita Rani (Member)

Functions: To frame the time tables of M.Ed. and B.Ed. and to prepare separate time tables for micro teaching and simulated teaching.

- **Skill in Teaching Committee:**

Dr. Vandana Sharma (Coordinator)

Ms. Meenu (Member)

Ms. Dimpal Jain (Member)

To make arrangements for the micro teaching, simulated teaching and real teaching practice during the B.Ed. session.

- **Women Cell:**

Ms. Chinar Malik (Coordinator)

Ms. Bhawna Verma (Member)

Ms. Satwinder Kaur Saini (Member)

Functions:

1. To conduct activities that focus on women empowerment.
2. To organize campaigns, rallies, street plays for creating awareness
3. To discuss the problems of the female trainees .

- **Legal Literacy Cell:**

Ms. Meenu (Coordinator)

Dr. Manorama Mathur (Member)

Mr. Rajeev Chaudhary (Advocate) (Member)

Mr. Harish Parashar (Advocate) (Member)

Function: To make the pupil teachers aware regarding their legal rights.

- **Spiritual Cell :**

Ms. Bindiya Lakhani (Coordinator)

Ms. Satvinder Kaur Saini (Member)

Mr. Jitendra Kumar Singh (Member)

Function: To conduct activities that focus on spiritual moral & cultural values in students.

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To conduct extension lectures to develop spiritual values.

- **Admission Committee:**

Ms. Sarita Rani (Coordinator)

Ms. Bindiya Lakhani (Member)

Ms. Chinar Malik (Member)

Ms. Sangeeta Vashistha (Member)

Ms. Gita Chabra (Member)

FUNCTION: To conduct the admissions of B.Ed. and M.Ed. smoothly.

B. The details of the meetings held in the session 2012-13 of major committees are as follows:

Sr. No.	Statutory Body	Date of Meeting	Major Decisions Taken
1.	STAFF COUNCIL	<p>1st September, 2012</p> <p>2nd February, 2013</p> <p>3rd August, 2013</p>	<ul style="list-style-type: none"> • Allocation of duties of different committees. • Approval of schedule of session 2012-13. • Approval of budget. • Requirement for scanner and laser printer given. • Decision regarding appointment of M.Ed and B.Ed faculty. • Requirement for faculty lockers was placed. • Requirement for new generator was given. • Constitution of NAAC

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			<p>Committee.</p> <ul style="list-style-type: none"> • Allocation of duties of different committees. • Approval of schedule for the session 2013-14. • Approval of budget for the session 2013-14. • Decision taken regarding the up-gradation of laboratories and library. • Planning for recruitment of professor and different faculties.
2.	RESEARCH COMMITTEE	<p>18th December, 2012</p> <p>11th January, 2013</p> <p>4th March, 2013</p>	<ul style="list-style-type: none"> • Assigning guides for dissertation and field work. • Organizing workshop for preparation of synopsis. • Organizing guest lectures and workshop for field work. • Organizing a Workshop on 'Flander Interaction Analysis' • Presentation of synopsis of M.Ed. students will be done from 11th – 16th March, 2013. • Colloquium for M.Ed.

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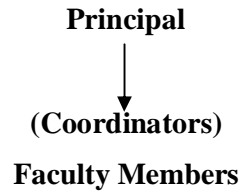
		7 th September, 2013 21 st October, 2013	<p>students will be organized on 14th September, 2013.</p> <ul style="list-style-type: none"> • Submission of dissertation and field work should be completed by 15th November, 2013. • Review of the field work and dissertation of students. • Preparation of PPTs for viva voce.
3.	INTERNAL QUALITY ASSURANCE CELL (IQAC)	12 th December, 2012	<ul style="list-style-type: none"> • Analysis of results • Review of the difficulties faced in the smooth functioning of institution. • Discussion of ways and means to improve the internal quality of the institution.
4.	EXTENSION AND LINKAGE	18 th September, 2012 19 th June, 2013	<ul style="list-style-type: none"> • Allocating the duties to the committee members. • Planning the extension and linkage activities for B.Ed and M.Ed. • Review of the functioning of the extension and linkage committee.

