

PART II: EVALUATIVE REPORT

1. Executive Summary

S.N. COLLEGE OF EDUCATION is a co-educational and self financed Institution, affiliated to Kurukshetra University, Kurukshetra and recognized by National Council for Teacher Education (NCTE-NRC, Jaipur) Govt. of India. It is situated on NH-73, Ambala Road, Jagadhri, Distt. Yamunanagar at walking distance of just 1 km from Jagadhri bus stand. The college campus has easy accessibility to the main road and it is well connected by the all mode of conveyance. The college was established by S.N. Educational Charitable Trust, New Delhi in the year 2007 for imparting quality education in Teacher Education with a basic unit of 100 seats for B.Ed. Programme. NCTE accorded its recognition to this college vide letter no. NRC/NCTE/F-7/HR-408/26767-26773 dated 03.09.2007 w.e.f. the academic year 2007-08. After one academic year from 2008-09 the intake capacity was increased from 100 to 200 seats with NCTE recognition vide letter no. F.NRC/NCTE/HR-1102/2008/60114 dated 03.09.2008 and subsequent approval of Kurukshetra University, Kurukshetra.

S.N. Educational Charitable Trust, having its registered office at C-42/A, Gangotri Enclave, Alaknanda, New Delhi-19 is the governing body of this institution in general. A Management Committee and Board of Governors have been constituted for the look after of this institution by the trust and have the final authority for all policy matters and taking decision pertaining to the college. The Staff Council and the IQAC are assisting to academic and administrative bodies.

The institution strive to prepare well competent and trained teachers for the society who would light the lamps of knowledge to dispel the darkness of ignorance and guide the future to the higher level of awareness by making them ready to face the challenges of the new millennium which is manifested in our vision and mission. Academic year is planned through academic calendar which is packed with orientation, transaction of theory lectures, practice teaching, research work, extension activities, community work and co-curricular activities. For all round development of students, stress is laid on multi skill development in all aspects. The

institution organizes various competitions, quiz, symposium, seminars, workshops, extension lectures and debate etc.

The institution has easy access to sufficient number of recognized secondary schools within reasonable distance for conducting practice teaching and field work of the student teachers. The students are provided training in Micro and Simulated teaching skills followed by Real teaching programme for 15 working days in different schools with the prior permission of District Education Office/Head of the Schools. It is an important task to maintain healthy relationship with the community and schools and other educational institutions. The institution has good linkage with different organization, schools and NGO for healthy relationship with community for providing training to our student teachers because we are preparing skillful personality and responsible citizens.

Our student-teachers tried their best to enhance knowledge and build confidence of the schools students in Real Teaching Programme in schools. Our student teachers participate in routine activities of the schools and organize different curricular and co-curricular activities such as Tree Plantation, Save Water, Eco-Friendly Behavior and Exhibition of charts and models for better understanding of the students.

The Institution plays a crucial role in enriching the personalities of student teachers by providing various opportunities for overall development and equips them to fulfill their responsibilities. Our faculty also contributes in a great way. The institution face many problems and challenges in building quality education such as increasing number of B.Ed. colleges, the cream of the youth prefers professional courses other than B.Ed., changing policies of the government, lack of research interest on education in youth, unhealthy competitions among B.Ed colleges. In spite these we always try our best efforts in the direction of maintaining and providing quality education to our students.

2. CRITERION- WISE REPORT

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN AND PLANNING

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

The objectives of the institution are clearly stated, periodically reviewed, and communicated systematically to all its constituents. The institution aim is to prepare competent and trained teachers to cater the educational needs of the society. The main objective of the college is to develop a system of education based on Indian value system with innovative technologies. To translate the vision and mission of the college into reality the objectives of the institute are:

- To prepare well trained, confident and dedicated teachers for improvement of the School Education system at secondary and senior secondary level.
- To provide ample opportunities to enhance their confidence, knowledge and competence construction abilities in creating positive learning atmosphere in schools.
- To train the teachers so that they can fit in all the fronts, i.e. Social, Mental, Physical, Moral, Cultural and Spiritual.
- To help them excel in academic as well as other areas of prosperity.
- To enable teachers to understand child psychology so that teaching-learning processes can be designed by themselves accordingly.
- To innovate new experiments in Educational Technology.
- To adopt and renew the relevant techniques of teaching skill development.

Intellectual, Academic and Training:

The student teachers are enabled to acquire quality education by active participation in the teaching-learning process, workshops, seminars, debate, quiz competition, library, laboratory and outdoor visits to historical places for the first hand experiences.

The college provides ample opportunities to the students for confidence building and values through different confidence building measures (CBM) such as student representation is compulsory in daily morning assembly turn by turn, in Sadan meetings, tutorial session as well as other programme and celebrations. Student teachers are provided professional training of education through micro and simulated teaching, practice teaching in various schools, innovative teaching, communication skills, ICT training, participation in curricular and co curricular activities at this and other institution throughout the year.

Access to disadvantaged

- To provide friendly environment to the disadvantaged student-teachers.
- To make necessary provisions i.e. infrastructure, teaching-learning material etc.
- Special benefits in the form of post metric scholarships are provided to the SC, ST and OBC category students.
- Fee concessions are granted to poor and needy students.

Equity

Each student teacher is given equal opportunity to participate in the curricular as well as co curricular activities. The institution ensures equity through guidance and counseling cell of the college. Women Cell has been established in the college to resolve woman related problems. Ragging is strictly prohibited in the college premises. The college has not received yet a single complaint about ragging since its inception.

Self development

The objectives of the institution have a thrust upon the self development of student teachers and teacher educators in terms of confidence, knowledge, skill, competence, attitude, professional growth, value inculcation and social cohesion. All curricular, co-curricular and extension activities are conducted with a view to do self development of the students. Self development programme is designed with confidence building measure (CBM) in the form of preparation of learning aids, SUPW, Innovative teaching practices, use of internet and language laboratory in the institution.

Community and National development

The student teachers are encouraged to maintain relationship with community through local voluntary organization, NGO's through the organization of seminars and workshops and students are provided the opportunity in its extension services, teaching practice and teacher-training techniques.

Issue of ecology and environment

The institution adopts the sustainable development approach for the issues of ecology and environment. The curriculum has optional paper on 'Environmental Education' in theory and World Environment day is celebrated. Save Water, Tree Plantation, Sanitary and Cleanliness and make clean tidy environment campaigns are in practice for the purpose. The institution sensitizes the masses through teaching, seminars, conferences, debate, quiz, different competition and campaigns about conservation of environment.

Value Orientation

Student teachers are oriented towards the inculcation of values through the regular morning assembly, maintenance of cleanliness in the campus and arranging inspiring talks by role model personalities on their moral experiences.

Employment

- Teacher-educators of the college remain in constant touch with various schools. In order to provide good opportunities for jobs to the student-teachers, the college has constituted a Placement Cell and arranged campus interviews for them. Members of this cell constantly inform the student-teachers about employment opportunities in and around the city
- They are encouraged to refer to the Employment News in the library.

Global trends and Demands

- The Institution is sensitive to keep latest developmental trends in education in the curriculum transaction process. The explosion of knowledge, use of ICT in curriculum transaction and crisis of values are the global issues in education. By

considering the updates in education and maintaining discipline, institution works for the global trends and demands.

- Students are provided with the latest pedagogic knowledge and technical skills to face the challenges in education system.

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

The curricular is designed and developed by the Kurukshetra University. The institution is affiliated to Kurukshetra University, Kurukshetra. For curriculum designed and development a board of studies was constituted by the university which was headed by Dean, Faculty of Education. Although the institute has no direct influence in curriculum development however the college put forward its suggestion to the University for making improvement.

The college had played its conscious role in curricular development process through the following.

- 1) A two-day workshop on syllabi revision chaired by Dean and Chairperson, Department of Education, Kurukshetra University, Kurukshetra was held on 26th -27th June 2009 to discuss and find out the solution of the problems due to old pattern of B.Ed. Syllabus. As a result of this workshop, B.Ed. Syllabi was revised by the university. While reviewing the B.Ed. syllabi after the workshop, a meeting with principal and subject teachers of colleges was convened in college premises. Dr. P.K. Sahu and Mr. Kamal Krishan, teacher educators of this institution have attended workshop on syllabus revision. Recommendations and suggestions were tendered to rectify the problems in revision of B.Ed. Syllabi and forwarded to the Chairperson and Dean, Department of Education, Kurukshetra University.
- 2) The college invites the feedback and suggestions about the existing curriculum from all the faculty members, alumni, student-teachers of current session and academic experts, on a prescribed format/questionnaire. After getting and analyzing and evaluating the feedback, the suggestions are recommended to

Dean Faculty of Education, for modification and improvement in the curriculum. The modifications made by the competent bodies are brought to the action.

- 3) Employer of the institution indirectly participates in curriculum development by providing moral and financial support to organize and attend workshops and seminars regarding curriculum development and revision.

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

Uses of ICT enabled technology is one of the global trends in teacher education. Computer education is included as one of the compulsory subjects in the curriculum. The college provides practical training in operation of computers. Use of internet is also explained to the students and they are given hands on experience. Special emphasis is given on Practical Teaching Subjects. Teachers deliver their lectures through power point presentations, Model Lessons on Micro teaching are also demonstrated through LCD projector. Teacher-educators demonstrate and justify the judicious use of appropriate methodology in handling and mastery learning in ICT. The curriculum has education for international understanding as one of the topics. An emphasis is laid upon them to increase the use of ICT in teaching-learning process.

The student-teachers imitate and learn different skills during pre-practice teaching skills and work experience classes, especially preparation of Teaching Aids, Black Board Writing and Handling of equipments etc.

Besides ICT, the emerging need is value enriched teachers. The institution has a value oriented system in working. We initiate the session with Hawan and every day is start with prayer in morning assembly organized by student teachers.

The college initiates opportunities for building confidence among the students through confidence building measures (CBM) like personality development, communication skills programme and improvement of linguistic skills that are also in demand globally. So, the institution provides the exposure to the student-teachers through its cultural, sports and literary activities to acquire these skills and groom their personality with confidence. Besides this the college specially runs value added

courses like English Spoken Classes, Personality Development Classes and Competition Preparation Classes etc.

The College puts proper emphasis to resolve language barriers among the student to make them proficient for global demands. The College has its own fully equipped language laboratory. Students' communication skills are sharpened by the use of latest language learning gadgets and tools.

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

The curriculum implies the national issues like environment, value education and ICT through Paper-III (B) "Environmental Education", Paper-I "Philosophical, sociological and Economic bases of Education", Paper-V(A) "Information communication & Educational Technology" and in practical part Paper-VIII (A) "ICT enabled practical/projects"

Issues like environment

Subject related to environmental education makes the students aware how the different components of environment like air, water, soil are essential for a healthy life. We are facing mainly the problem of global warming now a days and our curriculum through the subject of environmental education contains sufficient information regarding the awareness and solution of the problem.

In rainy Season Tree Plantation Campaign is also organized by the students of this institution, as regular feature every year to make the people aware with the importance of trees and increasing adverse effects of global warming. Special emphasis is given on use of medicinal plants. The College celebrates Environment Day in its Campus and the college has developed a herbal garden having medicinal plants in the campus.

Issues like value education

The subject in curriculum "Philosophical sociological and economic bases of education" emphasizes that value education in modern context is considered much wider, transcending the boundaries of religion and encompassing ethical, social, aesthetic, cultural and spiritual values. Value oriented education needs to be

realistically achievable in consonance with the academic framework. Most important aspects of education i.e. value and spiritual education is also imparted by inviting eminent persons. e.g. Acharya Dr. Raj Kishore from Gurukul Shadipur, Distt. Yamunanagar and Sh. Hukum Singh (A Social Worker). They inculcate values and ethics by delivering lecture value education to our students every year. Instead of only teaching, teacher educators also try to lead an ideal life.

Our every session starts with Pooja and Hawan, in which management members, staff and students take part with spiritual thought. Other celebrations and various activities are also organized occasionally like Lohri, Basant Panchami, Christmas Day and Swami Vivekanand Jyanti etc. to boost holistic values and religious knowledge of student teachers.

The College arranges special lectures by competent persons on Yoga, Meditation and Stress Management to make daily life simple and comfortable.

Issues like ICT (Information and Communication Technology)

A special emphasis is given on use of ICT in curriculum transaction through theory and practical separately. ICT is a recent innovation in the field of education and has become a global trend in teaching-learning process. Teacher educators encourage the students to use of ICT enabled technology like LCD projector, Slide projector, OHP and power point presentation in teaching-learning process. As it is a scientific era, it is essential to implement this new concept of ICT in the curriculum.

1.1.5 Does the institution make the use of ICT in curricular planning? If yes give details?

Yes, the institution makes use of ICT for curriculum transaction in different modes:

- Computer education has been introduced as a compulsory paper in B.Ed. curriculum so that the students will be able to know the use of ICT enabled technologies in education.
- Teacher educators use power point presentations for making teaching learning more effective.
- During teaching practice student teachers present one or two lessons through PPTs. This makes the teaching-learning process more effective.

- Demonstration lessons by teacher-educators and Micro-teaching and Practice teaching lessons by student-teachers are planned and presented with the use of LCD, OHP and Slide projector. Teacher educators prepare and present the orientation programme & instructional materials for their classroom teaching by using ICT.
- In ICT lab each and every computer has internet connection with open access. There students and teachers use internet for getting information on different educational topic, prepare power point presentation and slides for their lessons.
- The college also has LCD Projector, Slide projector and Overhead Projector, Audio Equipment, a VCD player and Television, and such other equipments which are often used in the teaching -learning process.

1.2 ACADEMIC FLEXIBILITY

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

To make the teaching a reflective practice, the B.Ed curriculum is made relevant and functional. The subjects contain theory and practical work which provide ample scope for implementation in real life situations thus making it a reflective practice and serves in the attainment of the mission and objectives. The curriculum encompasses Micro, Simulated and Practice teaching at schools, examination, workshops, seminars, competitions, field visits, extension work, club activities etc.

Before starting Micro Teaching Classes, teacher educators demonstrate a Model Lesson with ICT enabled technology. They also use DVD to demonstrate best lessons. As per the norms of University, after Micro and Simulated teaching session student-teachers are sent in schools to conduct Practice Teaching programme for 15 working days to turn theoretical experience into practical.

Projects are given to the students in different theory papers, with objectives of learning by doing, enhancing confidence, encourage self dependence and dignity. In work experience education, student-teachers do manual work and learn different skills of art and craft, chalk board writing and preparing teaching aids and handling

of available equipments. Thus, maximum time is devoted to student-teachers to make teaching a reflective practice.

The community work and the extension work give the students an opportunity to come close to the society and contribute their strength in helping the less advantaged. The extension work provides a window to the world, making them aware of the avenues available to make a difference in the society.

Once in a month a brain storming session is held where the staff and students get an opportunity to develop reflective thinking.

Wall magazine is a regular activity of the college and it aims to develop the reflective thinking and communication skill of the students and disseminating the product of their reflective thinking.

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 campus and the field?

Curriculum offers adequate flexibility and scope for providing varied learning experiences to the students in the following ways:

In both theoretical and practical part of curriculum ICT subject is compulsory to provide theoretical and practical knowledge to use of ICT in teaching-learning process. In other area of work experience students are required to choose any two of the following projects under Paper-VIII B:

1. Out of school children enrolment Drive
2. Recycling of the waste paper
3. School/Classroom ambience: Interior decoration
4. Polio Drive and first aid (Preparing awareness material e.g. Posters/Hand bills etc)
5. Drawing and painting
6. Alternate School monitoring-Support teaching
7. Out Reach programme (Marginalized children i.e. Special needs/ Economically/ SC/ST/Girls)
8. Mid Day Meal-Preparation to Monitoring
9. Organising Parent Teacher Meeting

10. Serva Shiksha Abhiyan (SSA) Project

School Education Programme- Skill in teaching and teaching practice under Paper IX and X are designed to help the pupil teacher to function as a teacher in well trained manner. After Micro, Simulated teaching the pupil teachers go to different schools to conduct practice teaching programme for 15 working days. It provides them a platform where they learn a lot of skills of teaching and work experience with community and NGO by organizing various activities.

Under Paper-XI Participation in Co-curricular School-Based Activities, students are required to choose any four of the following:

1. Communication skills and Functional use of Language Lab
2. Bharat Scouts and guides
3. Literary Activities
4. Cultural Activities
5. International and National days Celebration
6. Sports Activities

The institution has very liberal policies to enable the student teachers to acquire varied learning experiences. We have linkage with many organization and NGO (Sewa Bharti and Utkarsh) to carry out the various community based activities. Pupil teachers are allowed to attend all types of Workshops, Seminars, Talks and Conferences meant for them. To motivate them to participate in these programmes financial help is extended to them. College allows student-teachers to participate in different events and competitions to provide them varied learning experiences. Some examples are as under:

Date	Student's name	Name of the College	Competition/Event	Prize
30 th Nov., 2009	Vijaya Tyagi	S.N.S College of Education for women	Skill in Teaching Competition	IIIrd
19 th Nov., 2009	Mukta Bhardwaj	Swami Vivekanand College of Education	Slogan Writing Competition	Ist
	Nitika		Rangoli Competition	Participation
5 th Feb., 2010	Swati Sharma	Shri Sardari Lal College of Education	Skill in Teaching	Participation

22 nd to 26 th Feb., 2010	Satish Kumar	S.S.G.I, Shahpur	Declamation in Sanskrit (Inter Zonal Youth Festival)	Participation
	Rupinder Kaur		Poetical Symposium (Punjabi) (Inter Zonal Youth Festival)	Participation
6 th March, 2010	Manisha Shukla	Ch. Devi Lal College of Education	Inter College Art and Craft Competition	Participation
	Anju		Inter College Rangoli Competition	Participation
	Meenakshi Dhiman		Inter College Art and Craft Competition	IIInd
	Mukta Bhardwaj	Ch. Devi Lal College of Education	Inter College Slogan Writing Competition	Participation
8 th March, 2010	Misha Gupta	Jankiji College of Education	Chart Making	IIInd
	Nitika		Best out of Waste	IIIrd
	Rupinder Kaur		Poetry	Participation
	Anju		Mehandi	Participation
	Manisha		Sandwich making Competition	Participation
12 th Feb., 2011	Parveen Kumar	S.N.S College of Education for women	Model Making	Ist
	Amit Kumar		Skill in Teaching	IIIrd
	Mansi Monga		Skill in Teaching	IIIrd
3 rd Nov. to 5 th Nov., 2012	Rohini Chand	Dayanand Post Graduate College, Hisar	Inter Zonal Youth Fesitval (Haryanvi Dance)	Participation
	Mohd. Nadir		Inter Zonal Youth Fesitval (Mimicry)	Participation
	Poonam Kamal		Inter Zonal Youth Fesitval (Haryanvi Skit)	Participation
	Nimisha Shukla		Inter Zonal Youth Fesitval (Haryanvi Skit)	Participation
	Sapna Yadav		Inter Zonal Youth Fesitval (Haryanvi Skit)	Participation
9 th Nov., 2012	Amit Kumar	S.N.S College of Education for women	Diwali Fete	Participation
	Neha			Participation

19 th Feb., 2013	Manasmini Swain Barsha Nayak	Shanti Devi College of Education, Radour	Best Out of Waste	Participation
	Jyoti Rani Parul Rathore		Poster Making	Participation
12 th March, 2013	Ram Kishan Pal	Sar Sardari Lal College of Education, Nahoni	Poetic Recitation	Participation
	Rahul Kumar		Declamation Contest	Participation

Many other examples are there in which student teachers were participated actively in various competitions, events, function, debate, workshop and seminars etc.

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

The following value added programmes have been introduced in the institution during the last three years.

Communication skills (verbal and written)

- Extension lecturers have been arranged on Communication Skills and Personality Development programme.
- Extra classes are arranged in the campus to develop Communication Skill among the students time to time.
- Various activities such as Debates, Declamation contest, Symposium & Recitation are also organized in routine manner.
- Language lab is setup in the college and linguistic skills are extended by the expert teacher educators.

ICT skills:

- ICT course has been added by the university in the curriculum under Paper-V(A) and practical part Paper-VIII(A). This part of curriculum make aware and train to the students to use of ICT enabled technology and role of information communication technology in present and future scenario of education system.
- The students are encouraged to access internet to search web page related to their study and participate in seminars and workshops through PPT, Slide

and OHP projectors etc. How to operate Internet browsing as well as how to follow the programme of e-mail etc., are also organized in the routine manner.