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

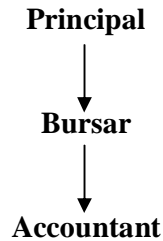
The Staff Council, Research Committee, IQAC, and Extension and Linkages are the major decision making bodies of the college where academic and administrative decisions are taken. The organizational structure of the institution is as follows:

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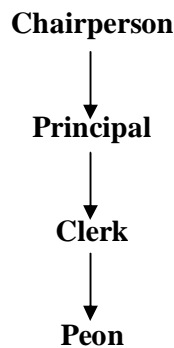
ACADEMIC



ACCOUNTS



ADMINISTRATION



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

The administration of the institute is decentralized to a large extent. The Honorable Chairman delegates certain powers to the Principal who further controls the activities. She decentralizes the action plan and then preparations and implementations are done through different committees. The Principal as the chief patron of all committees plans with the help of the committee members and works on them to the last details. The institution improves the quality of its educational provisions by:

- Organizing inter-disciplinary workshops (i.e. on lesson plan preparation)
- Inviting different scholars and academicians to discuss the quality of education
- Ensuring participation of teachers in different seminars/conferences/workshops.

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

Institute has established linkages with many schools and institutes in the nearby areas. We have also established a good link with the university's education and psychology department. Eminent educationists are invited time to time for their valuable thoughts. During the school teaching practice, time-table, classes, subjects are discussed/planned with consulting the school staff. They help a lot to improve the quality of education. Feed back is also taken into consideration from the school staff and principal to strengthen the weak areas.

- Awareness campaigns, Hygiene Campaigns, career guidance, personality development programme, ICT development programme etc. are conducted in collaboration with other departments.
- Staff is deputed to attend seminar, workshop and conferences in the different institutions.
- Institution has developed various committee and cell for the quality improvement of education e.g. Guidance Cell gives career guidance to different school students; Women cell organizes rallies, marathons and street plays, etc.
- The institution publishes 'Anshika', the annual magazine that is circulated to various departments and schools to disseminate information regarding the academic activities.

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

Yes, the feedback is used for decision making and performance improvement. The feedback obtained from various sources is analyzed by specially constituted committee. Feedback is used for improvement in decision making and performance.

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

The institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by following ways:

- I. Staff meetings for promoting co-operation.
- II. Equal work distribution policy.

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- III. Organization and Participation of faculty in National and International seminars, workshops and conferences for sharing of knowledge and innovations.
 - IV. Orientation programme on micro teaching, mega teaching and practice/real teaching.
 - V. Training programme for empowerment of teacher educators regarding ICT.
 - VI. Training programme for stress management and better living.
- VII. E-Source for the enhancement of staff's knowledge and information

6.3 Strategy Development and Deployment

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

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

The information is obtained through following sources:

- Feedback from students and other stakeholders.
- Analysis of previous performance of students.
- Meeting with students, teacher, educators, parents.
- Taking verbal feedback from students regarding academic and academic and administrative aspects of the institution.

6.3.2. How does the institution allocate resources for accomplishment and sustaining the changes resulting from the action plans?

The requirement of resources is made known to the management through the principal. With the discussion of IQAC, governing body of the institution (GBI) and Principal, Management allocates human and financial resources from within and outside the organization to meet the monetary requirement arising out of changes resulting from action plan.

6.3.3 How are the resources needed to support the implementation of the mission and goals, planned and obtained?

The respective in-charges of different cells and committees, IQAC enlist the requirements through interaction with students and other faculty members. These requirements are communicated to the society of the Institution and then management provides the required resources both human and financial.

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

The academic plan is developed by the university and institute follows the plan. Institute also develops its academic calendar considering university's calendar. Before the commencement of the session, a meeting is organized by the principal and the staff members regarding the development of the academic calendar taking in to consideration the suggestions given in the feedback by the stakeholders.