Life skills

- Various activities are organized on Social Service Camps, NSS Camp.
- Educational Trip are also take up by the institution every year

Community orientation and Social responsibilities:-

The college has established links with the local community in order to appraise pupil teachers with the existing conditions/local issues and problems. The college has organized the following programme in this regard:

- Sarve Dharam Sannam was held in the college
- Meeting with faculty representatives of other College of Education.
- Social Awareness programme in village Karera Khurd, Yamunanagar
- Programme on Female Foeticide titled " Save Girl Child"
- First Aid and Home Nursing Programme.
- Dental Checkup Camp.
- Visit to Old Age Home and Orphans Home and distribution of clothes
- Visit to Slums Area with Sewa Bharti (NGO). Our pupil teachers taught to the children of waste pickers at that place.
- Celebration of National and International day like Teacher's Day, World Labour's Day, Women's Day and Environment Day.
- Parents-Teacher meeting.
- Meeting with school principals to discuss all round development of secondary level students.
- Environment awareness rally during Teaching Practice with kind cooperation of schools.

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

- i. Interdisciplinary/ Multidisciplinary**
- ii. Multi-skill development**
- iii. Inclusive education**
- iv. Practice teaching**

- v. **School experience/ Internship**
- vi. **Work experience/ SUPW**
- vii. **Any other (specify and give details)**

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

i) Interdisciplinary/ Multidisciplinary

Interdisciplinary/Multidisciplinary approach is followed in transacting the curriculum by inclusion of Philosophical, Sociological, and Economic Bases of Education, Learner, Learning, and Cognition and Vision of Secondary Education in India in the context of 21st Century, etc. The students have the option to multidisciplinary teaching. Out of Nineteen teaching subjects included in the curriculum, the students have to choose any two teaching subjects according to their discipline. Similarly, in the work experience they have to choose any two out of ten. Again in paper III-B out of eight options only one is to be chosen. Permutation and combination of all these subjects make the curriculum interdisciplinary as well as multidisciplinary.

Members of the faculty have specializations in their subjects, which enables them to use Inter-disciplinary/ Multidisciplinary approach in teaching. The cognate or allied combination in their specializations forms a distinctive mark of the faculty which is reflected in their teaching. This fact is indicated from the following combinations of specialization:

- Mathematics, Social Studies and Education
- Physical Sciences, Life Sciences, Psychology and Education
- Home Science, Psychology and Education
- Mathematics, English and Education
- Commerce, Social studies and Education

ii) Multi-skill development:

College put emphases on multi skill development of the student by imparting instructions to the students to develop communication skill both at verbal and written level. Students are given opportunity to enrich their confidence and different skills through the following:

- Communication skill and personality Development.
- Confidence building measures (CBM)
- Social and Emotional Development.
- Skill-in-teaching periods, Tutorials and Seminars
- Quiz competition, Debate and Slogan writing.
- Cultural activities like Talent Hunt programme, Celebration of various Occasions/Festivals and Annual Function programme.

iii) Inclusive education

Especially Inclusive Education has been added to the curriculum under Paper –IV (B) to make the students aware about the special needs of physically challenged and differently-abled students. The institution insures to address the special needs of such students in the following ways:

- Identification of learners and their special educational need.
- Educational concessions and facilities
- Practice of classroom management in Inclusive education.
- Peer learning, Whole Class teaching, Collaborative teaching and extra classes for slow learners, if need be.
- Writers are arranged to write in examination hall for such students, if required.

iv) Practice Teaching

Practice teaching is a very important aspect of B.Ed. curriculum. Therefore, to make it effective after going through pedagogic analysis of method course, lesson planning, practice of teaching skills in micro and simulated, pupil teachers go for real teaching in local schools for 15 working days as per KUK norms.

v) School Experience /Internship

Internship programme is intensive, mandatory and compulsory for all the pupil teachers. They have to go for this in schools allotted to them. In Internship programme they have to prepare lesson plans and teaching aids every day for every lesson. They have to perform following school management activities also:

- Attending Morning Assembly and speaking turn by turn by the students on thought of the day, values and ethics and different issues.
- Preparing Time Table, distribution of syllabus.

- Participation in school curricular, co-curricular and community based extension activities etc.
- Preparing case study and project report of the school.

This programme is continuously and comprehensively guided, supervised and evaluated by the teacher in-charge of the college and the Principal also frequently visit in the schools and obtain the feed back from the concerned Principal, school teachers and teacher supervisor to ensure the proper functioning of Internship programme.

vi) Work experience/ SUPW

The Curriculum comprises 10 options under paper-VIII B as in Community Based Projects and Work Experience. Students are required to choose any two out of these as per the syllabus. The college provides basic infrastructure and instructional facilities for all these options that are:

- 1) Out of School Children' Enrolment Drive (At least 5 children enrolment to Support teaching)
- 2) Recycling of the Waste Paper (Any five items)
- 3) School/Classroom ambience: Interior- decoration
- 4) Polio Drive and First Aid
- 5) Drawing and Painting
- 6) Alternate School monitoring- Support teaching
- 7) Out Reach programme ((Marginalized children i.e Special needs/Economically/SC/ST/ Girls)
- 8) Mid Day Meal- Preparation to Monitoring
- 9) Organising Parent-Teacher Meeting
- 10) Serva Shiksha Abhiyaan (SSA) Project

vii) Any Other (specify and give details)

As per vision, mission and objectives of the college, the following aspects are also plasticized in the institution:

- Imparting confidence and value education among the students by holding morning assembly, inviting inspiring eminent personalities of the community and social workers. Yoga practice and meditation is also take place there.

- The college ensures an active participation of the students in curricular and co-curricular activities such as Seminar, Inter and Intra college competition, Quiz competition, Debates, Celebration of National and International days and working with community/NGO.
- Extension lecturer and Faculty Exchange programme are also organized time to time to enrich the knowledge of the students and teacher educators.

1.3 FEEDBACK ON CURRICULUM

1.3.1 How does the Institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other stake Holders with reference to the curriculum?

The Institution has adopted a well-trying mechanism of getting feedback and exchange of information with regard to the curricular aspects of the programme. For this purpose following practices are adopted:

From the students:

- A self made questionnaire regarding the curriculum is filled by the student-teachers. The questionnaire comprises of questions regarding aims and objectives, syllabus, methods of teaching, examination and evaluation techniques. Student- teachers' views & suggestions are invited for necessary modifications & improvement in the current curriculum. For this purpose the student-teachers' feedback is obtained by rating the complete course and the curriculum of the various subjects.
- Suggestion Boxes are placed in the college campus where student-teachers may drop their suggestion/feedback regarding curriculum.
- The College has set up the students' Sadans to interact with them to get feedback on curriculum.
- A Student's corner is also developed for the student on college website to post their view/suggestion. They can e-mail also.

From Alumni:

The view and suggestions of the alumni of the institution are invited with reference to the curriculum, teaching-learning experiences. They are encouraged and motivated to provide their feedback by the following ways.

- The College convenes a meeting with old students to get feedback in verbal and written form on present curriculum of B.Ed.
- The College invites alumni and their parents occasionally in order to acquaint them about teaching learning experiences with the new admitted students.
- Ex-Students are encouraged and motivated to give feedback verbally, in written, by posting through Student's Corner on college website and e-mail.

From Employers:

The institution collects feedback from the employers through meetings, general talks, emails, telephonic conversations etc. Employers of the college also judge the curriculum transaction and efficiency of teacher educators occasionally through the feedback from the student teachers.

Community:

- The College has established extension linkages with local educational institutions, Practice Teaching Schools, Gram Panchayat and different Social Service organizations like Distt. Red Cross Society and Sewa Bharti and Utkarsh (NGO). It organizes various community based activities such as extension activities during practice teaching, Environment awareness programme, Female Foeticide, Social Awareness on Sanitary and Cleanliness, First Aid-Camp and Home Nursing and Dental Checkup Camp and receives their feedback for the betterment of the teaching learning process..
- The College invites the chief guest and eminent persons in every function organized by the College and their view and suggestion are welcomed.
- The College deposes the members of the faculty as resource person in various academic programmes like Extension lecture, Meetings, Workshops, Seminars, Talks and Conferences by different Institutions/Organizations and receives feedback and views at there.

- The College invites School teachers, Parents and other Community members, to attend Exhibitions/Competitions on Teaching Aids, Skill-in-Teaching, Cultural activities, Sports Meet etc. and to record their feedback we maintain visitor's diary.
- Practice teaching programme is carried out at local Schools and feedbacks are received from the school teachers and head of the school. The list of Practice Teaching Schools is as follows :

Sr. No. Name of the Schools

1	Govt. Sr. Sec. School, Bherthal, Distt. Yamunanagar
2	Govt. Sr. Sec. School, Bhambhol, Distt. Yamunanagar
3	Govt. Sr. Sec. School, Jagadhri
4	Govt. Sr. Sec. School, Kalanour, Distt. Yamuna nagar
5	Govt. High School, Gobindpuri Jagadhri
6	Govt. High School, Sasouli Yamuna nagar
7	Govt. Girls Sr. Sec. School, Jagadhri
8	Shivalik Sen. Sec. School, Sabapur, Jagadhri
9	Dyal Singh Public School, Jagadhri
10	Govt. Sr. Sec. School, Bhatoli, Distt. Yamunanagar
11	Govt. High School, Kail, Distt. Yamunanagar
12	Govt. High School, Bhambholi, Distt. Yamunanagar

- The College has adopted various research activities like Action Research, Case Study, Field Work and other related activities.
- The Guidance & Counseling Cell of this institution provides guidance.
- The Pupil Teachers distribute their Teaching aids to the schools during real teaching practice programme.

Academic Peers:

Curriculum is designed, revised and updated periodically by appropriate body- i.e. Kurukshetra University

The college has taken the following steps in this regard:

- The College took initiative to review and revise the curricular programme while holding a meeting of subject teachers and principals.

- Suggestions of the teacher educators were conveyed to the Chairperson, Department of Education, Kurukshetra University, Kurukshetra to take necessary action.
- A staff meeting is arranged every fortnightly to check the existing functioning of college related to curriculum and to discuss other problems related to teaching and the teachers.
- The College maintains a record register of House-Examination and final examination regularly in order to provide feedback to the students as well as to the teachers for their improvements.
- The lessons delivered by the pupil teachers during the practice teaching are recorded by the College to improve their quality of teaching and practice lessons. Preceded year students are shown the lessons of the students of succeeded year.
- The lessons delivered by the lecturers are recorded by the College and are demonstrated to the concerned lecturer to improve their quality of teaching.

From Teaching staff:

- Teaching staff regularly communicate with academicians, subject experts and eminent educational society such as different departments of the affiliating as well as neighboring universities and department of higher education to get their valuable support and advice for curriculum reforms and improvements.
- Teachers play an active role in the tutorials to solve problems of student-teachers regarding the curriculum.
- The members of the faculty meet after every activity to review and discuss the strengths and weaknesses and necessary measures are adopted for the improvement.
- The College organizes a meeting with teacher educator of nearby college of education related with present curriculum problems.
- To ensure the realization of the aims and objectives based on the existing curriculum, a diary is maintained by every teacher.
- Before purchasing new books/Journals/Magazines/Dictionaries etc. related to the B.Ed. curriculum, Librarian and other members of library advisory

committee discuss mutually and invite recommendation /suggestion from the faculty members to purchase the new arrivals.

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

Yes, IQAC coordinator and its member analysis the feedback obtained from the students, alumni, community and other stakeholder about the curriculum and have mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and changes to be brought in the curriculum.

A staff meeting is arranged after getting feedback. The feedback is analyzed and report is prepared. On the basis of the analysis, suggestions pertaining to the curriculum are given rational thinking.

Remarkable suggestions are reviewed by the IQAC committee. After discussion, recommendations are sent to the University and the higher education department.

For analysis, the IQAC take the matter related to feedback given by the students, teachers, alumni, community, academic peers and other stake holders.

- To review and improve the quality of teaching methodology of teachers, the college teachers use Teaching Assessment on five-point scale.
- To review and improve the system of College, the students are required to fill a self-made Institutional Evaluation Form based on five-point scale.
- To improve the students skills, creative and critical thinking through book reviews, creative writing, competitions like calligraphy, Poster making etc and classroom discussions are used time to time.
- Students' views are taken on the present curriculum and suggestions given by them to analyze the whole curriculum of B. Ed.
- After tracing a problem related to the curriculum, then teachers try to solve them and take suggestions. After that improvement is done. For this, the college has formed various clubs or committees like IQAC, Library Advisory Committee, Language Club, Science/Maths Club etc.

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

Curriculum is designed and developed by the Kurukshetra University, Kurukshetra, therefore, there is not direct influence of any self financing institution in curriculum development. But the institution at its part is trying well to communicate the urgent need and requirements for the modification in the curriculum. The college convened a meeting of the subject teachers and heads of the college to suggest measures and modalities to be incorporated in the syllabus for B.Ed. Faculty members have attended workshops and seminars on revision of curriculum organized by the university. Suggestions were sent to the Kurukshetra University for development of the curriculum invited through feedback/suggestions from teachers, students and alumni from time to time.

1.4 CURRICULUM UPDATE

1.4.1 Which courses have undergone a measure 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 contents that have been made)

There is a major curriculum revision in B.Ed. course which has been implemented w.e.f. session 2010-11. It has contributed to quality education and student satisfaction. A compulsory paper of “**Information Communication and Educational Technology**” has been introduced to explain emerging technologies exhibiting proper perspective and attitudes also to understand the role of ICT in present and future. Through this paper student can understand computer networks and the use of internet in teaching and learning. A paper of “**Action Research**” has also been introduced where the students develop the concept of Action Research and demonstrate development and execution of Action Research project.

The scheme of the examination and syllabus for B.Ed. one year regular course has been revised according to the national and global education scenario.

- 1) The **Paper-I** Educational philosophy has been devised with “**Philosophical, Sociological and Economic Basis of Education**”. This will add to the quality.

2) The **Paper -II** Educational Psychology has been devised with "**Learner, Learning and Cognition**". Its impact will definitely add to the quality improvement.

3) The **Paper-III** has been divided in two parts:

Paper-III A "Vision of Secondary Education in India in the context of 21st Century."

Paper-III B There is eight options in this paper all are valuable for the pupil teachers.

Paper	Optional Subject (Student may opt one)
Opt. i	Yoga Education
Opt. ii	Educational Vocational Guidance and Counseling
Opt. iii	Health and Physical Education
Opt. iv	Environmental Education
Opt. v	Distance and Open Learning
Opt. vi	Educational Measurement and Evaluation
Opt. vii	Gender Sensitization and School
Opt. viii	Human Rights Education

4) The **Paper-IV(A) "Curriculum and School Management"**, it helps the students to handle the administration of school management and curriculum.

The **Paper-IV(B) "Inclusive Education"**, it helps to understand special educational needs of physical and differentially-abled students.

5) The **Paper-V (A)** has made the "**Information Communication and Educational Technology**" Compulsory and

Paper-V (B) is "**Action Research**" a compulsory subject. This inculcate the research motivation & ability.

Moreover in other paper ICT enabled practical/projects and Community Based Projects and Work Experience i.e. Polio Drive and First Aid, Recycling of Waste material, Organizing Parent Teacher meet, Interior Decoration, Mid Day Meal and Serva Shiksha Abhayan. (SSA) Project has been provided in the revised curriculum. All such subjects are valuable for providing work experience and social awareness in the national and global education scenario.

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

The Institution follows the curriculum prescribed by the Kurukshetra University. The revisions made by the University have been incorporated so far. The institution periodically makes suggestions on curriculum revision and update by adopting the following strategies:

- Identifying the thrust areas for revision and changes by focusing technological changes and global trends.
- Collecting regular feedback from students and alumni to make necessary modifications based on student needs.
- Consultation with curriculum experts and teaching practice schools for making appropriate changes.
- Analysis and evaluation of the suggestions collected
- Reporting to the apex body

1.5 BEST PRACTICES IN CURRICULAR 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?

Following Quality Sustenance and Quality Enhancement measures undertaken by the Institution during the last five years in curricular aspects:

Quality Sustenance measures:

- Pedagogical analysis and Simulated teaching
- Real teaching practice with extension activities.
- Action Research and Case study
- Stress on Value Education and Ethics
- Stress on Computer Education and Uses of ICT
- Work experience
- Academic flexibility
- Group discussion in Sadans meeting/Student Council
- Well equipped labs
- Art and Craft Resources Room

- Computerized Library with Internet access and E-learning resources
- Educational Trips
- College's website and Student' Corner
- Suggestion Boxes for feedback from various stakeholders and analysis

Quality Enhancement measures:

- Motivation for using ICT enabled technology as global trend in teaching learning process
- Innovation of new techniques in curriculum transaction
- Value based education
- Emphasis on confidence building among the students through CBM
- Emphasis on linguistic skills of the students.
- Communication skill and Personality Development programme
- Continuous and comprehensive evaluation
- Keeping abreast of latest development
- Ensures punctuality and sincerity
- Importance of Environment Education
- Women's rights Awareness
- Choice Based Curriculum or flexibility
- Meeting with Students, Parents and Teachers
- Critical Thinking
- Peer and co-operative learning
- Tutorial and remedial classes
- Emphasis is laid on self study
- Group based talk
- Extension activities in collaboration with community and NGO
- Qualified faculty having specialization in their subjects
- Optimum use of learning resources and technological services
- Issuing of study material to the needy students
- Awareness among students and teachers regarding the diverse needs
- Research, Consultancy and Extension work
- News Letter, Wall Magazine and Publication of College Magazine

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

- The institution upgraded its ICT/ET lab. Each and every computer has internet access. Teacher educators and students use internet to download information on educational topics and subject and prepare power point presentation to plan their creative and imaginative lesson plans.
- Teachers and students are encouraged for active participation in Seminars/Workshop with PPT and OHP and other ICT enabled technology.
- ICT is being used to its potential to improve teaching and learning across the curriculum.
- Good quality books, reference books and educational Journals are added in the library. E-learning resources and internet access have been arranged in the library.
- Strengthening the Teaching Practice component of the curriculum. Demonstration of model lessons in all teaching subjects by the subject experts. Various activities and Extension work with community is carried out in the schools.
- Comprehensive and continuous assessment of the students by the teachers.
- Formation of different committees/clubs/cells. Guidance and Counseling cell helps the student in chosen of optional subject as well as teaching subject.
- Celebration of International and National Day, festivals, function and sports meet.
- Teacher educators use information published in educational journals and it is introduced well to the students. Students are also motivated for further reading in their own subject as well as general theoretical aspects of the courses of study
- Orientation to the trainees in the knowledge and acquisition of teaching skills (micro teaching).
- Organization of tutorial and remedial teaching in all the papers.
- Rewarding the talent of the students in the various curricular and co curricular activities.

- Feedback and its analysis from students, alumni and various stakeholders.
- Organization of value added programme like communication skills development personality development and computer practical etc. help in building confidence and competency amongst trainees to become effective teachers.

CRITERIA 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?

The institution follows the instructions issued by the host university which authorized by the state government to conduct centralized counseling on rotation basis and instructions provided by NCTE regarding the admission procedure. The admission process is followed through University's website and its handbook of instructions for B.Ed. admissions. For admission to B.Ed. in different colleges and University a Common Entrance Test (CET) was being conducted by MDU and Kurukshetra University on rotation basis till the session 2008-09 but from the session 2009-10 merit at the qualifying exam is being considered at least with 50% minimum marks either in graduation or post-graduation level and relaxation of 5% in marks is given to SC/ST of Haryana candidates only. The merit list is prepared centrally, seats are allotted to the colleges merit wise by the university. The students have to be registered themselves to participate in counseling and see the necessary information regarding to counseling/admission procedure to B.Ed. on university's website and can opt any college to take admission. After allotment of seat by the university, the student has to report to the concern college for admission with required documents. The college formed admission committee under the guidance of the Principal. The committee verifies the documents of the qualifying exams passed earlier and ascertain the percentage and other criterion of the admission rules. All the members put their signatures and recommend the candidate that he/she is eligible for admission to B.Ed. After required submitting documents and depositing fee as scheduled by the university, the admission is done and confirmed. The candidate has to submit his/her all copies of certificates and affidavits regarding anti ragging, character & gap year etc. Students coming from other universities have to submit their Migration certificates and Degree/Provisional Degree also.