- In the beginning of every academic year, the principal distributes the responsibilities of academic programs to all the faculty members. As per the guidelines from the principal, the coordinator calls for the plan of every committee from all the faculty members. They conduct separate meetings of their committees and prepare tentative plan for the concerned department. This plan is then submitted to the co-coordinator.
- A detail of Practice teaching schedule is prepared in consultation with the Principals of the schools.
- Teaching practice schools are also invited to take the teaching aids for use in the schools according to their needs.
- Time table in charge of respective schools are actively involved in the process.
- Details of Celebration of important days, national festivals, religious festivals and awareness campaigns are included in the academic plan.
- In the 'Annual Plan' meeting with the faculty and principal, the coordinator integrates all the given plans. One reading of the annual plan is done by the coordinator and if there are any suggestions, they are discussed for further consideration and finalized. The principal in coordination with the IQAC finally approves this annual plan which is then ready for implementation. The annual plan is thus developed in a democratic and decentralized manner.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual contribution for institutional development?

To ensure individual employee's contribution for institutional development, the objectives of the institutions are communicated to them in the following manner:

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- Academic calendar of the institution is planned and prepared by the staff and approved by the Principal.
- The college meets the requirements given by respective teachers for development of the institution.
- Organization of workshops / seminars / conferences with the initiatives of staff members and participation in extension programs are some ways in which individual employees contribute to the institutional development.
- Objective of the institutions are communicated to them through circulars by the management and Principal time to time.
- Notice Board and display board are utilized in a proper manner.

6.3.6 How and with what frequency are the visions, mission and implementation plans monitored, evaluated and revised?

The implementation plans are regularly evaluated and revised by the internal quality assurance cell (IQAC) and governing body of the institution (GBI). Activities of different committees or cell are monitored regularly. Plans are revised if required due to change in norms and standards of NCTE or MDU, Rohtak.

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

Institution plans and deploys the new technology for effective and efficient transaction of teaching learning process. We deploy the new technology:-

- Orientation programme is organized and developed with the use of latest technology.
- Lessons are delivered on Power Point Presentation by the students.
- For training of faculty members for ICT growth & development.
- Use of LCD Projector, OHP and other technology by the faculty members for delivering lectures.
- Use of internet for exploring the knowledge by the faculty members and student teachers.
- Use of LCD Projector and OHP in extension lectures, seminars and workshops conducted in the college.

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6.4 HUMAN RESOURCE MANAGEMENT

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

Faculty development needs and career progression of the staff is identified in the following ways:

- Through self appraisal reports.
- Through feedback from students.
- Results of examinations.
- Through group discussions.
- By involving in research activities.
- To adapt to new technological advancements, experts are also invited.
- By allotting new subjects to teach.
- By involving all teachers in different co-curricular activities.
- Suggestions given by Internal Quality Assurance Cell and other committees.

6.4.2 What is the mechanism in the place for performance assessment (teaching, research, service) to faculty and staff? (Self appraisal method, comprehensive evaluation by students and peers) does the institution use the evaluation to improve teaching, research and service of the faculty and the other staff?

Mechanisms for Performance Assessment:

- Each of the faculty members is required to fill in a self appraisal report in each academic year which highlights the teaching performance, research progress and participations in other institutional activities like cultural events, innovative practices adopted to contribute to academic development etc. Based on the above said report the performance of faculty is evaluated by the Principal.
- Feedback by the students is also evaluated which helps not only the management but also the Principal in performance assessment of faculty.
- Faculty members are also encouraged to organize different activities in the institute.
- Suggestions to improve the academic system provided by the faculty through Self-Appraisal Report are also taken into account by the institute to improve the teaching, research & services of the faculty and other staff members

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6.4.3 What are the welfare measures for the staff and the faculty? (Mention only those which affects and improve staff well being satisfaction and motivation)?

- ICT training programme is organized by the institution to improve the computer efficiency of the staff and motivate them to use ICT while teaching learning process.
- Annual increments are granted to all without any hassle.
- The salary of staff members is credited in their saving bank accounts on the 1st week of every month.
- Bus facility is also provided to staff members at free of cost.
- The class IV employees are given incentives during various festivals and complete uniform every year.
- Yoga Training Programme is arranged for all faculty members for their better living and stress management.
- Gifts are distributed to the entire teaching and non-teaching staff on major festivals

6.4.4 Has the institution conducted any staff development programme for skill up gradation and training of the teaching and non teaching staff? If yes, give detail?

The institution conducts staff development programme for skill up-gradation and training for teaching and non teaching staff. The details are given below:

Sr. No	Developmental Programme	Area/Topic	Date	Funding Agency
1.	Faculty Development Program	ICT training Program	October 2011	Management
2.	Faculty Development Program	Stress Management and Better living	March 2012	Management
3.	Faculty Development Program	Personality Development Program	Dec 2013	Management

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualification , knowledge and skill (recruitment policy , salary structure , service

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conditions) and how does the institution align these with requirements of the statutory and regulatory bodies(NCTE ,UGC ,University etc.)?

To Recruit the faculty, the following process is followed:-

- Proper advertisement is published in national newspapers for the recruitment of faculty.
- For proper selection, institution ensures the formation of constitutional Committee and then selection is done by the constituting committee comprising of university nominee and subject experts.
- No compromise is made regarding the qualifications prescribed by the statutory and regulatory body.
- The salary structure and service conditions are as per MDU, Rohtak Norms.
- For retaining the faculty, additional facilities like concession for staff and their dependents in medical facilities, transport facilities, discount in tuition fee for the wards of faculty are provided.

6.4.6 What are the criteria for employing part-time/Ad-hoc faculty? How are the part-time/Ad-hoc faculties different from the regular faculty? (E.g. salary structure, workload, specializations).

For B.Ed. and M.Ed. courses, the part time and Ad hoc Faculty is appointed as per the requirements and vacancies. Following criteria are followed for the recruitment:

- All the faculty members are employed on regular basis only.
- For employing Part-time / Ad-hoc faculty advertisement is given in newspaper.
- Management and Principal selects the part-time / Ad-hoc faculty.
- Salary is given on consolidated basis till regular appointment.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty?

The institution always encourages all the faculty members for their professional development. It has framed the following policies for deputation for professional development courses like the orientation and refresher courses:

- The institute supports and ensures the professional development of the faculty with a collection of Journals, Abstracts, Research Encyclopedias, Text Books and

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Reference books in all subjects. This enables the faculty to make effective use of these resources for research and advance study.

- The staff members are granted academic leave for participation in seminars, conferences, workshops etc.
- Institute provides research facility to its faculty. Computer with internet facility, photocopier is provided to the staff.
- It encourages faculty for advanced study leading to M.Phil. and Ph.D.
- Opportunities are provided to the staff to publish articles, papers and books.

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

Staff members have an easy access to computer with internet connectivity in their staffroom. Computers are provided to the staff for official use and Telephone facility is also provided in the staff room. All staff members have separate tables and lockers which provides the space to carry out their work effectively. Computer facility is also provided in the library for librarian. Photocopier and printer are also provided in the library. Thus, all these facilities lead to a conducive environment required for teaching and learning activities.

6.4.9 What are the Major mechanism in place for faculty and other stake holders to seek information and make complaints?

- Formal meeting on the last Saturday of every month enables faculty to seek information and to make complaints, if any
- The institution has its own website where all up to date details are provided.
- Email ID of the institution helps stakeholders to interact with the institution.
- Staff, students and other stakeholders are given equal importance. The grievances and complaints received from them are given serious consideration. The institute treats these grievances and complaints as suggestions for improvement.
- A suggestion box has also been fixed in the college for this purpose.

6.4.10 Detail on the workload policies and practice 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.

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Workload on teaching faculty is according to the norms laid by statutory bodies like NCTE & MDU, Rohtak .

- Subjects allocated to the teachers are according to their interest.
- Teachers are also engaged in different school and community services like adopting different schools for teaching the students.
- Faculty members are actively engaged in organization of National Seminars and workshops.
- Faculty members are involved in awareness campaigns for upliftment of the society.