At the time of admission the student has to fill up the Admission form of the college. Personal profile of the students is entered in admission register and the

college roll no. is allotted. Thereafter the report regarding admission is submitted to the university in prescribed form of RF-2 and RF-6.

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

Since the counseling process for admission to B.Ed is conducted by the MDU and Kurukshetra University on rotation basis. Host University issues Admission Notification through website and leading newspapers for Centralized Counseling and admission procedure to B.Ed. programme. Counseling and Admission schedule, minimum eligibility conditions and the availability of hand book of information etc. for various universities and their affiliating colleges are published in all leading daily news papers by the University and also on University's website. At the college level information are available on notice board and through the prospectus such as admission and counseling schedule, eligibility for admission, rules and regulations and its functioning. So our college has published a detailed prospectus including rules & regulations, syllabus with options, admission forms and the format of affidavits etc. for information of the prospective students. During counseling and admission days, College arrange help desk centre in the campus to provide help regarding admission process to its prospective students.

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

Having a centralized admission procedure in the state, the equitability in admission are 100% ensured. The meritorious and reserved category students are ensured by the system of admission in the state. Admissions are strictly made by the University on the basis of merit of marks obtained in the qualifying examination by the candidates. Determined criteria that minimum eligibility condition for admission to B.Ed. course is 50 % either in graduation or post graduation relaxable by 5 % for SC/ST candidates were equitably applied to all the candidates. Distribution and reservation of seats is strictly followed as per the guidelines of the University and

instructions given in the handbook of instructions and University's website for admission to the B.Ed. programme.

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).

As the admission process is totally governed by the state Government/University. The admissions in the college are strictly made as per the guidelines and reservation policy of the State Government/University. After the admissions of the students, the institution makes varied efforts to retain the diverse student population by making provisions as under:

- Orientation programme is organized in the beginning of the session for almost one week for newly admitted students.
- Guidance and Counseling cell provides help to choose their teaching subjects as their combination. Students have choices in paper IIIB and VIII-B. They can choose the subject according to their interest.
- Teachers of the institution use bilingual methods of teaching keeping in view the language limitations of the students.
- Computerized Library with e-learning resources and Book Bank facility is provided to all the students and also the students belonging to weaker sections of the society.
- Students have option to attempt examination according to their preferred language i.e. Hindi or English.
- Women Cell has been established to solve the problems of female students.
- Students are provided facility to deposit their fees in installment according to their convenience. Fee concession is also provided to needy students.
- The scholarship committee of the college helps the students belonging to the SC/ST/OBC categories in getting scholarships and other financial benefits.

- Discrimination in terms of caste, creed or color is strictly not allowed on the campus. Importance is given by our institution for secular practice.
- A secular policy, varied and diverse cultures are involved while organizing or participating in any cultural programme, functions, competitions etc. Enrichment of culture is given the utmost importance.

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

The students are admitted on the basis of merit and marks obtained in the qualifying examination through counseling so there is no provision for assessing student's knowledge/need before the commencement of the teaching programme. In the beginning of the session, the college conducts orientation programme. This is done with a view to understand previous knowledge and capacity of the students and identify the teaching needs and interest of the students. Academic background of the students, especially the subjects studied by them, is taken into consideration while allowing them to opt for different teaching subjects.

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?

In addition to the best infrastructural and instructional facilities, the college regularly organizes Seminars, Workshops, Activities and Competitions etc. in various fields towards creating an over all environment conducive to learning and development of the students. In order to ensure the development of confidence building and spiritual values among the students, the college invites educationist and eminent personalities time to time and also conducts various programme such as communication skill and personality development, Inculcating Value and ethics. These create a sense of competition, cooperation and develop qualities of leadership with confidence among the students.

Teachers use computers with LCD projector for showing Power point presentations and other educational technology tools. Teacher trainees are given first hand experience with regard to handling and operating of audio-video equipments. All the teachers are sincere, punctual, dedicated and well qualified. Such qualities help in inculcating values in students and contribute towards their development.

Experts in various fields are invited to deliver guest lectures to the students. Each pupil teacher is required to prepare audio-visual aids related to his/her selected school subject under the guidance of the faculty.

The college has also formed some committees/clubs and cells for the development of leadership qualities among the teacher and students. Students are participating in different activities and responsibilities are being shared and duties are assigned to them. So they get first hand experience and confidence how to organize different activities not only at college level but also at their day to day life. Thus college endeavors to enthuse and build confidence in them.

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

The institution strives hard to cater to the diverse learning needs of the students in the following manners.

- There is well furnished ICT/ET lab in the college. This helps the students to prepare their presentations, projects and lesson plan etc. The laboratory is also equipped with Scanning and Printing facilities. The college also has LCD, Slide and Overhead Projector, Video Camera, Audio Equipment, a VCD player and Television and such other equipments which are often used in the teaching -learning process.
- Well stocked Library having variety of books, e-learning resources, magazines and newspapers, Science Lab, Psychology Lab, Language Lab, Art & Craft Resource Room, Home Sciences Lab and Music Room. These labs provide learning opportunities to the students to perform theoretically and practically.

- Tutorial and remedial classes are arranged for the slow learner students. Students have choice to attempt examination according to their preferred language i.e. Hindi or English. Teachers of the institution use bilingual methods of teaching keeping in view the language limitations of the students.
- Books are issued to the students during examination days also.
- Care is taken for the physical growth of the students. Sports equipments are provided to the students to play during their leisure time.
- The College has provision to arrange extension lectures of well-known personalities for the benefit of the students.
- Students are allowed and provided financial support to participate in competitions, workshops and seminars etc. at different levels.

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

The different activities and practices are envisioned in 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 as follows:

- The curricular structure provides scope for Theory, Teaching– Practice, Field work, campus activities, SUPW etc.
- For the development of the core teaching skills among the students, Pre-practice teaching, practice of micro teaching and simulated teaching and practice teaching at schools are organized.
- Pupil teachers are provided training how to understand the equity and diversity of students in their micro teaching practice in which they play different roles as teacher observer and a student participant in a particular class.
- Teachers demonstrate models of teaching catering to diverse situations and category of students in real teaching situation. Model lessons are presented by the all Subject teachers in their respective subjects and feed back is taken from the student observers

- Life skill including self management, creative problem solving, carrier planning and ICT based technology are taught to the students as diversity measure.
- Besides, transaction of theory courses including methodology courses, the students participated in a variety of school and community based activities to give them diverse experiences. Co-operative learning and group discussions are adopted in the college.

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

The College ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs with the help of the following practices:

- The eligible candidates having good academic record and specialization in their subject through duly constituted committee consisting of panel of experts nominated by the university, one of them a teaching subject expert, are invited for the selection of the teacher-educators to ensure their knowledge, efficiency and specialization in their subjects.
- Teacher-educators of the college regularly sent to participate time to time for updating their knowledge through workshops, orientation programme, panel discussions and extension lectures on specific themes and emerging curricular concerns. All the teacher educators participate in all the activities of the college with a devoted mind. Teacher educators are provided study leave and financial support like leave with pay to pursue their education. As such, three teacher educators are enrolled in Ph.D.
- Teachers are encouraged to attend Orientation, Refresher courses and Workshops for enhancing core teaching competencies and to be aware about latest development in their subject and global trends and demands for understanding the diverse emerging needs. Three teachers namely Dr. P.K. Sahu, Ms. Sureena Munjal and Mr. Kamal Krishan have attended Orientation. Ms. Sureena Munjal also attended refresher course.

- Student feedback is also taken regarding the teaching of all the faculty members. Through suggestion boxes, the students are encouraged to put their suggestions and feedback regarding the teacher educators about they are being taught.
- Besides, record of the performance of each pupil teacher in other activities of the college, other than stated above, is also maintained. The in-charge of each Sadan makes an assessment of each member performance in different programme and finally submits the same to the in-charge of activities/ programme.

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?

There are certain well tried practices, which enables pupil teachers to develop their knowledge and skills regarding diversity and inclusion. Some of these practices are mentioned below:

- Through curriculum transaction of different papers and practical part of the curriculum enables to the student to develop their practical knowledge and skills in well trained manner.
- Pedagogical analysis, Micro teaching, Simulated teaching and Practice Teaching in schools helps them to develop their knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations.
- Teacher educators demonstrate lessons through power point presentation and students-teachers also prepare power point presentation and different teaching aids with the help of teacher educators and use Internet, OHP and LCD etc.
- Through video clipping and feedback of peers during real teaching practice programme help the student teachers to find their weaknesses and strengths. These practices help the students to build confidence while they deliver lesson in real class room situations.
- Participation in morning assembly programme helps the students to overcome their stage fear and build confidence. Teacher Educators encourage

the students to participate in open discussions, debates, Group discussion helps the students to deliver their own views on the assigned topic. Quiz competitions is also conducted to analyze the knowledge of the students time to time.

- Extension lectures on different issues, Display of thought of eminent thinker and educationists help to develop knowledge and skills.
- Celebration of 'Teacher's Day', 'Independence Day', 'Republic Day', 'Science Day', 'World AIDS Day', 'Environment Day', Earth Day, Mother's Day, World Labour's Day and International Women's Day etc.
- While holding 'Sadan meeting' and different responsibilities are assigned to pupil teachers. They get opportunities to organize programme independently under the guidance and supervision of the Sadan incharges.
- In organizing intra and inter college competitions in skill in teaching, chart making, drawing and painting, P.T.A., Rangoli, flowers arrangement, collage making, poem recitation, the students teacher share different responsibilities.
- During the week, members of the Sadan on duty, perform duties like writing of news, thought for the day, observing discipline in the library and canteen, controlling and regulating the visitors.
- Teacher educators themselves give due attention to all the students – slow as well as brilliant and normal. Tutorial and remedial classes are arranged to solve the problem of the students.

Thus all these various practices that help students teachers to develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situation.

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 keeps the students engaged in active learning by the following activities:

- The students are engaged in active learning with the help of library resources. Students are issued books from Library and they are monitored with reference to details of books referred and the notes made thereon.
- Internet facility is available for all the students. They use internet to get idea for preparation of PPT and lesson plans and different teaching aids etc. They are encouraged to use e-learning resources to download information on educational topics and also read articles published in various educational Journals.
- All the students of the college are divided into various groups while organizing microteaching, practice teaching in schools and Sadan's activities. The tutorial groups become the focus groups under each teacher educator who checks on the work done by each student teacher, who assigns tasks and evaluates the progress regularly.
- Individual assignments are given, self study is encouraged and Action research is assigned. Students engage themselves in various seminars and workshops which play for active learning and teaching.
- Students are encouraged and motivated to do teaching under simulated conditions in which the students teach their own peers. Through these student teachers get feedback from their peers. Demonstration of micro skills in the peer groups involves active participation by the presenter and also the observers. They also play the role of a student.
- Practice Teaching is done for 15 working days in schools. This gives a real situation and complete overview to each student-teacher with respect to the actual functioning of the school. The major areas covered teaching, library, and laboratory, conducting class tests, correction of notebooks etc. the scope to interact with the school staff engages the students in planning, seeking permission, co-ordinating and working in schools.
- Some individual and group projects are distributed among the students-teachers. In every teaching subject the teacher assigns atleast one project to the students for more interaction with the peer group and society. Various curricular and co-curricular activities are organized time to time by the

institution to engage them in creative skill manner to give platform and proper direction for internship, role playing and practicum etc.

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

The College does all possible efforts to ensure that learning is student centered based by classroom activities and participation in curricular and co-curricular activities. The teachers have developed effective methods, based on their past experiences and they use various strategies to ensure the student's active participation rather passive listeners. A variety of activities have been planned and adopted which contribute to self management of knowledge and skill development by the students. Some of the participatory learning activities adopted by the institution are as under:

- Communication skill and Personality Development Programmes for developing effective communicative skills, classes are held in spoken English.
- Career Development Programme has been initiated under the Placement, Guidance and Counseling Cell in the college to equip the trainees to meet the changing needs of the profession.
- Each student teacher is invariably involved in various activities of the college, which help in developing their talent in the respective field of their interest.
- All the students having academic/personal/social problems are also provided guidance and counseling either through the tutorial system or counseling cell.
- For skill development among students demonstration lessons on the following skills are given by the teachers.
 - i) Skill of Introducing
 - ii) Skill of Questioning
 - iii) Skill of Explaining
 - iv) Skill of Illustration with Examples
 - v) Skill of Stimulus Variation

vi) Skill of Reinforcement

- In order to indicate a sense of service and sharing with the community, students are attached with Sewa Bharti and Utkarsh (NGO) for social work in slum areas.
- For effective learning frequent use of ICT technology which includes power point presentation, use of LCD and OHP Projector etc.
- Student teachers are offered a variety of choices with regard to work experience.
- Student-teachers are assigned duties in different programme as per their nature/interest and capabilities.
- Eminent personalities are invited to inculcate value education and ethics among the students
- Yoga and meditation classes are conducted for physical, intellectual development under the Yoga instructors.
- There is a prescribed uniform for all the students. Discipline and Punctuality is maintained by the students and faculty in all programmes.
- Extension lectures by the experts in different fields are arranged to provide wider knowledge to the pupil teacher about various field of life.

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.

To ensure effective learning the curriculum is transacted through the use of various teaching methods and models:

- Theory, method courses and practical portion are transacted through Concept Attainment Model, Robert Glaser's Basic Model, Interaction Model, Cognitive Model, Inquiry Training Model, Cooperative Learning Model of Teaching and Creative Story Development Techniques etc.
- Lecture cum discussion method is used for routine teaching. Teacher educators use simulated teaching, learning by doing, Project method etc. while transacting theory and practical portion.

- Lectures are usually delivered with the help of suitable teaching aids such as power point presentation, charts and models etc.
- Active learning method, demonstration method, communication method and power point presentation are some of the other methods are followed by the teacher educators.
- Special attention is provided for the slow learners through tutorial and remedial classes.
- The innovative approach used by the teacher educators for a majority of tasks is through the task-support learning. Teacher-educators use learning situations and tasks that do not make student teachers merely reproduce the knowledge acquired but also stimulate their creativity in order to come out with something new and original. These all intensify the academic process and motivate the pupil teachers. These are achieved by using various forms of curricular and co-curricular activities, including interactive lectures, presentations, individual assignments, independent and self-learning activities, seminars, role plays, simulations, case-studies, individual and team projects and workshops etc.

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.

Yes, the college has a provision for additional training in model of teaching such as Concept Attainment Model, Robert Glaser’s Basic Model, Interaction Model, Cognitive Model, Inquiry Training Model, Cooperative Learning Model of Teaching and Creative Story Development Techniques.

Steps of Model:

- Preparation
- Presentation
- Comparison
- Generalization
- Evaluation for Feed back

Special sessions are arranged in the time table for the preparation of lesson plan and related requirements. Different aspects and step in lesson planning like stating objectives in general and behavioral terms, breaking of contents into teaching points/steps, teaching aids and methods/approaches are discussed. Pupil teachers are also given training of using of ICT enable technology and available equipments in teaching-learning process.

The institution has provisions for additional training in models of teaching before starting Micro Teaching and Simulated Teaching in simulated conditions. Teachers gave a demonstration lesson on each skill in each teaching subject. In this programme a pupil teacher have to complete two lessons on each skill in each teaching subject. One Criticism and one discussion lessons is there in each teaching subject. Thus total 60 lessons are given by each student teacher on the basis on these models

Pupil teachers are oriented to micro teaching, its related aspects, like teaching skills, simulation, modeling and feedback. After having discussion on four core teaching skills, on introducing, questioning, explaining, illustration and reinforcement with example and stimulus variation discussion on different models/ aspects of teaching is held.

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

Yes, the pupil teachers use Micro teaching technique for developing teaching skills. Micro teaching covers the knowledge acquisition and skill acquisition phase of teaching behavior. Use of Chalk Board including Handwriting and Use of Teaching aids are compulsory skills for the student teachers. List of the micro teaching skills practiced as under:

1. Skill of Introducing
2. Skill of Explaining
3. Skill of Illustration with example
4. Skill of Stimulus variation
5. Skill of Reinforcement

Each student completes a cycle of plan, critique, re-plan and re-teach for each lesson and each skill. Pupil teachers deliver 02 lessons per skill in each teaching subject. Total 16 micro lessons on the above said skills, 10 simulated lessons and 02 criticism lessons on both teaching subjects are presented by the pupil teachers.

After having practice of micro and simulated teaching, pupil teachers are sent to practicing school for real classroom teaching. Each pupil teacher has to deliver fifteen lessons in each teaching subject along with one discussion and one criticism lesson. Each student teacher has to observe total ten observation lessons in each method courses delivered by the peers. Peer feedback is given on observation lesson to the pupil teacher.

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.)

After giving Micro and Simulated teaching, pupil teachers go for practice teaching for 15 working days in secondary schools available in nearby areas with kind permission of the District Education Officer/Head of the schools. The process of practice teaching is as under:

- Each teacher educator is assigned one practicing school for the purpose of supervising a group of pupil teacher for teaching practice in local school.
- Each pupil teacher deliver 15 lessons in each teaching subject along with one discussion lesson for each subject.
- Two lessons are delivered by the pupil teachers per day. These lessons are observed and evaluated and countersigned by the concerned supervisors. They observe also two discussion lessons on both teaching subject of each student during practice teaching.
- Teacher supervisor regularly check the lesson plans and put the remarks at the end. The pupil teachers are told to pay due consideration to the diverse needs of the students in school.
- Everyday at the end of teaching a discussion is carried out regarding common error and the mentor provide the remedial measures so that the mistakes may not repeated in future.

- Each pupil teacher observes total 10 lessons in each method course delivered by the peers. Peer feed back is given on observation lessons to the pupil teachers.
- To strengthen the Practice Teaching pupil teachers use teaching aids like transparencies, charts, working and non working models, computers and PPT etc. They use LCD Projector, OHP and Chalk board etc. as tools for teaching.
- School teachers are also encouraged by head of the school to observe the lessons delivered by the pupil teacher.
- At the end of the practice teaching in schools, a discussion session is organised in which all the pupil teachers and staff of the school shared their observation and experiences. They are provided an opportunity to reflect on the quality of the programme.

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

The block teaching programme is arranged in nearby secondary schools for a period of 15 working days after Micro and Simulated teaching. The college has linkage with more than fifteen schools in nearby areas which are identified for teaching practice. The following points are taken into consideration while assigning school to the trainee for teaching practices.

- A group of 20-25 Pupil Teachers is distributed under supervision of one mentor teacher.
- Attention is also paid to the ratio of the mentor teacher and students at least 1:25.
- Convenience of the students and approachability of the schools.
- Distance of the school from the institution.
- Distribution of method courses of the pupil teachers according to the requirement of the school students and curriculum.
- Medium of the pupil teachers and availability of Hindi and English medium students.

Teacher trainees are sent to these schools for teaching practice under the supervision of a teacher educator. The supervisor prepares the time table for the student teachers. After finalizing the time table the pupil teachers are allotted classes and accordingly they prepare the lessons.

The teacher educators deliver one model lesson in each teaching subject before teaching practice and give necessary instructions for teaching practice in schools. Teacher educator observes the lessons, gives their observation in the form of qualitative remarks and discusses the same with the pupil teachers. Performance in skill in teaching of each pupil teacher is evaluated at the end of the programme. During the teaching practice, pupil teachers deliver total 30 lessons on both teaching subjects and 02 discussion lessons and they observe minimum 20 lessons of their peers as per NCTE as well as Kurukshetra University norms.

During the block teaching/ internship pupil teachers take part in all activities of the schools including morning assembly, preparation of attendance record and maintaining discipline etc. They organize different activities such as Environment Awareness programme, save water, Tree plantation, Quiz etc. and also arrange cultural activities in the school with the active cooperation of the students and staff.

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.

Yes, the practice teaching sessions are planned and developed in partnership, co-operatively involving the school staff and mentor teachers, considering the academic calendar of both the college as well as school. School teachers are involved in preparing the time table for student teachers. School teachers are consulted regarding syllabus-covered distribution of sections/classes and in maintaining discipline during the practice teaching. The school staff is also requested to supervise the lessons and give feed back as and when their periods are vacant.

Mentor teacher also remains in continuous touch with head of the school, school teachers and student teachers. Many a time, the principal of the school request to incorporate the special requirement to teach particular subject, such request is given due priority in planning the time table and deputing trainees as per requirement of the school. The student teachers also organize various co-curricular activities in teaching practice schools and write a report on school. Student-teachers often interact with the school and the community in the context of the issues and problems faced by them. In this manner, they are made aware of the existing conditions of

schools functioning in the local community. The student teachers perform their duties as if they were the real teachers of that school. So they used to earn goodwill from the students and commendation from the school teachers and Heads.

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

Institution prepares student teachers for managing the diverse learning needs of students in schools by providing following activities

- Pedagogical analysis and training in micro and simulated teaching skills.
- Training them in formulating objectives of the teaching lessons.
- Making them enable to know and apply different teaching methods.
- Providing training in preparing lesson plans, use of chalk board and other attractive teaching learning aids for making lesson effective.
- Student teachers are asked to make use of ICT technology while they teach.
- Providing knowledge about educational philosophy, educational psychology and educational technology.
- Enabling them to be familiar and well oriented with process of conducting Action Research, Case study, Psychological tests such as intelligence test and personality test etc. With the help of conducting these activities the teacher educators are able to make the teacher trainee understand to know the diverse needs of the students in the school.

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

For encouraging student teachers to use new technology in practice teaching, students are given a proper training how to handle the Overhead Projector, Film Slide Projector and LCD Projector during real teaching and final skill in teaching exams. Knowledge and practices is provided in their compulsory subjects i.e. **Paper V-A (Information Communication and Educational Technology)** and **Paper VIII A (ICT enabled Practical/Projects)**. These major initiatives are given by the teacher

educator to pupil teachers, while teaching the equipments in ICT/ET Lab, Language Lab and preparation of Teaching Aids.

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, cooperatively involving the school staff and mentor teachers. Considering the academic calendar of both the college as well as school, the in-charge of practice teaching programme conducts meeting with the principals of schools to check out the programme of practice teaching. In these meetings the syllabus covered in different subjects is noted and communicated to the student teachers who ensure that their lesson plans are developed strictly as per syllabus to be covered in the classes in an effective manner.

Preparation for Practice Teaching

- 1) Pedagogic Content Analysis:** Both the content of method courses and their transaction in terms of maxims of teaching, methods of teaching, practical work etc are discussed in the class.
- 2) Lesson Planning:** Special sessions are devoted for the preparation of lesson plan and related requirements. Different aspects/ steps in lesson planning like stating objectives in general and behavioral terms, breaking of content into teaching points / steps, teaching aids and methods/approaches are discussed.
- 3) Developing core teaching skills in simulated setting:** Pupil teachers are oriented to micro teaching and its related aspects like teaching skills, simulation, modeling and feed-back.
- 4) Observation of Demonstration Lessons:** Demonstration lessons are presented in each teaching subject with the real students at the college campus. Demonstrations are presented by teacher educators and observed by the pupil teachers. At the end of each demonstration lesson, the strengths and weaknesses of the lesson are discussed.

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?

Approximately ten schools are identified for the purpose of teaching practice every year. Before sending the students for Practice teaching in school, the In-charge of teaching practice has kept in mind the following points.

- Attention is also paid to the ratio of the supervisor teacher and pupil teachers at least 1:25 ratio and depends upon strength of class.
- A group of 20-25 Pupil Teachers is distributed under supervision of one teacher.
- Convenience of the students and approachability of the schools.
- Distribution of method courses of the pupil teachers according to the requirement of the school students and curriculum.
- Medium of the pupil teachers and availability of Hindi and English medium schools.

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

Feedback is a regular mechanism adopted by the institution to inform the pupil teachers about their respective performances.

In the micro teaching a group has 15-20 pupil teachers, in the group everyone has to play a role of teacher, observer and student in the presence of the mentor teacher. A peer feed back is also given to the presenter of the lesson in each micro and simulated condition.

In the real teaching in schools students are observed by their supervisors, peers and school teachers during practice teaching. All of them give their feedback and suggestions at the end of each lesson during teaching practice programme. For this purpose supervisor also arrange a meeting with the student teachers after delivery of lessons. Strengths and the weaknesses are analyzed and communicated to the student teachers.

The students are shown the marked answer books of house test with remarks and feedback is given to improve their performance in the final examination. First five positions are honored and their names are displayed on honor board.

This mechanism provided the best results and attentiveness of the pupil teachers.

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

The institution has a very good understanding with the schools, situated in the town as well as in the rural areas. The pupil teachers usually visited to different schools to keep update themselves and know about the educational needs, norms and policies of the schools. Teacher educator conducts orientation programmes with respect to every activity that has to be conducted in schools during teaching practice. The pupil teachers are encouraged to be aware about new polices of the Government pertaining to secondary education through the reading of newspapers available in the library.

Pupil teachers are updated on policy directions and educational needs of the school through college's wall magazine, college magazine, notice board, special lectures and news during the morning assemblies and group discussion by the peer and teacher educator in class rooms.

To keep pace with the recent developments in the school subjects and teaching methodologies senior faculty including the principal are deputed to participate in different seminars and workshop. Extension lectures are also organized by inviting education experts on various educational thought evoking topics.

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

To ensure that the students keep pace with the recent developments in school subjects and teaching methodology, educational news are regularly put on the notice board. The college subscribed different eleven educational journals and e-learning resources to provide knowledge with recent development in education to the students. Students are always encouraged to read articles published in various journals.

Teachers of the institution are attending programmes regularly including orientation courses, refresher courses, national seminars, workshop, extension lectures, talks

and conferences at various places, institutions to keep update their knowledge. Educational news and views are also read by the students on duty in Sadan meeting every week.

The teachers and student regularly brows the internet and interact with experts. Each trainee and staff member is offered opportunity to attend special lecturers on various educational issues.

A variety of practical activities like Chalk-board Writing, Drawing and Painting, Flower arrangement, Chart and Model making, Rangoli and preparation of PPT are offered to the trainees so as to develop manual skills and aesthetic values.

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

To ensure the personal and professional/carrier development of the teaching staff of the institution. The Management and Principal encourage the teaching staff members to participate in competitions, seminars, workshops and conferences etc. and also to take part in research activities leading to Ph.D degrees.

Teaching staff are persuaded by the principal and the management to continue further studies. Five faculty members of the college, during their service in this college, completed their M.Phil. and three are pursuing Ph.D. They also encouraged for participating and conducting different enhancing teaching-learning activities.

All teaching staff members are encouraged to undergo the refresher and orientation courses for their professional development and also motivated to write articles for educational journals. They are encouraged for Paper presentations at the local and national level seminars and participating in workshop and symposiums etc. by providing duty leave and financial help. Study leave is also provided for doing Ph.D occasionally the Institute also organizes programmes for the professional development

Institution has also established liaisons with different NGO's and community members to make the teaching staff sensitized through community based activities.

Three teachers of this institution have attended the orientation and refresher course for one month conducted by Kurukshetra University viz. Mr. P.K. Sahu, Mr. Kamal Krishan and Ms. Sureena Munjal.

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

Yes, the college has mechanism to reward and motivate teacher educators for their good performance by felicitating during Alumni function, Teacher's day. Their good performances are motivated by giving them monetary and non-monetary incentives for the achievements and success of faculty members are appreciated at different functions on the platform of the College. The management gives annual increment and other financial help to all the teachers for providing best services.

The College gives appreciation letter and mementos to the faculty members by the management in annual functions who does good work and brings excellent performance in their respective teaching subjects. So, it motivates the staff members to do their best in their respective subjects. The non-teaching staff members including the supportive staff are always rewarded by giving them appreciation remarks and also in monetary terms.

2.5 EVALUATION PROCESS AND REPORTS

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

The barriers to student learning are identified through observation, assessment, informal talks and performance at micro, simulated and practice teaching, unit tests, house tests and through suggestion boxes placed in the college. Any stakeholders including the students can put their suggestions in the boxes. The boxes are opened once in a month by teachers in presence of principal. The suggestions/complaints are analysed by the committee and if found to be rational, then they are passed on to the principal or management for further action. Their teaching-learning difficulties are also identified through classroom discussions, talks or informal chats with the faculty members in and outside the classroom. The environment in the institution is

very congenial. Students feel free to meet the Principal and faculty members for academic interaction and their general problems.

The barriers to student learning are communicated by giving remarks in their Units test, house tests, assignment work/projects, tutorial classes and observation during micro teaching, simulated teaching and practice teaching by supervising them through the teachers and peers. The common errors and mistakes are discussed in general in the classroom as well as with individual student teachers. Informal feedback during the micro and simulated teaching by the teacher supervisor and peers goes a long way in student's teaching skills and further improvement.

The barriers to student learning are addressed through mentoring, assistance with notes, extra lectures when needed, proper task and need analysis helps identify the barriers in the learning of student teachers. In order to further minimize the barriers to students' learning, the college is strived for quality teaching by innovative teaching methodologies and use of ICT like computers, LCD, OHP projector. The faculty members too use ICT enabled technology for effective teaching process.

The coordinator of IQAC ensures that students' teaching-learning and other problems are promptly redressed. They are encouraged to voice their opinions, views and are asked to submit their concerns in the suggestion boxes kept in the college.

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

B.Ed curriculum encompasses a continuous and comprehensive evaluation process as per syllabus of Kurukshetra University.

Evaluation scheme in practice in the college is thoroughly discussed and conveyed to students during a one week orientation programme in the beginning of the session. Complete evaluation scheme and process such as assignments, class test, house test, practical and viva-voce examination are clarified to the students.

At the college we follow a consistent continuous internal assessment procedure in which the faculty members conduct the viva-voce and evaluate the students' knowledge and assess them on the basis of their performance and active

participation in various activities throughout the academic session. The teachers evaluate a number of assignments, units test, house test answer books, project works, psychological tests, case study and action research related to each paper and other practical activities like pedagogical skills in each theory paper, preparing reports on different aspects of practicing school, types of lesson-micro teaching, stimulated teaching in real classroom and preparation of teaching aids.

The term end theory examination for **Part I-Theory Papers (Papers I-VII)** is conducted by the Kurukshetra University at the end of academic year in the month of July. Practical and external evaluation of examination for **Part II-Practical (Papers VIII- XI)** is conducted after theory exam in the college campus on specified dates as intimated by the university. The procedure to conduct practical examination is as follow.

- (i) There will be a team of four examiners appointed by the University including one as a Coordinator (senior teacher) and other three co-examiners. These three teachers would preferably be from different streams such as Art/ Commerce, Science/Math and Language. The Co-ordinator is authorized to appoint any examiner in case of any of these examiners refuse to join the duty.
- (ii) Schedule for conducting practical examination is prepared by the Principal with the consultation of Co-ordinator (for external practical exams) and notified on notice board of the college for the information of the students and same is supplied to the Co-ordinator and other co-examiners.
- (iii) The practical examination for Skill-in-Teaching i.e. **IX & X School Teaching Subjects- I & II** are conducted in different govt. and private schools by team of examiners with the permission of DEO and head of the school. While other practical papers would be conducted by team members as per their specialization so as to share the work equally i.e. one paper per examiner in the college campus, on the dates specified by KUK as per the scheduled framed by the coordinator.

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

College holds orientation programme for the students to familiarize with the evaluation system of B.Ed. curriculum for both theory and practical. The outcomes of the evaluation are communicated to the students through the performance in unit test, assignments, teaching practice programme. The answer books of house tests are marked and shown to the students. Teachers give their remarks on answer books, unit test and assignment work. The students who perform well in unit and house exams, appreciation letters and certificates of merit also are given to them. Students are provided feedback regarding teaching performance of the teachers and other teaching learning process. During parent teacher meet performance of the student is also discussed.

Top five positions are displayed on honor board of the college. They are honored in the annual function. All these measures are adopted to persuade the students to improve their performance. Barriers to students learning are identified by encouraging them to put their suggestions in the suggestion box. These suggestions are thoroughly attended and discussed.

In the case of microteaching, simulation teaching, practice teaching specific and pinpointed feedback is provided and for evaluation, pre-discussion, discussion lessons, intra college skill-in-teaching competition, preparation of teaching aids competition are held in the college. All these measures are adopted to make evaluation continuous comprehensive, diagnostic and improvement oriented.

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is used as a very important part in assessment and evaluation process. The institution takes the benefit of the same for

- To make use of ICT in assessment and evaluation process the attendance record, marks obtained during the test and house tests are fed in the computer for compiling and preparing reports and also for sending these reports to their parents.
- ICT is used by the teachers and students to gather latest information on educational topics and help in preparing effective lectures and teaching aids through the using of internet.

- ICT enabled technology is provided to the student teachers to provide a better learning experience to conduct different schools activities such as preparing time table, school records and cumulative report card and certificate pertaining to the schools students.
- The students present their lessons plans by using LCD, OHP and Slide projectors in final practical exam.
- ICT is also used for sending the assessment and registration returns of the students to the University and Preparing question papers with the help of computers.

2.6.1 BEST PRACTICES IN TEACHING LEARNING AND EVALUATION PROCESS :

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

The college is publishing its newsletter, magazine and wall magazine and developed its website which reflects the academic and professional pursuits highlighting its distinct features. There are certain well tried practices, which enable pupil teachers to adopt new ways of teaching, learning, thinking and human values. Some of these practices are stated below:

- The college applies cooperative learning approach and context based learning approach to some topics of the B.Ed. curriculum. Group discussion and tutorial classes are held regularly.
- The college provides opportunities to the students for confidence building and values. Deliverance, in daily morning assembly turn by turn, in Sadan meetings, tutorial session as well as in the day to day celebration by the students, has been proved, the best measure of confidence building among the students and these confidence building measures (CBM) are the best appreciated feature of the college.
- The college has well stocked library with e-learning resources and internet access. The students are encouraged for self study and maximum use of library resources.

- Well equipped ICT lab, Science/Math lab, Psychology lab are providing better practical learning experiences to the students.
- During micro, simulated and practice teaching at school, the student teacher ratio is 1:25 to make an effective teaching-learning process. Feedback from the school teachers are obtained to identify and rectified the problems during teaching.
- The students are motivated to read articles published in various educational Journals to know about the recent changes occurring in the field of teacher education.
- For developing effective communicative skills, classes are held time to time in spoken English for the students.
- Personality development and social awareness programmes are conducted regularly to make student teachers capable of handling responsibilities efficiently.
- The students are motivated to use LCD/OHP projector with power point presentation in order to ensure ICT based an effective teaching learning process.
- There are many competition are held such as Inter and Intra College Competition, Skill in Teaching Competition, Quiz competition to provide a platform on which students can asses their skill and knowledge.
- Teachers and students meet every week in Sadan meeting and deliberate to self development and sharpen their thinking skills.
- Extension lectures by the experts in education on various thought provoking issues in different fields are arranged to enhance the knowledge of the pupil teachers.
- The college arranges faculty exchange programme time to time to enhance the knowledge of the students.
- Orientation in computer application for all the students is conducted and training for operation of hardware like LCD, OHP, Slide Project and internet etc is provided by the instructor.

- Comprehensive and Continuous evaluation approach is applied through the unit tests, house test, assignment, project work and action research. Research cell of this institution helps the students.

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 practices in the delivery of instruction, including use of technology by using the opportunity.

- Power Point presentation, Transparencies, Slides through LCD/OHP, Slide projector and models are used by the teacher educator in the class room. In the delivery of lectures, modern technology is used amply in the form of LCD projected learning materials, power - point presentation etc.
- In special classes, models and computer based learning materials are used to elucidate abstract knowledge.
- The students are used computer packages such as MS-word, MS- Excel, MS-Power point, Paint Brush etc for helpful learning.
- Group discussion and tutorial classes helps the students to overcome their difficulties and for problem solving as well as to go deep into the subject.
- Student teachers use LCD Projector while participating in various competition, seminar and talks.
- At the end of the academic session the student teachers feel enriched and confident about the formation of lesson plans, use of methodology, use of ICT technology in teaching learning process, preparation of teaching-learning aids as well as delivering lesson in sequence of planning steps, become as a way of their life.

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?

The College has established Research, Consultancy and Extension Cell to promote research work and provides opportunity to its teacher to participate in various Seminars/ Workshops/ Orientation programmes regularly. Apart from this, the college encourages them in many ways as given below:

- Special lecture series on research for faculty are arranged.
- Research ideas through normal teaching and generation of innovations are encouraged.
- Teachers present internal seminars in various topics on a regular basis to orient with the research skills.
- Members of the faculty are encouraged to undertake individual research projects in various thrust areas.
- Teachers regularly conduct Action Research for remedial purposes.
- Teachers are provided seed money who pursues higher education and research work.
- The college provides secretarial support like technical assistance, photocopying, scanning, compilation of reports etc. For this purpose, an office assistant, very competent in English and Hindi typing and handling of computer system has been appointed.

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

The institution has put some thrust for research which are:

1. Education related problems, which has relevance to educational difficulties and problems faced by the teachers. The main aim is to identify the problem areas, find remedies and suggest remedial measures
2. Educational philosophy, Teacher's effectiveness & Educational Management,

3. Applied Psychology (Stress & Anxiety),
4. Teacher's behavior, Class-room teaching.
5. Environmental and Adolescent Education etc.

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

Yes, the institution encourages Action research for diagnostic and remedial purposes. Action research in the college covers not only academic problems but also problems in student behavior etc.

Teachers meet periodically to discuss various problems encountered by them in their classrooms. Action research projects are normally based on the outcomes of such discussion as well as their observations in the classrooms.

Some times students also suggest various problems, which the teachers analyze and take up studies on some such problems.

The following projects in action research are taken at the college level:

- (i) Studies on Verbal Communication skills
- (ii) Studies on Written Communication skills
- (iii) Studies on Problems of Linguistic skills
- (iv) Studies on Problems of Late Comers
- (v) Studies on Inter-personal relations

Some of the studies are going on and the initial results have shown a marked improvement in verbal and written communication abilities of students (especially in English language). Studies on student behaviors have helped the student community in understanding the dynamics of human relations and strategies in keeping good relations with others.

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

Conference/Seminar and Workshop organised by the institution in last five years:

Seminar:

1. National Seminar on "Quality Concern in Education" on 20th Feb., 2010.
2. National Seminar on 'The Role of ICT in Education" on 9th April, 2012.

2. National Seminar on “Women Empowerment: Issues and Challenges” on 12th April 2013.

Workshop:

1. Workshop on “Communication Skills and Personality Development” was held on 18th Nov., 2011.
2. “First Aid and Home Nursing Camp” was held on 04th March, 2011, 15th April, 2012 and 19th Feb., 2013
3. Seminar on Female Foeticide titled as “Save Girl Child” in collaboration with Red Cross Society, Yamunanagar with on 15 May, 2012.
4. Workshop on TQM in Education and New Methodologies for Assessment and Accreditation of Colleges of Education (Resource person Dr. G.L. Sharma, NAAC- Ex.-member, (Principal, Vishvabharti College of Education).