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

Yes, the institute has a mechanism to reward and motivate staff members who excel in making constructive contribution to teaching learning process and who bring out innovative ideas effectively in the development of the college. Faculty members are awarded as per their performance. Financial support is given to the teachers to attend workshop and seminar etc. The staff members are motivated staff for further studies like M.Phil and Ph.D. The photos and special news is highlighted in the institutional magazine Anshika. Staff members are awarded appreciation letter by the Principal and Management and increment is generated according to their performance.

6.5 Financial Management and Resource Mobilization

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

No, Institution doesn't get any financial support from the government. The institute is running under self-finance scheme. The fee collected from B.Ed. and M.Ed. students is the main source of revenue. However, the management of the college is financially very sound and it fulfills all the requirement of the college from time to time.

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

No, there is no resources mobilization through donations for running of the institution.

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

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The budget of the institution is adequate to cover the day to day expenses. If there is requirement, the Society which runs this college is always ready to meet the deficit if any. This Society has a sound financial condition.

6.5.4 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)

Harpyari Devi Welfare Society is the main resource to fulfill the mission. The detail of the budget is as follows:

Year Budget	Allocation of Income	Revenue Expenditure	Capital Expenditure	Total Expenditure (In Lacs)
2007-08	42.04	25.57	25.16	50.73
2008-09	79.50	51.84	22.35	74.19
2009-10	73.28	52.55	5.83	58.38
2010-11	100.57	73.25	0.12	73.37
2011-12	88.85	62.62	1.23	63.85
2012-13	98.36	69.22	0.46	69.68

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

Yes, Accounts are audited regularly by duly qualified C.A. There are no major objections till date.

6.5.6 Has the institution computerized its finance management system? If yes, give details.

Yes, the institute's finance management system is computerized. All income expenditure records, balance sheet and other records are maintained in the computer.

6.6 Best Practices in Governance and Leadership

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

The management is fully dedicated, committed and enthusiastic to enhance professional development of the teachers and students. IQAC is established and is functioning to fulfill the above aspect. For conducive environment, the relationship between the management

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and stakeholders is strengthened and formalized by alumni association, student and staff welfare committee. Few of the best practices are as follows:

- Self Financed Institution.
- The Harpyari Devi Welfare Society manages 2 other institutes also.
- Feedback from students, faculty members and school teachers to strengthen the weak points during teaching practice and to improve college functioning is taken regularly.
- The administrative block and library are fully computerized.
- Formulation of new plans on the basis of feedback and previous experience
- There is a functional Internal Quality Assurance Cell (IQAC) in the College.
- Professional development and Personality development programmes are conducted for teaching as well as non-teaching staff.
- Consistent growth and expansion.
- Similar work load for teachers of respective faculty.
- Student's representation in various committees.
- The college has a grievance redressal mechanism and has an active grievance cell that tries to solve the grievance of students if any.
- Faculty members are represented in Board of Governors (BOG). Major decisions regarding management of the institution are taken by the Governing Body of the college whereas the academic decisions are taken by different committees constituted by the Principal.



CRITERION - VII



CRITERION - VII
INTERNAL QUALITY ASSURANCE SYSTEM

Criterion VII : Internal Quality Assurance System

CRITERION VII: INTERNAL QUALITY ASSURANCE SYSTEM

7.1 Internal Quality Assurance System

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

Yes, the institute has established Internal Quality Assurance Cell (IQAC), which was established in January, 2009. The present composition of IQAC (Internal Quality Assurance Cell) is given below:

- Composition of IQAC-

- Dr. Vandana Sharma - Coordinator
- Ms. Sarita Rani - Member
- Ms. Bindiya Lakhani - Member
- Mr. Jitendra Kumar Singh - Member
- Dr. Anil Kumar Saraswat -Member

(Principal, Vaish College of Education, Rohtak)

- Mr. Sumit Dubey - Member
- Mr. Jaipal Singh - Member (Local Society Nominee)
- Mr. Dhan Singh Bhadana - Member (B.O.M.)