Conference/Seminar and Workshop attended by the faculty members in last five years:

S. No.	Name of the teacher educator	Title of the conference/ Seminar/ Workshop	Paper Presented with title	Date	Venue
1.	Dr. Kumud Narula	1. National Seminar on ‘Impact of Economic Reform on the Socio Economic Development of India’.	Paper presented on Economic Reforms and Social Sector Department in India	7 th -8 th Nov., 2008	D.A.V. College, Sadhaura (Ynr)
		2. National Seminar on ‘Centre for Innovations Research and Development’.	Paper presented on Need and Importance of Tools in Educational Research	25 th – 26 th Nov., 2008	Sohan Lal DAV College of Education, Ambala City
		3. National Seminar on ‘Working Women: Status, Issues and Challenges’.	Paper presented on Working Women Stress and Challenges	28 th Nov., 2008	Arya Kanya Mahavidyalya, Shahbad Markanda.
		4. National Seminar on ‘Human Resource Management in the Present Scenario’.	Presented paper on Human Resource Management in the Present Scenario Performance Appraisal	07 th Feb., 2009	S.M.S. Khalsa Labana Girls College, Ambala

		5. National Seminar on 'Quality Concern in Education'.	Paper presented	20 th Feb., 2010	S.N. College of Education, Jagadhri
		6. National Seminar on 'Environmental Education: Need, Priorities & Future Challenges'.	Paper presented on Natural Environmental Disaster and Environmental Threats	14 th Oct., 2011	Maharaja Lakshman Sen Memorial College.,Sunder nagar (HP)
		7. National Seminar on 'Challenges for Leadership and Management in Higher Education'.	Paper presented	15 th Feb., 2012	Guru Nanak Girls College, Yamunanagar
		8. National Seminar on 'The Role of ICT in Education'.	Paper presented	9 th April., 2012	S.N. College of Education, Jagdhri
		9. National Seminar on 'Gender Equality and Women Empowerment: Issues and Challenges.'	Paper Presented Violence against women	29-30th March, 2013	Budha College of Education, Karnal
		10. National Seminar on 'Quality Improvement in Teacher Education.'	Paper Presented on Role of ICT in Teaching-learning process.	06 th April, 2013	Asian College of Education, Sarsawa (UP)
		11. National Seminar on 'Quality Concern in Teacher Education: Challenges and Opportunities.'	Paper Presented on Value Education	26 th April, 2013	Vijay Memorial College of Education, Mandi (HP)
		12. National Seminar on "Guidance and Counseling in Secondary Schools".	Paper presented on Counseling Programme in Schools	13 th Feb., 2010	Ladwa College of Education, Ladwa, Ynr
		13. Workshop on Intel Teach Program Essential Course	Participated	26 th -31 st Oct. 2009	C.D.L. College of Education, Jagadhri
		14. Workshop on 'Intel Teach Program Essential Course'.	Master Trainer under the Intel	11 th to 21 st Dec., 2009	S.N.S. College of Education, Santpura, Yamunanagar
		15. Workshop on First Aid and Home Nursing by St. John	Participated	20 th March, 2010	SNS College of Education, Yamunanagar

		Ambulance Association			
		16. STRIDE, IGNOU	Orientation Programme	15 th to 16 th Sept., 2012	IGNOU Karnal
2	Dr. Pradeep Kumar Sahu	1. National Seminar on Teacher Education in 21st Century Perspective	Paper Presented on Problems and Remedies of Teacher Education	24 th May, 2009	Guru Harkrishan College of Education, JGD
		2. National Seminar on E-learning and E-learning Technologies	Presented on Benefit of E-learning in Education	30 th April, 2010	RL College of Education, Karnal
		3. National Seminar on Quality Concerns of Teacher Education in the Techno-centric Era	Paper presented on Education for the Socio-Culturally Disadvantaged Children	1 st May, 2010	L K College of Education, Adhoya, Ambala.
		4. UGC sponsored Orientation Programme	Participated	17 th June to 14 th July 2010	Kuruskhetra University
3	Ms. Sureena Munjal	1. National Seminar on 'Quality Concern of Teacher Education in Technocratic Era'.	Presented Paper on Education For Socio Culturally Disadvantaged Children	1 st May, 2010	Lord Krishna College of Education, Adhoya
		2. National Seminar on 'Classroom Teaching Learning Behaviorism to Constructivism'.	Presented Paper	18 th March 2011	Gyan Bharti College of Education, Indri (Karnal)
		3. National Seminar on 'Teacher Education in 21 st Century Perspective'.	Presented Paper	24 th May, 2009	Shri Guru Harikishan College of Education, Jagadhri
		4. National Seminar on 'Current Issues in Education.'	Presented Paper on Inclusive Education: Current Issues	13 th to 14 th March, 2013	S.N.S College of Education for Women, YNR
		5. National Seminar on 'Role of ICT in Education.'	Presented Paper	15 th March, 2013	DAV College of Education for Girls, Karnal

		6. National Seminar on 'Gender Equality and Women Empowerment: Issues and Challenges.'	Paper Presented on Violence against women	29-30th March, 2013	Budha College of Education, Ladwa
		7. National Seminar on 'Quality Improvement in Teacher Education.'	Paper Presented on Role of ICT in Teaching-learning process.	06 th April, 2013	Asian College of Education, Sarsawa (UP)
		8. National Seminar on 'Status of Women in India in 21 st Century.'	Paper Presented	20 th April, 2013	R.L. College of Education, Karnal (HR.)
		9. Workshop on Quantitative Methods & Computer Applications	Attended	23 rd to 25 th July 2010	Maharishi Markandeshwar University, Mullana
		10. Workshop on Research Methodology	Attended	30 th July to 1 st August 2010	Maharishi Markandeshwar University, Mullana
		11. Conference on Environment Pollution Challenges ahead & their Solutions'	Presented Paper	21 st to 22 nd April, 2012	Global Research Institute of Management & Technology
		12. UGC sponsored Orientation Programme	Participated	28 th June to 25 th July 2011	Kurukshetra University
		13. UGC sponsored Refresher Course in Education	Participated	17 th August to 6 th Sept. 2011	Kurukshetra University
4	Mr. Kamal Krishan	1. National Seminar on Empowering Society through Empowered Women with Disabilities	Presented Paper	8 th March, 2007	Kurukshetra University
		2. National Seminar on 'Inclusive Education Practice & Challenges'	Presented Paper	28 th March, 2011	Department of Education, Kurukshetra University

		3. National Seminar on 'Quality Concerns of Teacher Education in Technocratic Era'	'Education for Socio Culturally Disadvantage Child'	1 st May, 2010	Lord Krishna College of Education, Adhoya
		4. National Seminar on 'Self Education & Human Values for Teachers'	Presented Paper	26 th to 27 th Feb., 2010	Sohan Lal DAV College of Education, IASE Ambala City
		5. National Seminar on 'Total Quality Management in Education'	Presented Paper	22 nd Nov. 2011	Vishva Bharti College of Education, Jagadhri
		6. Workshop on 'Writing Research Papers & Scholarly Articles'	Presented Paper	18 th April, 2010	P.K.R. Jain College of Education, Ambala (HR)
		7. Course on 'Intel Teach Program Essentials Course'	Presented Paper	26 th to 31 st Oct., 2009	Ch. Devi Lal College of Education, Jagadhri
		8. Workshop on 'Microteaching'	Presented Paper	29 th Oct., 2010	S.J.R.M. College of Education, Lohra Majra, Kurukshetra
		09. UGC sponsored Orientation Programme	Participated	28 th June to 25 th July 2011	Kuruskhetra University
5	Mrs. Rajni Dewan	1. National Seminar on Teacher Education of 21 st Century	Paper presented	24 th May, 2009	Guru Harkishan College of Education, Jagadhri
		2. National Seminar on Self Education & Human Value for Teachers	Paper presented on Strategies for Development of Value	26 th to 27 th Feb., 2010	S.L. D.A.V College of Education, Ambala
		3. National Seminar on Emerging Institution in Teacher Education Scenario	Paper presented on ICT in Teacher Education	13 th March, 2010	Sardari Lal College of Education, Nahoni, Ambala
		4. National Seminar on Development of value among teachers of 21 st Century	Paper presented	11 th to 12 th March, 2011	Dr. G.D. D.A.V College of Education, Karnal
		5. National Seminar on Quality Concern in Education	Paper Presented on Quality Concern in Elementary Level of Education	23 rd to 24 th Feb., 2010	S.N.S. College of Education for Women, Yamunanagar

		6. Workshop on Action Research for Professional excellence	Participated	26 th to 27 th March, 2010	Smt. Indira Devi College of Education, Sangipur
		7. Workshop on Micro Teaching	Paper Presented	29 th Oct., 2010	S.J.R.M. College of Education, Loharmajra Kurukshetra
6	Mrs. Vijayta Pundir	1. Two days national seminar on "Role of Teacher Training Institutions in fostering inclusive practices"	Presented Paper on Role of Teaching training institutions in fostering inclusive practices	26, 27 March, 2010	B.P.S. Mahila Vishva Vidyalaya, Khanpur Kalan, Sonipat
		2. National Seminar on Total Quality Management in Education	Participated	22 nd Nov., 2011	Vishva Bharti College of Education, Jagadhri
		3. National Seminar on Sanskrit Bhasha Shikshan Varg	Participated	4 th April, 2012	Ch. Devi Lal College of Education, Jagadhri
		4. Workshop on subject wise uniform pattern of lesson plans	Participated	24 th Nov., 2011	Vishva Bharti College of Education, Jagadhri
		5. Workshop on Haryana State Bharat Scouts & Guides	Participated	19 th May, 2012	Vishva Bharti College of Education, Jagadhri
7	Mr. Kamal Krishan Bhardwaj	1. National Seminar on Development of values among teachers of 21 st Century	Presented Paper	11 th to 12 th March 2011	Dr. G.D DAV College of Education for women, Karnal
		2. National Seminar on Human Rights: A study in the development of society	Presented paper on Human Rights The Linking bond between process & peace	5 th to 6 th March, 2011	D.A.V College (Lahore)Ambala City
		3. National Seminar on Gender Sensitization of legal rights of women	Paper presented on women empowerment myth as reality	26 th to 27 th March, 2010	Gandhi Memorial National P.G. College A/Cantt.
		4. National Seminar on Total Quality Management in	Presented Paper on Parameter of Qualitative in	1 st May, 2010	G.D.R College of Education Panipat

		teacher education	Education		
		5. National Seminar on Recommendations of National Knowledge Commissions Prospects, Possibilities & Issues	Presented Paper	15 th Dec., 2010	Sohan Lal D.A.V College of Education, Ambala City
		6. National Seminar on 'Challenges for Leadership & Management in Higher Education	Presented paper on Role of Multimedia in Development of Higher Education	15 th Feb., 2012	Guru Nanak Girl College, Yamunanagar
		7. National Seminar on 'Quality Sustenance in Teacher Education' A Great Challenge	Paper Presented	4 th Feb., 2012	Ganpati Institute of Education for Girls, Bilaspur
		8. National Seminar on 'Right to Education' act in Scenario	Presented paper on 'Scaling up Quality Education to all & RTE'	6 th April, 2012	Gurukul B.L. Mohta Learning Institute, Bikaner (Raj.)
		9. Workshop on Fine Arts	Participated	23 rd to 27 th March 2011	Ganpati Institute of Education for Girls. Bilaspur
		10. Conference on Advancement of Futuristic Trends in mechanical & 5. Industrial Engineering	Presented paper	12 th to 13 th Nov., 2010	Ganpati Institute of Technology & Management
		11. Conference on 'Environment Pollution-Challenges Ahead & their Solution'	Presented Paper	21 st to 22 nd April, 2012	Global Research institute of Management & Technology, Roorkee
8	Mrs. Shiwani Sharma	1. National Seminar on 'Reaccreditation of Educational Institutions'.	Participated	14 th to 15 th March, 2013	Guru Nanak Khalsa College, Yamunanagar
9	Mr. Sube Singh	Workshop on Hindi	Participated	25 th May, 2010	Power Grid Corporation of India, LTD., Yamunanagar
		Workshop on Hindi	Participated	22 nd Feb., 2012	Power Grid Corporation of India, LTD., Yamunanagar
		Workshop on Hindi	Participated	16 th March,	Power Grid

				2013	Corporation of India, LTD., Yamunanagar
10	Mrs. Rekha Rani	1. National Seminar on 'Current Issues in Education.'	Presented Paper on Psychological Issues in Education	13 th to 14 th March, 2013	S.N.S College of Education for Women
		2. Conference on 'Institutional measures to prevent crime against women'	Participated	22 nd Jan., 2013	Kurukshetra Univeristy

List of the Teachers acted as resource person/extension lectures in other institutions:

S.No.	Name of Teachers	Name of College	Topic of the Lecture	Date
1	Dr. Kumud Narula	Vishwabharti College of Education, Jagadhri	"Value Education Personality Intelligence & TQM in Education"	22.11.2011
2.	Dr. P.K. Sahu	Janki Ji College of Education, Marwa Kalan, Distt. YNR	"Statistical Methods and techniques"	03.02.2010
		Ch. Devi Lal College of Education	"How to prepare Research Proposal"	22.01.2010

List of the Teachers acted as faculty exchange programme in other institutions:

S.No.	Name of Teachers	Name of College	Date
1.	Mr. Kamal Krishan and Mr. Naresh	Aastha College of Education	08 th to 16 th June, 2011
2.	Mr. Satrugan and Mrs. Arti Gupta	Ch. Devi Lal College of Education	01 st to 9 th March 2013
3.	Mr. Kamal Krishan and Mrs. Sunita Arora	Aastha College of Education	11 th to 16 th March 2013

3.2 RESEARCH AND PUBLICATION OUTPUT

3.2.2 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.

Research, Consultancy and Extension Cell of the college have developed following material for the benefit of students and teachers that are used to aid in the transference of information. Inter and Intra College competitions are organized in which the students are given hand on training to prepare working and non working

model, charts, poster making, projected and non-projected teaching aids to be used during classroom teaching. The following materials were produced:

Power Point Presentation, OHP Transparencies, Posters, Thermancol Charts, Working & Non-Working Models and CDs etc.

Teacher educators make use of instructional materials to aid in the teaching and learning of subject matter. These instructional materials include:

- 1 Model lesson by teachers
- 2 Development of teaching aids and models
- 3 Power point presentation and OHP sheet by teachers.
- 4 Prepared of Transparencies by teachers and students.
5. Films of Pupil Teachers: during real teaching internship programme for self encounter for pupil Teachers.

The teacher educators use OHP as well as LCD Projector during demonstration lectures or extension lectures. Students prepare and use teaching aids during practice teaching under the guidance of subject teacher. These aids are preserved and presented in exhibitions before the schools students and also are used during simulated lessons.

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

The institution provides the following facilities for developing instruction materials

- Teacher educators are free to use Internet facility in ICT Lab, wherein each teacher educator can work at their own pace to develop study material/ instructional material.
- The students are allowed to learn computer, prepare OHP sheets and power point presentations and even access internet.
- For developing instructional material and transparencies, material are provided. Printers, Scanners, Digital camera and Photocopier etc. are also provided.
- Library provides a lot of scope with the help of reference books for developing instructional materials.

- Science and Mathematics Lab., Language Lab., Psychology Lab. with apparatus.

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

Yes, our teachers have developed ICT based Instructional Material in the form of Transparencies and Power-Point Presentations. The institute has developed fifty CDs of Power Point Presentation relating to different subjects and different topics and thirty CDs relating to content matter. These CDs are regularly screened for the benefit of the students. The students can watch these CDs in the College. After the acquisition of the Power Point Projector by the College, the faculty members deliver lectures by PPT method. Pupil teachers are encouraged to use PPT, Slide and OHP transparency method for teaching.

3.2.4 Give 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**

a. Training programs/Workshop organized by the institution:

1. Workshop on Paper Cutting, Art & Craft on 23rd March, 2010.
2. Inter College Skill in Teaching Competition on 23rd April, 2011.
3. Workshop on "Communication Skills and Personality Development" on 18th Nov., 2011.
4. Inter College Power Point Presentation and Model Making Competition on 17th March, 2012.
5. Model Making Competition on 31st March, 2012.
6. Intra College Competition on Poster Making on 12th May, 2012.
7. Card Making Competition on 10th Nov. 2012
8. Art and Craft Exhibition on 12th March, 2013.
9. Inter College Competition on 22nd March, 2013.
10. Kite Making Competition on 14th Feb., 2013

11. Development of Teaching Aid Material during pre practice teaching classes.
12. Computer Literacy Programme and Creative writing workshop.
13. Calligraphy Competitions were organized during usual classes.
14. First-Aid and Home Nursing Camp was held on 04th March, 2011, 15th April, 2012 and 19th Feb., 2013 (for Pupil Teachers and staff members) in collaboration with Indian Red Cross society, Yamuna Nagar.

a. Training programs/Workshop attended by staff

Staff members have attended a lot of Seminar/Workshop and training programme as mentioned under Para no 3.1.4. as stated above.

c: Training provided to staff

To further widen the horizon of the faculty members every year various training programmes/workshops on instructional material development are organised in the college campus. They are provided training by encouraging them to participate in various programmes such as:

1. Participation in Orientation and Refresher Courses organized by Kurukshetra University.
2. Workshop on TQM in Education and New Methodologies for Assessment and Accreditation of Colleges of Education.
3. Paper Presentation and Participation in National Seminars on different topic.
4. Workshop for preparing teaching aids like charts, models etc.
5. Workshop for preparing low cost teaching aids out of waste material.
6. Computer Literacy Programme and Creative Writing workshop.
7. Training provided by the experts on Using of ICT Innovative Technologies, PPT with LCD, EDUSET and Uses of Internet as learning tool in teaching-learning process.

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

List of published papers in Journals by the faculty members as mentioned below:

S. No.	Name of Teacher	Title of Article	Name of Journal
1	Dr. Pradeep Kumar Sahu	1. "Friendship Skills of the Primary School Tribal Children in relation to their sex and type of family".	MERI Journal of Education, Vol-IV, No-2, Oct. 2009
		2. "Attitude of Parents and Teachers towards Corporal Punishment".	Recent Researches in Education and Psychology, Vol-15-No.2, 2010
		3. "Improving Social Skills of the Tribal Children",	Ambikeya Journal of Education, Vol-1, No-1, 2010
2	Dr. Kumud Narula	1. "Personality: An Overview"	Asian Journal of Psychology and Education, Vol-46, No. 1-2 Year 2013
3	Ms. Sureena Munjal	1. "Inclusive Education: Current Issues".	Emerging Trends in Social Sciences Vol-2 issue-5, Jan.-March 2013
4	Dr. Naresh Kumar	1. "A Study of the Impact of Mass Media on Study Habits and Values of Adolescents".	Shodh Samiksha Aur Mulyankan ISSN 0974-2832 Vol. II, issue09-10 (Edition Oct., Nov. 2009)

List of books written by faculty:

S. No.	Name of Teacher	Title of Chapter/Books	Name of Book and Publisher
1	Dr. Pradeep Kumar Sahu	Co-authored in the book on "Education in Emerging Indian Society",	1. "Education in Emerging Indian Society" (Twenty First Century Publication, Patiala)
		Co-authored in the book on "Psychology of Teaching and Learning".	2. "Psychology of Teaching and Learning" (Twenty First Century Publication, Patiala)
2	Dr. Kumud Narula	Five Chapter for Distance Education 1. Meaning concept and importance of Social Sciences. 2. Text Book in Social Science 3. Inclusive Education 4. Hearing Disability 5. Distance Education	3. Education Psychology for D.Ed. (K.K. Publisher, Hisar) Year 2009-10

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

1. Dr. Kumud Narula, Principal was honoured as resource person by Vishva Bharti College of Education, Jagadhri. She worked as Coordinator cum Superintendent at Indira Gandhi Open University (IGNOU) Centre No. (1055 P) at S.N.S College of Education, Jagadhri from 2009 to 2013. Approved

Counselor for paper of 343 and 364. She also worked as Co-ordinator for NAAC inspection of S.N.S. College of Education, Yamunanagar.

2. Mr. Shatrughan was honoured with 2nd prize by Sh. Mukul Balkrishna Wasnik, Former Minister for Social Justice and Empowerment, Government of India for essay writing "Dr. Ambedkar Foundation National Essay Competition -2011" organized by Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment, Government of India, New Delhi. He was honoured 3rd prize for essay competition at all India level Conducted by AMU 2012. He also received appreciation by Govt. of India and Vice Chancellor, C.U., Haryana.
3. Mr. Sube Singh, lecturer in teaching of Sanskrit honoured by Power Grid Corporation, Govt. of India, Yamunanagar for organizing Hindi Karyashalla on 25th May, 2010 and 16th March, 2013 and he was also honoured by Sohan Lal D.A.V. College of Education, Ambala City for his appreciable contribution in 'Samuhik Charcha' on Hindi Diwas Celebration on 14th Sept., 2011.
4. Mrs. Rekha Rani received Best Teacher award on 05.09.2011 in Maharaja Agresen College, Jagadhri.
5. Mr. Kamal Krishan, Mr. Sube Singh and Mr. Naresh Kumar were honoured by the Sarpanch, Gram Panchayat, Karera Khurad, Distt. Yamunanagar for organizing Social awarness programme to aware the villagers about importance of Sanitary and Cleanliness, Health and Hygiene, Avoid Smoking and Use of Alcohol, Female Foeticide and AIDS awarness.

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

Teacher-educators are always encouraged to conduct research work. They are given all kinds of facilities and concessions to pursue their higher studies and research work. Some of our teachers are pursuing and few teachers are registered for Ph.D.