- Major Activities Undertaken:

The mechanism for internal quality checks in an educational institution plays a vital role for enhancing its efficiency, effectiveness and productivity. The internal quality assurance cell has adopted certain practices to maintain quality in institutional programmes. Activities of IQAC undertaken are as given below:

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- IQAC organizes quarterly meetings to cater the needs of different committees, clubs, and groups and helps the same to arrange for the same as and when required.
- IQAC lays emphasis on providing quality in all aspects with the assistance of its members and management.
- IQAC assesses the process of developmental activities periodically.
- In the review meetings, critical points, constructive suggestions and observations are received from the faculty and same are incorporated for the improvement of the quality of programme especially related to curricular programmes, finance and development of the college.

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

The institution is a teacher training institute conducting courses of M.Ed. and B.Ed. Therefore, it is felt that curricular objectives and goals of these programmes need to be achieved. For this, the institution is required to direct its efforts in that direction. The evaluation mechanism of the institution for evaluation of the goals and the objectives is as follows:

- It functions through decentralization of powers and shared responsibilities.
- All the programmes of the institution are executed in team spirit. Each member of the faculty is assigned specific jobs to be accomplished in a stipulated span of time.
- The progress report is received either individually or in the meetings of staff council.
- Feedback, necessary help and co-operation is provided by the Principal and other senior members of the staff regarding evaluation of specific goals and objectives of the institution in the following manner:
 - Analysis of Examination results.
 - Suggestions / Feedback from various Stakeholders.

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- Academic calendar with the start and end dates.

7.1.3 How does the institution ensure the quality of its academic programmes?

The institution has developed the following mechanism for the quality assurance of its academic programmes:

- The emphasis is laid down to revise and update teaching methodology in accordance with the changing needs of society, industry and knowledge explosion.
- IQAC arranges interactive meetings with lecturers on quality issues and strategies. It formulates plan and programmes for the development of the institution keeping the data base of institution in mind which is followed strictly to maintain the quality of its academic programmes.
- The faculty is instructed to do the unit planning of the entire syllabus before the commencement of the classes. Each faculty maintains a diary which is evaluated by the principal of the college on a regular basis.
- Institution ensures the quality of its academic programme by taking feedback from students, teacher educators and principal and other stakeholders.
- Different cells and committees organize various activities throughout the year, which gives the reflection of the vision and quality of its academic programmes.

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

The institution ensures the quality of its administration and financial management processes in the following ways:

- Transparency in all matters concerned with staff and students.
- To ensure quality of the faculty, merit is considered as the major criterion for recruitment and no other influences are entertained by institution.
- The institution has devised a system where different achievements of the applicants applying for lecturers post e.g. Ph.D., NET/SLET, Publications, Experience and marks scored at different levels are given due consideration. In

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this way, the objectivity is maintained, outside influences are minimized and the subjectivity of the interview is reduced.

- Administrative department maintains documentation for all major activities.
- From time to time different faculty development programme, such as seminars and orientation programmes are organized by the Institution.
- The faculty members are always encouraged to participate in National/ International level seminars.

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

Sharing Good Practices:

The committees that have been constituted for the smooth functioning of the institution submit the reports of the activities conducted to the Principal. The teacher educators and the teacher trainees who witness the activities are consulted with a view to get their feedback during the House meetings. Future plans are also discussed in these meetings. Staff meetings, committee meetings, IQAC and Governing body of the institution identify and discuss the good practices. Such good practices are then incorporated in the curriculum. The results of good practices are conveyed to every staff members for implementation in other activities.

7.2 INCLUSIVE EDUCATION

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies of the school curriculum?

The institution sensitizes teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum in following ways:

- The institution organizes extension lecturers for faculty members and student teachers so that they can come to know about the issues related to inclusion and related problems.
- The experts come to the institution to motivate the student teachers for inclusion.