List of Minor Research Work at M.Ed. level

S.No.	Topic	Name of Faculty Members
1	"Friendship Network of Children with Differential Sociometric Status".	Mrs. Sunita Arora
2	"A Study of Social Consciousness and Self Confidence	Mrs. Rajni Dewan

	of Primary School Students in Relation to their caste and type of School".	
3	"A Study of Social Behaviors and Friendship Skills of Primary School Students in Relation to Sex and Type of School".	Mrs. Arti Gupta
4	"A Study of Social Behaviors and Friendship Skills of Primary School Students in Relation to Sex and Type of School".	Mr. Davinder Singh
5	"A study of Sri Aurobindo's Educational Philosophy and its relevance in Present Indian System of Education".	Mrs. Rekha Rani
6	'To Study the teaching Skill of regular and correspondence B.Ed. Students of Kurukshetra University'	Mrs. Shiwani Bali
7	"A Study of Educational Thoughts of Dr. A.P.J. Abdul Kalam in Relevance to Present System of Education".	Mr. Naresh Kumar
8	"Common Errors committed by VI and VII Class Students in Teaching English and their Remedial measures".	Mrs. Vijayta Pundir
9	"To Study the Teacher Interaction in the Subject of Mathematics in respect of different types of Govt. and Pvt. Schools".	Mrs. Sunita Yadav
10	"A Study of Educational Thoughts of Dr. A.P.J. Abdul Kalam in Relevance to Present System of Education".	Mr. Kamal Kumar Bhardwaj

List of Minor Research Work at M.Phil Level

S.No.	Topic	Name of Faculty Members
1	"Effect of Parental Involvement on the Social Skill of Primary School Students". (M.Phil Education)	Mrs. Sureena Munjal
2	"Effect of Parental Involvement on the Social Skill of Primary School Students". (M.Phil Education)	Mrs. Rajni Dewan
3	"Comparative Analysis of Open ended Equity Diversified Mutual Fund Scheme on the Basis of Risk and Return". (M.Phil Commerce)	Mrs. Rajni Dewan
4	"A Comparative Study of alienation and Social Stress of Visually impaired children and normal sighted children".	Mr. Kamal Krishan
5	"A Study of Socio Metric Status in Relation to Intelligence and Socio Economic Status of Class VII School Students of Kurukshetra District".	Mrs. Sunita Arora
6	"Effect of parental environment on the achievement motivation of primary schools student."	Mr. Baljit Singh
7	"Sarva Shiksha Abhiyan in India and Study Brief Elementary Education".	Mrs. Rekha Rani
8	"A Study of Conflict Management of Teacher Educator in Relation to their Psycho-social Variables".	Mr. Kamal Kumar Bhardwaj
9	"Impact of Audi-Visual Aids in Creating Interest	Mrs. Vijayta Pundir

	among the Students while Teaching of English in the Context of Teachers Trainees”.	
10	“Perceptions about Teachers Working in Private Schools of Ambala Districts”.	Mr. Davinder Singh

List of Major Research Projects completed for Ph.D (Education) by Faculty

S.No.	Topic	Name of Faculty Members
1	“Effect of an Intervention Programme on the Development of Social Skills of Primary School Tribal Students.”	Dr. P.K. Sahu
2	“An investigation of the study approached and study orientation of Distance Learner in relation to Academic Achievement and Personal Factors”.	Dr. Kumud Narula
3.	“Study of Social Mobility among Teacher’s of Teacher Training Colleges”-	Mr. Naresh Kumar

Some of following teachers are registered for Ph.D and pursuing their researches work as mentioned below:

- **Mrs. Surena Munjal** is registered for **Ph.D in Education** from MM University, Mullana. The topic of her Ph.D is “Effect on Intervention Programme on Language Development of the Children with learning Disabilities”.
- **Mrs. Rajni Dewan** is registered for **Ph.D in Commerce** from Kurukshetra University. The topic of Ph.D is “Impact of Modern Technology on Selected Human Resource Practices: A Study of Public Sector Bank”.
- **Mrs. Rekha** is registered for **Ph.D in Hindi** from Dakshin Bharat Hindi Prachar Sabha. The topic of Ph.D is “Shiksha aur Smaj Parivartan par Mahatma Gandhi Ji ke Vichar: A Study”.

List of Research Projects guided by Faculty

S.No.	Topic	Name of faculty member as Guide at M.Ed. and M.Phil level
1	“Environmental Awareness among teachers of technical and non-technical institutions of district Yamuna Nagar (Haryana)” KUK-Rajvinder Kaur	Dr. Kumud Narula
2	A study of teacher effectiveness of Secondary School Teachers in Haryana Distt. Yamuna Nagar in relation	Dr. Kumud Narula

	to their Attitude towards Teaching. CDL-Amit Gambhir	
3	A comparative Study of level of performance between Government aided and Self Financing Colleges of Education Affiliated to H.P. University, Shimla MP-CDL- Ms. Gagandeep	Dr. Kumud Narula
4	Attitude of pupil-teachers towards introduction of Sex Education at High School level in District Yamuna Nagar MA-KUK-Uma Singh	Dr. Kumud Narula
5	A comparative Study of stress among teachers of private schools and Government Schools: Intervening role of Social Support and hardness CDL-MP- Sunil Dutt	Dr. Kumud Narula
6	Environmental awareness among teachers of B.Ed. Colleges of Education of Yamuna Nagar district KUK-MA- Virender Kumar	Dr. Kumud Narula
7	A study of Teachers job satisfaction in relation to organizational environment of Government/ aided and Private Schools of District Yamuna Nagar VM-MA-Kamaljeet Kaur	Dr. Kumud Narula
8	Population Awareness among the Government teachers serving in Rural and Urban schools of Jalandhar, Punjab KUK-MA-Gursharan Kaur	Dr. Kumud Narula
9	"To Study Anxiety among Urban and Rural Adolescent Girls" KUK-MA-Neha Mehta	Dr. Kumud Narula
10	"The Effect of parent child relationship on the achievement motivation of adolescents KUK-MA- Minakshi	Dr. Kumud Narula
11	"A Study of +2 students in relation to their family environment" KUK-MA-Surinder Kumar	Dr. Kumud Narula
12	"A Study of Academic Motivation of Secondary School Students of Haryana in relation to their certain background variables in Jagadhri Block". KUK-MA-Seema Sharma	Dr. Kumud Narula
13	"The Attitude of College boys and girls of Yamuna Nagar District towards Dowry: A comparative study" CDL-M.Phil- Kulvinder Kaur	Dr. Kumud Narula
14	"A Critical Study of reasons for irregular attendance among girls of High School of Yamuna Nagar" KUK-MA-Ritu Rani	Dr. Kumud Narula
15	"A Study of A.P.J. Abdul Kalam President of India: Thought & Researches. Vinayka Mission – M.A. – Usha Rani".	Ms. Sureena Munjal

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 through its research cell and at individual as well as at the institutional level. The consultancies are being provided by the institution i.e. Innovative practices, Educational Measurement, Quality management and Guidance and Counseling. College provides consultancy services and academic support to the newly established institutes of teacher education. It is an honorary service on innovative and managerial aspects.

Research Cell of this institution provides the consultancy service to the students of Distance Learning Institutions & Universities (DCC) of KUK, MDU, CDLU Sirsa, Periyar, Vinayka Mission and other Universities for M.A (Education), M.Ed. and M.Phil (Education) and guides them for accomplishment of Dissertations, Field Studies and Project Works. At least 50 scholars have completed their dissertation for M.A. (Education) and M.Phil (Education) for the above Universities under the consultancy, guidance and supervision of our "Research Cell."

This institution has linkage and provided consultancy to Vishva Bharti College of Education, Jagadhri, Aashta College of Education, Distt. Yamunanagar and Vijay Memorial College of Education, Mandi (HP) in the field of Research, Academics, Administration & Management. The research center of the college also provides consultancy to college students in the following areas:

- Consultancy in Family adjustment through Women Cell
- Educational and Vocational guidance through Guidance and Counseling cell
- Consultancy in Spiritual Development for inculcation of values.

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.

Yes, our faculty members are competent to undertake consultancy. The areas of competency of the faculty members are:

- Research
- Statistics
- Educational Technology
- Special Education
- Innovative Practices
- Guidance and Counseling.

They provide information on research, consultancy and extension services to various institutions through mutual exchange programmes.

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?

Basically, the consultancy provided by the staff members of the institution either honorary or free of cost. Even if the revenue is generated, the institution allows the concerned person to utilize the same. Every teacher- educator acts as a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit.

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

The consultancy on research and extension service is either honorary or free of cost. So revenue is not generated on the part of institution.

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 local community is benefited by the College's contribution for various extension activities like – Education for all, Adult Education programme, Awareness about environmental problems and health awareness. To provide awareness and exposure to the students through various co-curricular activities, the College has organised a number of activities for the community like Awareness programme on AIDS, Visit to Old Age Home and Orphans Home, Environment Awareness Rally, Visit to Slums

Area in association with Sewa Bharti welfare organization and seminar organized on “Constitutional provisions for Women” on World Women’s day.

In collaboration with Red Cross Society, Yamunanagar, we organised awareness programme on female foeticide titled as “Save Girl Child”.

A Literacy drive for Adults and Labourer’s Children are carried out by the pupil teachers with teacher educators in the slum area with the help of Sewa Bharti (NGO) and Utkarsh (NGO) as well as the Sanitary and Cleanliness awareness among the nearby areas and villages by taking into confidence the Sarpanches and other eminent people of the villages concerned. Tree plantation programme is also organised outside the campus.

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

The institution has benefited from the community in the following manner. The Institution is fortunate enough to receive all kinds of help from the community at the time of its need.

Community participation in institutional development:

- Constant contact with the community via schools has helped in human capacity building of the institution.
- Faculty attended Research training programmes which have helped in understanding the Educational System.
- Experts from diverse fields, through the Alumni were invited to orient student teachers as well as teacher educators on teaching methodology.
- Educational institution conducts campus interviews which helps student teachers to secure placement.

Institution-community networking, institution-school networking:

- Some educationist and prominent people are involved by giving their valuable suggestion for improving infrastructure and instructional facility as well as quality of education system.

- Our pupil teachers arranged various activities, projects and awareness programme during teaching practice in villages and near by area with the help of school teachers and prominent people of concerned area.
- In practice teaching schools the networking provided in the form of guidance, donation of teaching aids and other equipments and materials.

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

For providing community orientation to students we would plan for creating awareness on various social issues, educational rights, civic rights and duties, basic literacy skills, health hygiene in selected villages.

For this, we always motivate and train to the students by inviting experts and organizing various community programmes in collaboration with different organizations as mentioned above.

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 projects relating to the community development in the last five years. That are:

- Female Foeticide titled as "Save Girl Child" awareness programme.
- AIDS awareness programme.
- Environment awareness programme
- Social awareness programme on Cleanliness, Importance of Education, and Female Foeticide in Village Karera Khurd.
- Literacy Drive for Adults and Labourer's Children in slum areas.
- Computer literacy programme in rural areas.
- Planting medicinal plants in the premises of the houses of neighbouring village.
- Placements programme.
- Distribution of Woolen clothes in Old age Home and Visit to Slums areas to teach the children of waste pickers in collaboration with Sewa Bharti.

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

The institution organizes extension lectures every year to the students on the promotional aspects of social and citizenship values and skills. Extension lectures provide a platform to understand various social issues. They further deliver such ideas to the local communities during Social Service Camps, again with monitoring of the mentor staff. This helps in inculcating the social and citizenship values in rural people.

Curricular activities provides a lot of scope for introducing various activities like collaborative learning, co-operative learning which helps the student teachers develop social and citizenship values and skills as it requires a lot of team work and team effort.

Co- curricular activities requires team spirit. Organizing and conducting these activities helps the student teachers in developing values like confidence, belongingness, bondingness, fraternity, tolerance and care for one another and helping each other 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.

The Institution keeps pace with fast growing societal needs and keeps it abreast with the latest information at the National level.

- The Institution has a link with NCTE, a national organization for teacher education for all the latest development in teacher education like curriculum and teachers' development.
- The Institution has also link with "Sewa Bharti" (NGO) and "Utkarsh" (NGO)
- Indian Red Cross Society, Yamuna Nagar (Haryana)
- Association of Indian Universities.
- Study Centre of IGNOU (Proposed).

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

The college strives to establish linkages with international organizations for which our faculty members send e-mails to them.

1. Canadian International Educational Organisation.
R110A,11/F,East Tower, Yangcheng International Commercial Center,
Tiyudong Road, Tianhe District, Guangzhou, Guangdong Province,
PRC, 510620.
www.cieo.com.cn. E-mail:waz@cieo.com.cn (**Oversea Contact: WAZ**)
- 2 Association of Advancement of Computing in Education
AACE, P.O. Box 1545, Chesapeake, VA 23327-1545, USA
www.aace.org. www.citejournal.org. E-mail: info@aace.org
3. The Cambridge Journal of Education (**University of Cambridge**)
www.educ.cam.ac.uk E-mail: amc61@cam.ac.uk
Managing Editor: Anne Chippindale, Faculty of Education
University of Cambridge, 184 Hills Road, Cambridge, CB2 8PQ, UK

These linkages will help the institution to progress in the field of education, research work, training and new technologies in current education scenario.

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

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

1. Curriculum Development

The Curriculum is developed by the University. Therefore, there is no direct influence of the colleges in development of curriculum development process. However recommendations and suggestions were tendered to rectify the problems in revision of B.Ed. Syllabi and forwarded to the Chairperson, Department of Education well before the meeting of Academic Council of the University

2. Teaching

Strong linkages with neighborhood Government and Private affiliated schools are made in organizing practice teaching for student teachers. Experts in education and mutually faculty exchange procedure are called to deliver extension lectures to enhance the knowledge of pupil teachers so that they can understand new methods and skills of teaching.

3. Training

Linkages with various schools helped in understanding of their requirements and problems faced by students and teachers at the school level and in the teaching – learning process. Adequate training for using ICT and Educational Technology in teaching- learning is provided to the students. Pre school teaching practice: Micro, Simulation, Mega and Demonstration then real teaching Internship in schools.

4. Research

The College established Research, Consultancy and Extension Cell to promote research work and provides opportunity to its teacher to participate in various Seminars/ Workshops/ Orientation Programmes regularly. Many research guides, we have linkage with them and we seek their help to find information on particular topic

5. Consultancy

Research Cell of our college provides the consultancy service to the students of Distance Learning Institutions & Universities. Consultancy services are provided for Innovative practices, Educational measurement and Guidance & Counseling.

6. Extension

To provide awareness and exposure to the students through various co-curricular activities, the College has organised a number of activities like Awareness program on AIDS, Visit to Old Age Home, Visit to Slum areas, Literacy drive for Adults and Labourer's Children, Environment Awareness Programme, Sanitary and Cleanliness

awareness, Pulse Polio etc. in association with various welfare organizations like Indian Red Cross Society, Sewa Bharti (NGO) and Utkarsh (NGO).

7. Publication

Faculty members of the Institution published articles in Newsletter & Journals. They also present their paper in National Seminars held at various institutions.

8. Student Placement

The placement cell of the Institution helps the students in seeking teaching jobs in the Private Schools as well as Government Schools.

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

The institution has linkage (institute – school- community networking) with the following government and private affiliated schools which are situated in near by area of the town.

Sr. No.	Name of the Schools
1	Govt. Sr. Sec. School, Bherthal, Distt. Yamuna nagar
2	Govt. Sr. Sec. School, Bhambhol, Distt. Yamuna nagar
3	Govt. Sr. Sec. School, Jagadhri
4	Govt. High School, Gobindpuri Jagadhri
5	Govt. High School, Sasouli Yamuna nagar
6	Govt. Girls Sr. Sec. School, Jagadhri
7	Govt. High School, Kalanour, Distt. Yamunanagar
8	Shivalik Sen. Sec. School, Sabapur, Distt. Yamunanagar
9	Dyal Singh Public School, Jagadhri
10	Indian Public School, Jagadhri
11	Govt. Sr. Sec. School, Camp Yamuna nagar.
12	Govt. Sr. Sec. School, Model Colony Yamuna Nagar.
13	Govt. Sr. Sec. School, Workshop Jagadhri.
14	Surindra Public School, Yamunanagar
15	Spring Dales Public School, Ambala Road, Jagadhri
16	Parshu Ram Sr. Sec. School, Bilaspur Road Jagadhari.
17	Deshmesh Sr. Sec. School, Near Khalsa College YNR.
18	Maharishi Vidya Mandir, Jagadhri
19	Govt. Sr. Sec. School, Camp Yamuna nagar.
20	Vivekanand Sen. Sec. School, Thapar Colony, Yamunanagar
21	Suryodhya Vidya Mandir, Bhambholi
22	Anand Public School, Yamunanagar

The institution established good linkage with these schools to conduct teaching practice. The teaching practice for our pupil teachers are conducted in these government and private affiliated schools. Mentor teacher also remains in continuous touch with head of the school, school teachers and pupil teachers. They often interact with the school and the community in the context of the issues and problems faced by them. During teaching practice programme bondage of love and affection has been established between the college and these schools. The student teachers gift teaching aids to these schools. They also organize various curricular and co-curricular activities in teacher practice schools and write a report on school. At the end of the teaching practice programme, feedback is obtained from the head of the schools. On the other hand the school intimates the requirement for the teachers which helps the college in placement of its students. Out of last three batches passed out as many as twenty five students of our college has been appointed as teachers in the various schools. These schools seek assistance from the college and its faculty members in programmes of teacher training & educational improvement.

Besides, the college has made link with Govt. bodies in dealing with school sector.

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

Yes, our faculty is actively engaged in schools and with teacher and other school personnel. They help the schools, teachers and other school personnel to design, deliver and evaluate practice teaching. All our faculty members are actively associated with different schools. Faculty members prepare teaching schedule with the help of school teachers. Before the school based practice teaching, the faculty and student teachers interact with the school personnel to check out the activities to be carried out during practice teaching. At the time of practice teaching of our student teachers, our faculty remains present at the respective school to supervise the performance of the student teachers. Even the practice teaching is evaluated by the teachers of the respective school and feedback is given on their performance. The feedback helps in improving the performance of student teachers.

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

The faculty members of our college are actively collaborating with various schools, other institutions and university faculty for augmenting Teaching-learning activities. We conduct programmes for faculty exchange and extension lectures by the expert teachers and professor of different colleges. With the help of these programmes our faculty members exchange the knowledge and share ideas in order to promote the research ideas at grass root level.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

The major measures adopted by the institution to enhance the Quality research, Consultancy and extension activities during the last five years are:

- Faculty and students are encouraged to participate in seminars, conferences and workshops.
- Presentation of papers in seminars, conferences and workshops by the faculty members and student teachers are encouraged.
- Provision of library and internet facilities for reference.
- Introducing value added courses.
- Publishing best Research papers in various journals.
- Research and Consultancy services are provided to our students and scholars free of cost.
- Feed back Performa for students, teachers and supporting staff.

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

Innovations/ Good practices in Research:

1. This institution has established Research, Consultancy and Extension Cell consisting senior teachers and Principal.

2. This institution tries its best to motivate the teachers to take up research in education and related areas to keep abreast of the current knowledge and development in the field of Teacher Education
3. Faculty members of this institution present their papers in National Seminar and Internal seminars.
4. Many research guides, we have linkage with them and we seek their help to find information on particular topic.
5. Different books and journals reviews on latest publications by teachers and students as an encouraging practice for developing reading habits in the students.
6. Regular Action Research programme carried out by the teachers and pupil teachers on different types of teaching- learning related problems.

Innovations/ Good practices in Consultancy:

1. The institution has established Research cell for providing consultancy for the PG students of DDE of various universities.
2. This institution provides consultancy services for Education colleges of Haryana and other state.
3. The institution has Guidance and Counseling as well as placement cell to provide necessary support and consultancy to our students and alumni.

Innovations/ Good practices in Extension:

1. The pupil teachers organized various awareness and Environmental activities and rallies on different social issues in teaching practice schools and in near by area with the help of their supervisor and school teachers.
2. The institution has organised various community oriented activities for the community with the help of NGO, GO, social welfare organization and prominent people of the society like awareness program on AIDS, visit to Old Age Home, Literacy drive for Adults and Labourer's Children Environment awareness programme, sanitary and cleanliness awareness, Pulse Polio in association with various welfare organizations.

CRITERIA 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 physical infrastructure as per the norms laid down by NCTE as well as by the Kurukshetra University. There are sufficient funds invested to meet the expenses for developing the infrastructure. The college has adequate number of classrooms, laboratories and well stocked library to run educational programmes efficiently. The college campus is well connected with transport network.

Physical infrastructure and facilities are inspected by the experts of KUK and the govt. of Haryana every year. The infrastructural facilities which are provided by the institution are given below:

Infrastructure required as per norms of NCTE for an intake of 100 seats	Institution's position according to intake of 200 seats
The institution shall possess 2500 sq. mts land area for the initial intake of one hundred students out of which 1500 sq. mts shall be the built up area and the remaining space for lawns, playfields etc. For an additional intake of one hundred students or part there of it shall possess additional built up area of 500 sq mts.	Institution has total Land = 1.2 acre i.e. 4856 Sq. m Built up area = 2208 Sq.m
Two Classrooms	Institution has five numbers of classrooms with sufficient furniture. All the room are well ventilated and fitted with fans and lighting facilities etc.
Multi-purpose hall and seminar room	On the ground floor, the College has Multipurpose Hall.

	These are fully furnished, airy, ventilated, fitted with fans and proper lighting facility etc.
Library	The college building has well stocked library on first floor with 920 sq. feet area. The library has sufficient number of books.
Laboratories =03	In the college proper emphasis is given to all aspects of student development. The college has followings Labs : (1). ICT/ET Lab (2) Psychology Lab (3) Science and Mathematics Lab (4) Language Lab (5) Home Science Lab (6) Music Room
Art and Craft Resource room and Music room.	The college has separate room for Art and Craft Resource room and Music room having 280 Sq.ft. and 228 Sq. ft area respectively on first floor of the building.
Health and Physical Resource Room	The college has a Health and Physical resource room having 250 Sq. ft. area at ground floor of the building.
Room for the Principal, Visitor Room and Administrative Office.	There are Principal office and Visitor room and one Administrative Office room is on the first floor. The rooms have 380 Sq.ft. and 290 Sq. ft. area respectively.
Staff room	There is staff room situated on the first floor with washroom facility.
Common room for boys and Girl's separately	There is a separate common room for boys and girls on the first floor of the building.
Store rooms	The College has two stores at ground floor to keep sundry articles and damaged obsolete items.

	Other one store room has been provided on the first floor of the building for the storage of sessional works.																
Multipurpose playfields for outdoor games and sports facility.	The College has a playground and sufficient indoor and outdoor sports equipments. <table border="1"> <thead> <tr> <th>Number of Playgrounds</th> <th>Length in meter</th> <th>Breadth in meter</th> <th>Area in sq. mtr.</th> </tr> </thead> <tbody> <tr> <td>Volley Ball</td> <td>18</td> <td>9</td> <td>162</td> </tr> <tr> <td>Badminton (Indoor)</td> <td>13.53</td> <td>6.15</td> <td>83.20</td> </tr> <tr> <td>Kho-Kho & Kabbadi</td> <td>19</td> <td>16</td> <td>304</td> </tr> </tbody> </table>	Number of Playgrounds	Length in meter	Breadth in meter	Area in sq. mtr.	Volley Ball	18	9	162	Badminton (Indoor)	13.53	6.15	83.20	Kho-Kho & Kabbadi	19	16	304
Number of Playgrounds	Length in meter	Breadth in meter	Area in sq. mtr.														
Volley Ball	18	9	162														
Badminton (Indoor)	13.53	6.15	83.20														
Kho-Kho & Kabbadi	19	16	304														
Canteen	The college has canteen in the campus.																
Separate Toilet facility for Boys and Girls	The college building has 3 boy's toilets with 9 urinals 4 seats and 3 girl's toilets with 8 seats.																
Parking Space	In the college campus sufficient open space is there for parking facility.																
Safeguard against fire hazard	The college has five fire extinguishers having capacity of five kg each are placed at strategic locations of the building.																
Safe drinking water	Aqua guards installed on water cooler with drinking water outlets.																
Residential Quarters	The college has provided free accommodation to IV-Class employees.																

Amount Invested for developing the infrastructure as per attached audited Balance Sheets and Income and Expenditure account.

Master plan of the Building is annexed with this report.

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

The College is presently functional from a leased premise (long term lease - over 20 years) which has sufficient underutilized space. The Trust (running the College) is also contemplating to get the Trust owning this building merged within their own Trust so that in case of any requirement of that quantum, additions to

the existing building structures can be carried out. Incidentally, as a goal towards long term planning, the Trust have already acquired land measuring three acres (about 15000 sq. yds.) on the out skirts of the main city Jagadhri (hardly 3 K.M. from main bus stand and the existing building) and in a recent Haryana Govt. notification the entire area of this land has now been converged into the municipal corporation Jagadhri and as such the CLU (change of land use) permission is no more required. Accordingly the Trust can any day decide on construction of a large campus to accommodate 2/3 institutions. In this way, the college is on a highly sound footing as far as the future infrastructural augmentation is concerned.

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

The College has following infrastructure facilities for co-curricular activities and extra curricular activities including games and sports. Some of these are listed as under:

1. Well equipped ICT/ET Lab
2. Multipurpose Hall
3. Science/Maths Lab
4. Home Science Lab
5. Art and Craft Resource Room
6. Music Room
7. Herbal Garden
8. Educational tours are organized to widen the educational vision of the students.
9. Open play field for volley ball, badminton, Kho-Kho and Kabadi.
10. Indoor games such as table tennis, carom board and chess.
11. Other Facilities: VCD player, CD's of educational films and Television are available in ET lab. LCD & OHP projector, Slide projector are used for showing educational films.

The institution has the facilities required for co-curricular activities, extra-curricular activities and overall development of the personality of the student teachers. Multipurpose Hall equipped with lighting and fans with sound & projection systems

which are used for curricular activities and for the various intra and inter college competitions. Whenever any large scale function is to be arranged, the college uses LCD projector and Public Address System having that. The College maintains its own Public Address System, recording facilities, cultural activity CDs etc.

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.

The institution believes in optimum utilization of its resources. At present there is only one programme (B.Ed.) running by the institution and all the infrastructure is used for B.Ed programme only. Premises are shared by various schools to conduct campus interviews for our student teachers. The College usually shares its infrastructure with other institutions from time to time as and when required for holding District and State level Workshops, Seminars and Talks. Besides this, we are ready to share our premises and infrastructural facilities with govt. and non-govt institutions for conduction of various special programme as such creation of study centre of IGNOU and directorate of distance education of various universities, various public programme arranged by local administration. Thus, we ensure the optimal use of resources and sharing of infrastructural facilities with other institutions.

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, wash room facilities for men and women, canteen, health center, etc.)

The institution takes proper care of the sanitation and health and hygiene of the staff and students. For this purpose, following arrangements has been made by the institution.

- For health point of view, the college has Health and Physical Resource Room having doctor on call, First-Aid facility and other medical equipment for the staff and students.
- The institution building provides staff room, wash room for staff and separate wash rooms for girls and boys with proper cleanliness. Toilet soaps, Phenyls balls are there to maintain hygienic condition.

- The institution has a common Canteen facility to cater the needs of students and staff in the campus. It is a neat and clean place for serving and seating. Canteen is kept hygienic and equipped with all the required equipment like refrigerator, and microwave oven etc.
- Proper arrangement of safe drinking water is also there by installing Aqua guards and Water Cooler.
- First Aid Camps are organized by the college for students regularly. Dental Check-Up Camp is organized for staff and students in collaboration with Yamuna Dental College, Yamuna Nagar.
- The College has a doctor who attends the students and staff in case of any illness or any emergency.
- Every year health check up camp is arranged for both staff and students.

4.1.6 Is there any hostel facility for students?

The College is situated in the heart of city and the maximum students come from local area so they no need to have hostel facility and the students who belong to other cities /states, they make own arrangements. Although, we arrange private accommodation for other state students if they so desire.

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 Building, Laboratories, Furniture, Equipments, Computers and Transport?

- **Building**
- **Laboratories**
- **Furniture**
- **Equipments**
- **Computers**
- **Transport/Vehicle**

The College was established in 2007-08 and spent funds on infrastructural and their repair and maintenance. Record of expenditure for last six years is given as under:

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 (Provisional Pre audit)
Building	178500.00	362452.00 (Rent)	396000.00 (Rent)	372000.00	372000.00 (Rent) 1519250.70 (Building Renovation exp.)	372000.00 (Rent) 762566.00 (Building Renovation exp.)
Laboratories	36168.00	33579.00 (2007-08) Ope. Bal.	18500.00 (Psycho. Test)	--	--	16194.00
Furniture	641072.00	569898.00	115688.00	63570.00	40341.00	171762.00
Equipments	35250.00 (Electric equipment) 25465.00 (Water cooler and water purifier) 3692.00 (Sports Article)	16640.00 (Electric equipments) 10950.00 (Blackboard)	32450.00 (Electric Equipments) 37968.00 (LCD Projector) 5800.00 (Fax machine) 27690.00 (Water cooler and water purifier)	17080.00 (electric equipment) 29200.00 (invertors) 79500.00 (A.C)	30540.00 (electric equipment) 8700.00 (Blackboard) 5800.00 (T.V.)	7904.00 (Electric Equipments) 28500.00 (A.C)
Computers	250754.00	4750.00	143415.00	29000.00	----	252180.00
Transport	Nil	Nil	Nil	Nil	Nil	Nil
Library	320643.00	95718.00	8853.00	275495.00	190908.00	164026.00
Repair & Maintenance	57701.00	163084.00	245298.00	248139.00	20214.00	38831.00

From the above it will be clearly assessed that the college is active to completely maintain and up-grade various facilities to keep these in an excellent conditions to impart quality education to the students. Notwithstanding any budgeted levels, the management is quite responsive and encouraging the college executives to spend whatsoever amount is actually needed to maintain the infrastructure of the college in a perfect order.

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

The infrastructure facilities established in the College are kept open for the students and faculty members during working hours and extended hours whenever required. Throughout the session each and every room is used for one activity or the other. Multi purpose hall is used for various competitions and special lectures and for holding function, examination of the college and universities. ICT/ET Labs and other rooms are used by teachers to take special classes involving use of special electronic equipment i.e. LCD projector and computers and internet facility. As such the available infrastructure is optimally utilized. The management ensures smooth and regular functioning of the college so the entire infrastructure of the college continued to remain in effective use. Above all, Maintenance Committee ensures that the available infrastructure should be used properly and optimally.

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

The College considers the environmental issues associated with the infrastructure as we maintaining a beautiful and grassy lawn and herbal garden. There are ventilated class rooms and well-furnished offices, ventilated labs and library with essential apparatus. There are many trees like Bottle Palm, Pippal, Ashoka, Mango, Guava and many more plantations for providing fresh air.

Also in keeping with the concern of maintaining the quality of the environment, an Eco-club has been set up in the college. The college helps in bring out a qualitative and quantitative improvement in the use of resources such as re- use of rough paper. Many activities organized around on environment theme.

All rooms when not in use are kept under lock and key to reduce electricity consumption. Each room is well ventilated, requiring no lights to be used. Plantation and beautification of the camps are ensured during work experience.

4.3 LIBRARIES AS A LEARNING RESOURCE

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

Yes, the institution has a qualified librarian and sufficient technical staff to support the library. The college library has computers and photocopy facility as well. There is a corner for stocking and cataloging of new books.

List of Staff

S. No.	Name	Designation	Qualification
1.	Mr. Ranjit	Librarian	M.Lib., M.A
2.	Mr. Vikesh Kumar	Asstt. Librarian	B.Lib, B.A
3.	Ms. Renu	Library Attendant	Matriculation

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 college library is enriched with 7606 books having about 1035 titles. Reference books, Educational Journal and magazine are also available in the library. Audio visual teaching learning resources are available to the students as per requirement of their teaching subjects. Internet access is also available in the library.

Text books	-	6325
Other (NCERT)	-	602
Dictionaries	-	60
Encyclopedia	-	57
Reference books	-	481
Religious books	-	11
Biography	-	19
Novels & Stories	-	37
General books	-	14
Total books	-	7606
Journals	-	10
Magazines	-	6
Newspapers	-	7

Educational CDs	-	15
Computer	-	03
Internet Access	-	Yes

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

Yes the institution has in place, a mechanism to systematically review the various library resources for adequate access, relevance etc. The College has a Library Advisory Committee.

Composition of Library Advisory Committee: The Committee includes Principal as its Chairman, Librarian as its Member Secretary and three senior lecturers as its members. The Library committee takes decisions regarding the maintenance, optimal utilization and extension of the library and its services. A suggestion box is also kept there to invite further suggestions from the students.

To achieve this aim, it performs following functions:

- Members of committee request the teachers to give detailed lists of educational and other books for the library. Every year new books and journals are added in order to enrich the library with latest reading material
- The meeting of the committee held at least twice in an academic session
- Selecting the Titles of different subjects related to B.Ed. syllabus from the lists of publishers and forwarding the list of selected titles to them to place order for purchasing of books.
- Checking the documents of library.
- Monitoring the functioning of the library.
- Arranging library period in the B.Ed. time table for the students.
- Suggestion to librarian for better utilization of library resources.
- Feed back on functioning of library

There is Book-Bank in the college library for needy and deserving students. Book-Bank is maintained with the active cooperation of students and teachers of the college.

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

Yes, the college library is computerized and has internet facility, available both for students and teachers. Computerized system is used to issue and receipts of books, maintaining records as well as for stock verification. Different reports are generated through the use of computers and orders can be placed for short and new books.

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 college library has Computer, Internet and Reprographic facilities. Computer, Scanner, Internet access and computerized system is there. These facilities are available both to the staff and the students and the same facility is also available in the computer laboratory. Staff and students use this facility in the computer lab also. On an average, 40 students and 9 teachers use library resources daily. Staff can access the library books.

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

No, the college does not make use of Inflibnet/Delnet/IUC facilities.

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

The library is open on all working days including Sunday and Examination days.

TIMINGS OF THE LIBRARY

- Working days - Throughout the year except gazetted holiday
- Working hours - 08 hours per day (8: 30 to 4: 30 P.M)
- During Holiday (Sunday) - 02 hours (10: 00 to 12: P.M)

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

A list of new arrivals is displayed on the library notice board and circulated among the teachers so that they become aware and can intimate to the students about the new arrivals available in the library. It may become convenient to know about the

new arrivals, books are kept in transparent glass fitted almirahs openly and easily visible to all and the journals and magazine are also displayed properly.

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 college library has a book bank. Needy and deserving students are provided books. Book bank is maintained with the kind cooperation of students and teachers. They are encouraged to donate their personal books.

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

Till today, no visually and physically challenged person has been admitted in the college by the centralized counseling university and whenever such students will be admitted, the college has provision to provide special facilities to them such as books are kept in resource room which is at the ground floor, providing wheel chair, large printed material and magnifier for visually challenged.

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 institutions ensure the optimum use of the facility.

The institution has proper ICT facilities in well equipped ICT/ET lab having 40 computer terminals networked through LAN. Each and every computer in the institution has internet connectivity and access.

ICT lab has LCD Projector and Overhead Projectors, Slide Projector, Audio Equipment, a VCD player and Television, educational CD and such other equipments which are often used in the teaching -learning process. Software in the form of CDs related to information and communication technology, CDs for PPT and other packages for effective teaching is available.

Access of internet is available for all the students for learning through ICT enabled technology. Internet can be used to get ideas & knowledge related with subjects. This helps them to prepare their presentations, lesson plans and projects etc.

Proper attention is paid to the use of ICT in the curriculum. Entire staff of the college is computer proficient. Workshops, Seminars and training sessions are organized from time to time to enhance and update the knowledge of the staff about computers. Adequate time is given for computer education and computer applications in the college time table.

Training is given in preparing power point presentations and the use of MS office, other application and surfing the internet to get vast pool of information. The students are trained in the basic uses of package such as PowerPoint, Word and Excel as these are used as per the syllabus during their simulated lessons, practice teaching and also for data analysis of their Action Research.

Besides this, internet facility is also available in the Principal's office, administrative office and the library which is accessible by the teacher educators.

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

Yes, there is a paper in theory part under paper-V A (Information Communication and Educational Technology) and paper VIII A (ICT enabled Practical/Projects) in practical part of B.Ed. syllabus as compulsory subject for imparting computer education, training and skill to all the students. The college has a fully furnished ICT/ET Lab, with all the equipment and computers having internet facility access on each system. All the students of the college are permitted to use this lab during working hours of the college and. Basics knowledge and training are provided for computer application, internet operation and other application which are used as per the syllabus.

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 College incorporates and makes use of the new technology in the curriculum transaction process at the college itself as well as in the practice teaching schools. The College uses innovative technologies to a very great extent, computers, LCD projector, Slide and OHP projector, which are used by the teacher educators as well as student teachers during the lectures, workshops and seminar presentations. The

college has 40 computer terminals in the ICT/ET lab all are connected with internet access for use of all the students and teachers. Training for the use of ICT enabled technology is provided to teachers and students and lesson materials are prepared in the form of CDs. The lectures are delivered through power point presentation and OHP. Teachers prepare their study material for students. Latest information relating to teaching-learning can be downloaded from the web and provided to the students.

4.4.4 What are the 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 in which the student teachers use/adopt technology in practice teaching are:

- In classroom transaction student teachers use the power point presentation and give lesson using this technique. Student teachers also use LCD and OHP projectors and Slide projectors for delivering their lessons to the peers during microteaching and to the pupils while real teaching is practiced.
- In the preparation of lesson plans the student teachers are encouraged to refer educational websites for reference in terms of the content as well as in the use of innovations that they may come across.
- Proper attention is paid to the use of ICT in the curriculum. Student teachers download information from the computer using internet facility. Teaching aids in the form of pictures, etc are downloaded from the internet.
- The student teachers are motivated, encouraged and trained for use of modern technology for practice teaching.

4.5 OTHER FACILITIES

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

The instructional and infrastructure facilities established in the college and are kept open for the students and faculty members during working hours and also extended

hours whenever required. The college ensures that the instructional infrastructural facilities are optimally used. All the students and staff of the college use each and every resource of infrastructure optimally. Laboratories, Library, Sports facilities, Canteen etc. are optimally used during the college hours. All students are encouraged to visit educational websites using internet facility for reference any time when they are free.

Further the College shares its infrastructure with others in following ways:

- The College usually shares its infrastructure with other institutions from time to time and as and when required.
- Facilities are also provided for holding District and State level Workshops, Seminars, Talks and Conferences.
- Laboratories are used by other institutions students and teachers as well.
- Teaching aids prepared by the pupil-teachers of this college, are gifted to the practice teaching schools.

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

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

- Teaching Aids , Charts and Maps
- LCD Projector and CDs for Power Point Presentations
- Tape-recorders/ CD player, Television
- Slide Projector, OHP Projector and Transparencies
- Educational CD's, Audio, Video Cassettes

The student-teachers encouraged for maximum utilization of the audio-visual materials during simulated and practice teaching lessons. A number of Intelligence, Creativity, Personality and aptitude tests are available in Psychology Lab. The student-teachers can use the facilities/equipment, which are available in ICT/ET Laboratory of the college, during seminars, micro teaching and real teaching (if not available in schools).

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

The following various laboratories are available with the institution for demonstration and conducting experiments. List of Laboratories is given below:

ICT/ET LAB.:

The college has well equipped ICT/ET lab with 40 computers and internet access, LCD Projector, Slide projector, Overhead Projectors, Audio Equipment, a VCD player and Television and such other equipments which are often used in the teaching -learning process. Access of internet is available for all the students for learning through ICT enabled technology. Internet can be used to get ideas & knowledge related with subjects. This helps them to prepare their presentations, dissertations and projects. The laboratory is also equipped with Scanning and Printing facilities.

SCIENCE/MATHS LAB.:

The College has well equipped Science/Maths lab. for experimentation & demonstration of the scientific and mathematical activities. The various apparatus, chemical, experiments, charts and model are available in the lab. Various experiments are done, models & charts are prepared by the students. Student teachers do these experiments and take out these models & charts and other material and demonstrate scientific and mathematical activities during teaching practice effectively at schools.

PSYCHOLOGY LAB.:

Psychology Laboratory is available in the College. Students in lab are trained to read the psychology of the person before imparting the education to them. It has various apparatus, transparencies and CD's including the **Intelligence Tests, Aptitude tests, Creativity Test, Personality Scales, Attitude tests and Interest Inventories, Bell adjustment Test, DPA Test, 16 PF** which are related to various aspects of human development and teaching learning process for conducting psychology experiments included in the B.Ed. Syllabus.

LANGUAGE LAB.:

The college has well equipped language lab fitted with all equipments and other accessories. The lab has been specially designed in order to develop the appropriate language skills in the student teachers. The special emphasis is given to develop linguistic skills among students.

ART AND CRAFT RESOURCE ROOM:

The college has a well equipped art & craft resource centre. There students gain knowledge about different types of arts like drawing and painting, clay modeling, preparation of models and charts, waste material management etc.

MUSIC ROOM:

Keeping in view the all round development of the students there is a music room with necessary musical instruments in the college. Students have practice in different aspects of music

Proper emphasis is given to the use of laboratories in time table. Every laboratory is managed by a lecturer, who looks after the maintenance of the equipment. He/She ensures the optimum and careful use of equipment of laboratories as well as takes care of the requirements of the labs.