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- Giving examples of distinguished persons with disabilities and their contribution to the society.
- The Principal, management and faculty members discuss about the problems of the children with special needs.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

There are following provisions in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning:

- The knowledge regarding various disabilities, gender differences and their impact on learning is imparted to the students while teaching the following subjects :
 - Learner, Learning & Cognition
 - Special Education
 - Secondary Education and School Management
 - Educational and Vocational Guidance
 - The modified curriculum came into practice in 2010 which includes 'Inclusive Education' as a compulsory subject in B.Ed. curriculum.
- Discussions are organized for the teachers and students on:
 - Different types of disabilities, identification, causes and prevention.
 - How to help the children with disabilities in classroom and at home.
 - Gender differences and their impact on learning.
 - Women Education, Population Education.
 - Holding Seminars, Extension Lectures.
 - Organizing debates, discussions, declamation contests, speech, symposia etc.

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- There is an optional subject in M.Ed course named as “Special Education” and approximately 100% students opt for this course. Also, the M.Ed. students are encouraged to take up topics related to inclusion and exceptionalities for their research work.
- Students are encouraged to collect information about the children with disabilities in their own locality and their rights to education.
- There is a women cell in the institution for solving the problems of gender related problems.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation are detailed as under:

- The institution has proper infrastructure and a conducive learning environment. Every teacher trainee has several opportunities for social interaction.
- They come into contact with various personalities from all walks of life while completing the practice lessons and internship program. These programs provide them a real picture of their future responsibilities as a teacher.
- There are different Houses in the institution. Members meet once a week in the institution and hold group discussions.
- Science Day celebration for the development of interest and scientific attitudes among the students.
- Action Research is also helpful in solving the problems of classroom and problems related to day to day life.
- Encourage students to participate in social activities like Blood donation camps, Marathons, Rallies, etc.

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- Extension activities like health and hygiene campaigns and environmental education campaigns for the neighboring villages are regularly arranged.
- The institution has adequate library facility, internet facility and various laboratories that promote active learning and self learning.
- Developing core competencies in prospective teachers through curriculum activities and skill-in-teaching.
- Practicing new innovations in teaching
- Different projects in curriculum e.g. women empowerment, case study, project on information technology, debate competitions, poem recitations, are very helpful for active engagement in learning and self- motivation.
- The institution provides a good scope for academic competition, co- operation and adjustment. High achievers, meritorious students and prize winners are felicitated. This creates self-motivation and an urge for excellence.

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

- Institution is planning for student teachers to develop proficiency for working with children from diverse backgrounds and exceptionalities by providing the related materials (several subjects included in the curriculum like Inclusive Education, Learner Learning & Cognition, Special Education and Educational and Vocational Guidance.), and organizing educational trips in the same areas.
- The institution organizes extension lectures on special education.
- There is an optional subject in the B.Ed. curriculum for education of exceptional children through which the students come to know about the needs & the problems of the children with special needs.
- Personality development classes are organized for overall development of students.

With this value addition, rural background students are brought at par with others.

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7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution addresses the special needs of the physically challenged and differently-abled teacher trainees are assigned and admitted to the institution. They generally include students who are blind, physically and orthopedically challenged and hearing impaired. For such teacher trainees, the institution provides the following facilities:

- Regular parental counseling.
- All the stakeholders including the non-teaching staff assist the physically challenged and differently abled teacher trainees in the best possible way.
 - Ramp on the ground floor of the building.
 - While framing the time table, differently abled students are allotted the room on ground floor.
 - Facility of Wheel Chair.
 - The facility of Drinking Water at appropriate level at the ground floor.
 - Practice lessons are organized in the schools that are located in the campus or near the campus.
 - Their lessons are assigned in schools that are suitable to them.
- Generally the blind teacher trainees are provided with teacher trainee companions.
- For physically challenged students and differently-abled students, additional books and reading materials are issued on long term basis. The library staff assists such persons in obtaining specific documents and other materials for reference.
- There is provision of special room for them.
- As per the university rules, writers are provided to the blind teacher trainees in all internal and external assessment programs.
- Referral services for medical treatment are provided, if needed.

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- Extra time is allotted during the examination for completion of papers. After the university examinations, the placement department communicates job opportunities to them.
- Fee relaxation is provided to all such students.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution handles and responds to gender sensitive issues (activities of Women cell and other similar bodies dealing with gender sensitive issues) in following ways:

- Ours is a co-educational institution and we are against any gender bias but the issues related to women have been frequently touched through 'Women Cell' activities. Women Cell in-charges change in rotation and they discuss various issues related to gender sensitization.
- Women day is celebrated in the institution every year in which various competitions like debates, declamations and speech on emerging women problems and issues are organized.
- Subject like Teaching of Home Science is included in the curriculum keeping in view the interest of girl students.
- There is provision of separate wash rooms and common room for male and female student teachers.
- In staff also, there is women staff which is almost 90% of total strength.
- By providing equal opportunities to all the male as well as female staff, in the different academic, administrative and social areas, the institution handles the gender sensitive issue.
- The governing body distributes the equal work load and responsibilities to the male and the female faculty members.

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- The campus is well balanced in both the genders; it seems a stage has come when no special efforts would be needed for gender balance.
- Our students participate in activities like debates, street plays, campaigns, marathons etc. related to women empowerment.
- Medical aids are provided in the college if there is an emergency. If needed, the parents or guardians are advised and counseled.
- Guest lecturers are invited to inform the female teacher trainees about their legal rights and special concessions made available to them by the legal cell.

7.3 STAKEHOLDER RELATIONSHIPS

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The access to the information on organizational performance (Academic and administrative) to the stakeholders is ensured by the institution in the following ways:

- The Principal of the institution presents the progress report of the organizational performance in the regular meeting of Governing body.
- The Stakeholders are involved in the decision making process related to all academic programmes of the institution.
- All the information of the organizational performance is displayed on notice boards and regularly updated on website from time to time.
- Information is also disseminated through announcements during morning assembly.
- The Institution maintains record of e-mail Ids of all the students and alumni for providing necessary information regarding organizational performance.
- The Institute involves students, alumni and employers for taking feedback on academic programmes. This feedback is incorporated in all future programmes.

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- The college magazine 'Anshika' includes all the information about faculty's academic achievements, students' achievements and the result of B.Ed., and M.Ed.

7.3.2 How does the institution share and use the information/ data on success and failures of various processes, satisfaction and dissatisfaction of students and Stakeholders for bringing qualitative improvement?

The institution uses the information about the organizational performance that is the academic and administrative successes and failures as feedback for qualitative improvements. It helps in the improvement of faculty's curricular transaction. The principal also has oral discussions with the faculty member who needs to improve. The students and stakeholders are provided equal opportunities to put forward their demands and issues for the welfare of the institution. The various programmes and processes are revised as per feedback received from students and other stakeholders. There are certain formal and informal situations where students and stakeholders interact and share the information related to attendance, punctuality, academic progress (results) and various disciplinary issues. We regularly convey these matters to the parents through letters and telephonic communication. In the background of obtained feedback, necessary changes are made for bringing qualitative improvement.

Students also provide feedback about their learning experiences from the faculty at the end of the session. This feedback is very useful in knowing students expectations from the institute. Suggestions are discussed and analyzed. Institute tries to take necessary steps to improve.

7.3.2 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

To collect data from students, professional community, alumni and other stakeholders on programme quality, following feedback mechanisms are used:

- By students during house meetings.
- By holding alumni meet every year and passing out students provide us feedback through alumni meet and farewell party, etc.

Criterion VII : Internal Quality Assurance System

- The performance of pupil teachers is being conveyed to us by the Principals and school teachers of the practicing schools.
- The institution whole heartedly welcomes feedback from the students and stakeholders and the same is discussed in beginning of new session through a meeting of faculty, Principal and the Management. The approval for implementation of suggestions is sought from the Management.
- All the students have been divided into 4 Houses. The house in-charges seek suggestions of the students on existing curriculum and report to the Principal for further actions.

These views are reflected at the time of planning. In addition to above, informal feedback is periodically taken from the stakeholders.

Criterion VII : Internal Quality Assurance System