For the maintenance of equipments for laboratories, a maintenance committee is formed in the college. Purchasing of equipment, a purchase committee has been formed also in which decisions regarding purchase of needed articles are taken with the help of management committee.

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

- The College has a multi purpose hall having sitting capacity of about 250 students for conducting cultural and co-curricular activities. The hall is much ventilated with proper lighting arrangements, furniture and fixtures and other audio-video facilities.
- The college has Sports, Music, Art and Craft Room with all required instruments, equipment and material etc.
- Car is available as transport facility for the Principal and staff members.

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, all the class rooms are well ventilated and airy. Desk, benches and lecture stands are there. Fans and lights have been installed in all the rooms. Green boards, White boards are fitted in all the class rooms and dust free chalk available there for the teachers. Classrooms of the College are constructed in such a way that all the latest technologies can be used as per to the requirements and needs. The College has plans to convert traditional classrooms into smart classrooms in near future.

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 institution, including the user of technology?

The faculty seeks to model and reflect best practices in the diversity of instruction by using LCD, Slide and OHP projectors etc during curriculum transaction. Faculty members are encouraged to maximum use of innovative methods to enhance the teaching learning process through Classroom discussions, question answer sessions. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. The different methodologies used in the teaching learning process helps in reflecting the performances of the Teacher Educators. The subscriptions to On- Line Journals have further enhanced the instructional programme. The faculty optimally uses library resources and ICT facilities that are main best practices of the College.

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

The following innovative practices related to the use of ICT which contribute to quality enhancement are given as under:

- Preparation and use of power point presentation in the class room.
- Making lesson plan through computer.
- Development and regular updating of college website.

- Preparation and use of slides.
- Collecting information about uses of new educational technologies in present scenario of education system through internet.
- Teaching through LCD, power point presentation, OHP and slide projector.
- Students also use ICT during teaching practice classes in schools.

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

The following best Practice in 'Infrastructure and Learning Resources' are:

- Computer lab with internet facility
- Well equipped Science/Maths lab
- Well equipped Psychology and Language lab
- Training to promote e-resource and ICT
- LCD, Overhead and Slide projector
- Library with internet access and online journal subscription.
- The College has plans to convert traditional classrooms into smart classrooms in near future.

CRITERIA V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

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

The student's preparedness for the programme begins right from when students come for inquiry for admission to B.Ed programme. The admission process involves the online registration through the University. Students are selected on merit basis. The list of selected students is finalized by the university and college allowed them for getting admission as per the instructions of the university. In the beginning of the session, Orientation programmes are held for the admitted students to acquaint them to the personal and professional qualities required for the successful completion of the course.

In order to access and enhance the professional competency and confidence of student teachers the college organizes many competitions and programme like preparation of teaching aids and handling of equipments, chart making competition, quiz, debate, writing competition, chalk board writing, best out of waste, pot painting etc. time to time every year. Furthermore students are sent to various colleges for participation in competition like skill-in-teaching and model making etc. for their preparation for teaching.

The college organizes training programme of micro teaching, simulated teaching and real teaching in which student are sent for teaching in real situation in various schools. There also the students are encouraged to participate in various activities of the school like organization of quiz competition, conduction of morning assembly, preparation of school records and maintaining discipline etc. They also find the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor teachers) and school staff. Remarks and feedback given by the teacher educators, peers and school staff help them to refine and enhance their teaching quality.

Lectures are organized time to time on innovative methods of teaching, ICT, personality development and other education related topics throughout the year. These are delivered by experts in the field of education and the college faculty.

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

The campus environment promotes motivation, satisfaction and development and performance of the students as it take care of the student's needs.

For motivation of the students, the college motivates the students by giving certificate for participation and merit in the various activities, prizes for holding prominent positions first, second, third and consolation. Trophies for group activities and medals for sport meet etc. Further some financial help in the form of cash prizes and concession of fee is also provided by the management. Students achieving positions have their names displayed on honor board to motivate the students. Faculty members also motivate the students for their best performance.

For satisfaction, the college encouraged the students by awarding grades, numbers, good remarks and praise of their work etc. when their work is highlighted or they are nominated or praised in front of all the students they get mental satisfaction.

For the development of the following various aspects of the students the college organise the following programmes:

- Confidence Development: Orientation Programmes, Communication Skill and Personality Development Programmes, Assigning duties to the students to conduct the different activities of the college, Motivate to participate in Seminars, workshop competitions etc. Action Research, Pre-practice and Real Teaching Practice programmes.
- Physical Development: Yoga and mediation programme. Sports Meet and Games Period.
- Moral Development: Morning assembly and Extension lectures on

Value based education.

- Social Development: Celebration of various functions like Diwali, Lohri, Makar Sakranti, Basant Panchami and visit to historical places etc.
- Intellectual Development: Quiz, Debate, Symposium, Creative writing, personality development etc.
- Cultural Development: Organization of various cultural and co-curricular activities.
- Vocational Development: Extension lecturers by experts time to time.
- Campus Placement: Organization of placement programme

For the performance improvement of the students, the college conducts teaching programmes like Micro teaching, simulated teaching and Real Teaching and academic evaluation for Unit Tests, Seminars, Assignment, Projects, and House Exams etc. We provide ample opportunities to the student teachers for maximum uses of ICT enabled technologies and work experience in teaching and learning process.

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

Session	Admitted Students	Appeared in Exam	Gender wise drop out Students		Total drop out students
			Male	Female	
2007-08	100	100	Nil	Nil	Nil
2008-09	200	200	Nil	Nil	Nil
2009-10	200	198	01	01	02
2010-11	200	194	02	04	06
2011-12	136	134	Nil	02	02

In the first session 2007-08 and second session 2008-09 there in no drop out case and after that in the session 2009-2010, 2010-11 and 2011-12 the students could not appear in final examination due to their medical, family problems, admission in other

courses and selected in govt. job etc. The college has adopted a well set mechanism for controlling dropout which is as under:

- The College formed the Guidance and Counseling Cell which helps the students in solving their educational, emotional as well as professional problems. The environment in the college is very congenial, healthy and democratic and is always student centered.
- To avoid drop out due to financial reason college provides facilities of fees payment in installments, concession in fee to needy and sincere students, book bank and other facilities to help the needy students to continue their studies.
- The teaching in the college is student friendly. All efforts are made to adopt the interactive method of teaching. In certain special cases, the principal also intervenes to find the solutions.

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

The institution encourages and provides support in helping the student teachers for jobs and motivating them to pursue higher education. There is a Placement Cell, which helps the students in seeking jobs. Experts in the field of latest trends in education are invited to give valuable inputs to student teachers. Further value added programmes are initiated to help them, develop their competencies through personality development programmes, life skills programmes, communication skills, computer skills programmse, research skills and career development programmes respectively.

Many students have stepped into Higher Education and got jobs in government and private schools after completing course. Some of them students are:

No. of Students qualified NET/SLET	No. of Students cleared CTET/HTET/UPTET	No. of Students got job in government sector	No. of Students got job in Private sectors
05	95	13	137

The college has sought information about various achievements from 350 old students. The college received telephonic replies from 250 students. On the basis of these replies above information has been prepared.

5.1.5 What percentage of the students on an average go for further studied/choose teaching as a career? Give detail for the last three year.

Many students choose PG courses such as M.Ed. or M.A. (Education) after successfully completing B.Ed. It is estimated that around 40% of the students pursue higher studies. On the basis of informal information, it seems that most of the students join as a teacher in private schools and side by side they also pursue their studies through distance education mode or in private capacity. As the employment is concerned at least 60% of the students they manage to get jobs in government and private schools or in their own areas.

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 teacher after graduating from the institution? If yes give details on the same.

The students and the alumni can easily access the library after leaving the college. They can easily get the library resources like books, encyclopedias, reference books, field work, internet facility and computers are also easily accessible to the old students by the permission of principal. They are also provided help in pursue their research work/higher study by the Research, Consultancy and Extension cell of the institution. They can easily get on the college website www.snce.net.in. for post their view. Student's corner is developed on the college website for the student to post their suggestions online. A wall magazine is also there for providing information time to time to students and alumni.

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

Yes, the College provides placement services through the Placement Cell. The Placement Cell co-ordinates with different educational institutions and try to

provide placement for students. The Cell works towards bridging the gap between the requirements in various schools and the career aspirations of the students. The cell also provides personal support and counseling in doing jobs in reputed schools. Personal guidance is given to the student teachers to facilitate them to take up the most fitting job offers and a number of educational institutions were invited for Campus placement and interviews. The students are provided maximum help in preparing for various competitive exams and teacher eligibility tests during their studies and when they eligible to apply. The different advertisements that appear in the employment news and other different news papers are regularly displayed on the college notice board.

About 56 students are benefited through the placement cell of this college by getting jobs in various educational institutions in the last two years.

5.1.8 What are the difficulties faced by the placement cell? How does the institution over come these difficulties?

Placement cell of the institution face a lot of problems as such non availability of the posts in government sectors, offering of less salary by the private institutions, problem of exploitation in private sectors, less interest of students to join on low salary in private institution.

To overcome these problems institution is generally provides guidance and motivation to the students time to time to join on low salary to enhance their professional skills. They are also encouraged to increase their professional qualifications and prepare themselves for various competitions side by side and wait for better opportunities.

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

The Placement Cell of this college always remains in touch with practice teaching schools and other schools. The cell arranges campus visits by the practice teaching schools to conduct interviews and select candidates as per their requirements. Schools other than our practice teaching schools also come for campus interviews. Some of the students got the placement through the recommendations of the faculty

of the institution in practice teaching schools considering the performance of the student teacher.

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

The Placement Cell comprises of Co-ordinator and two teacher educators who manage its operation efficiently with co-ordination of all the staff members and under the guidance of the Principal. This cell is provided the facility to use the college telephone, stationery, photocopy, computer with internet connection, fax, e-mail and scanner facility, postage facility is made available to them. For the financial help the institution provide maintenance charges when needed. For the campus orientation and interviews the institution provides resources like hall for testing and conducting interviews, ICT facilities for orientation sessions, refreshments and stationery to the schools.

5.2 STUDENT SUPPORT

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

An academic calendar is framed in the beginning of each academic year with tentative dates for the planning of curricular, co-curricular and extra curricular programmes with the discussion of staff council to achieve the objectives and effective implementation of the curriculum. The academic calendar can be viewed on the website, as a result the stakeholders get an overview about the various activities to be conducted. The various subject papers, curricular and co-curricular activities are judiciously distributed among the teacher educators. Various portfolios are allotted in the presence of all the staff members in advance before the commencement of the academic year to ensure proper planning and smooth execution of the college activities.

Staff meetings are held to discuss and ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective roles in

the various activities. This helps to review and find lacunae if any, which enables every teacher educator to find suitable solutions. This further helps in achieving the objectives and implementing the curriculum effectively.

Curricular, Co-curricular and extra curricular activities:

In the beginning of every session the committee develops a academic calendar and identify areas of programme e.g. Micro teaching, Simulated teaching and Teaching Practice Internship programme, Unit tests, House Examination, internal viva-voce, various cultural activities, extension lecturers, seminars, celebrations of national and international days, talent hunt and annual function, games and sports, athletic meet, social service camp, first aid and home nursing training camp, legal awareness, environment awareness programme, NSS camp, debates, quiz and yoga etc.

Evaluation: Evaluation of various activities, house examinations, seminars, internal viva-voce, unit tests, observation by the faculty etc, are organized. For effective implementation of the planning circulars as well as notices are issued, meetings are held by the staff members for the execution of all above mentioned activities and for smooth functioning of each and every activity the various committees are established by the institution as mentioned below.

Admission Committee, Academic Calendar Committee, Library Advisory Committee, Time Table Committee, Examination Committee, Cultural & Co-Curricular Committee, Campus Beautification and Maintenance Committee, Sports Committee, Hospitality Committee, Complaint/Grievances and Redressal Cell, Purchasing Committee, Scholarship Committee, Educational Tour/Trip Committee, Staff Council, Student Council, Science/Maths Club, Language Club for Hindi and English, Alumni Association, Internal Quality Assurance Cell (IQAC), Guidance and Counseling Cell, Research, Consultancy and Extension Cell, Placement Cell, Women Cell., Media Cell

Communication: The instructions are communicated verbally in the morning assembly as well as displayed on the notice board.

Feedback: For the feedback teacher usually get feedback in written form from the students with the help of suggestion box. Students are also free to give suggestions to the principal & faculty members verbally.

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

The institution provides all necessary arrangements for physically challenged students for their lectures and all other activities. It has been done at the ground floor and they no need to go to upstairs for any of the work related to course curriculum and other activities. All physical facilities are provided to them and made easily accessible. Whatsoever activities, the physically challenged student teacher could not handle were modified according to the convenience of the student teacher. Extra times are also provided to meet the unique needs of these students.

5.2.3. Does this institution have mentoring arrangement? If yes, how is it organized?

Yes, the institution has mentoring arrangement. Every lecturer is being involved in mentor system through the tutorial groups. In this system 200 students are divided into 15-16 groups. Each mentor is allotted a group of minimum 14-15 students. They are in contact with their mentor who gives them all kind of guidance and knowledge and various personal and educational problems of the students are solved. There is also a provision for the same in routine time-table. The college provides academic and personal counseling to the students. The college wall magazine provides information on different topics from time to time. To organize mentoring arrangement in well manner, the institution has the following arrangements:

1. TUTORIALS /SADANS/HOUSES:

The students of the college are divided into various Sadan/Tutorial Group and each Sadan has a mentor (teacher in-charge) for helping the students to solve their problems (Educational, Social, Personal and Emotional)

2. GUIDANCE AND COUNSELING CELL:

The college has guidance and counseling cell to guide and counsel the students if they face any problems (Educational, Social, Personal, Emotional and Spiritual)

3. WOMEN CELL:

The college has a working women cell to solve the problem of female students and this has also mentor (female senior teaching staff). The Women Cell also counsel to female students regularly.

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

To enhance the effectiveness of the faculty in teaching and mentoring of students the college has provided ICT facilities with broadband internet connection and e-learning resources to access the information related to teaching– learning for teacher educators. Duty leaves have been provided to the faculty members for participating in workshops/seminars/Conferences and various programmes to enhance their competency. Paid leave have been provided to the faculty members for participating in refresher courses and orientation programmes conducted by the Universities. Organizing internal seminars, talks, workshops, debate and events which supports development and enrichment of the faculty members, students council helps in organizing prayer, assembly, newspaper readings, educational news reading, thought for the day, cultured activities, community oriented programmes etc. The representative of the student's council are also involved in conducting, cognizing institutional functions.

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

Yes, the institution has its website naming www.snce.net.in and information provided on the website about details of infrastructure and instructional facilities, laboratories & library facility, list of faculty members, admission eligibility criteria, academic calendar, function, activities photographs, latest news upcoming college's activities etc. A student's corner is also maintained by the college on website there the students can post their views, suggestion, articles etc. The website is updated regularly.

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

Yes, institution has a remedial programme. Tutorials, remedial classes, zero lecture and provision of extra classes for revision by the subject teachers are particularly

organized as a remedial measure to cope up with the deficiencies for academically low achievers.

5.2.7 What specific teaching strategies are adopted for teaching?

(a) Advanced learners and (b) Slow Learners

(a) Advanced learners:

Seminar/Presentations: Advanced learners are given units for self-study and are given opportunity to teach the peer through seminar / presentation method.

Discussion Method: The content is taught using the discussion method so that students get an opportunity to present their views on the topic.

Co-operative Learning: Topics which are easy to understand are taught through co-operative learning. The strategies such as think-pair-share etc are used.

(b) Slow learner:

Zero lecture approach: Special classes are arranged. Tutorials and remedial classes are also organized by the college for the betterment of slow learners. The teacher educator acts as a facilitator and helps them to develop various skills like self reading, self learning and highlighting key points. Evaluation is done at the end.

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

At the time of admission:

Admissions are made through online centralized counseling and help desk is there for filling of forms and choosing of different teaching subjects as per the subjects studied at the graduation level following the guidelines of the university in allotment of teaching subjects. In the beginning of the session, one week orientation programme is held for providing academic counseling to the newly admitted student to enable them to go through the curriculum and academic flexibility for selecting of options.

During the session:

The college has a guidance and counseling cell to guide and counsel the students regarding choices of subjects for teaching methodology. Students are informed about various career opportunities, available scholarship and other facilities

sponsored by government, private organizations. Educational and personal guidance is also provided to the students for the solution of their problems. Students are guided not only in selection of subjects but also in further studies, competitions, job avenues, personal and social problems. Women cell also helps to resolve the various problems and issues related to women.

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

Grievance and Redressal Cell comprises principal with three senior faculty members. The students approach the cell for their grievances regarding accommodation, academic matters, library services and general problems etc. Suggestion boxes are placed in the college for students of the college. Periodical checking of the suggestion boxes happen in the presence of principal or management. Various general problems of the students are solved at the level of principal and faculty. Student teachers interact freely with the teacher educators in the tutorial group, discussions and get solution their general, personal educational & vocational problems. The college has guidance and counseling cell to facilitate in selection of subjects, further studies, job avenues, personal and social problems. The college has also woman cell under the guidance of woman teacher educator to solve the problems put forward by female students. The committee sorts out their problems promptly and judiciously.

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

Student's progress has been monitored and advised throughout the sessions through morning assembly, classroom observation and active participation in social and cultural activities, club activities and competitions etc. Progress of the student teachers is also evaluated through the performance in theory by conducting unit tests, house tests, practical lessons in two teaching subjects, micro teaching, simulated teaching, real teaching, computer lab work, assignments, practicing in preparation of teaching aids in each method teaching subjects. Student teachers are advised for improvement by the concerned teacher educators by giving qualitative

remarks in their assignment work and teaching subjects. Annual internal practical examinations are also conducted by the college. The teacher educators give commendations to the students for doing praise worthy work at different stages to motivate them. At the time of finalizing the internal assessment of each student teacher, the teacher educator decides relative progress of student teachers and finalizes on the basis of oral questions, tests, verification of assignment of practical records, practical performance, performance in sports, co-curricular activities and attendance account in the college.

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

Pre-practice preparation: Pre-practice sessions are conducted in the college by way of micro teaching, simulated teaching under the supervision of teacher educators. Orientation to practice teaching is given by the practice teacher educators. Guidance on the selection of teaching methods is given. Demonstrations to the various skills are given by teacher educators. Micro teaching skills are practiced by student teacher in the peer group. After this session student teachers are allowed to track simulated condition. Ideal lessons are presented by the teacher educators to get prepared for the practice teaching. Guidance is given to student teacher individually by teacher educators before the student teacher begins lessons in the schools.

The follow-up support in practice teaching in schools:

A group of minimum 20-25 student teachers are sent in the teaching practice schools and each teacher educator is assigned one practicing school for the purpose of supervising teaching practice in schools for 15 working days. Teacher educator observes the lessons, gives their observation in the form of qualitative remarks and discusses the same with the student teacher. Performance in skill in teaching of each student teacher is evaluated during the programme. Student teachers have to record their experiences in teaching as reflections. After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency. Student teachers have to observe the lessons taught by their peers and have to record the observations in the practical books. Peer lessons observation gives

a broader understanding on how teaching can be improved through social learning. The group leaders in various practice teaching schools give a detailed report of each student in their schools to the practice teaching in-charge. During the teaching practice the student teacher deliberates on the given feedback for further improvement.

5.3 STUDENT ACTIVITIES

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

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

Yes, the institution has an Alumni Association under the patronage of the Principal

(i) Its current office bearers are:

1.	Patron	:	Dr. Kumud Narula
2.	Convenor	:	Ms. Sureena Munjal
3.	Co-convenor	:	Mr. Kamal Krishan
	President	:	Bhuwan Chandra
	Vice President	:	Rohini Chand
	Secretary	:	Sarika Sharma
	Joint Secretary	:	Rajan Munjal

(ii) There is no formal process of election. However, alumni are nominated unanimously and rotational basis.

(iii) List of Alumni Association activities of last two years:

- Celebration of Teachers' day every year on 5th September.
- Contribution of articles to college miscellany by alumni.
- Attending Talent Hunt and Annual Function organized by the college.

- Organization of literary work like poetry recitation, presentation of short stories with present batch.
- This association meets from time to time and arranges get to gathers, functions and other events involving the alumni.
- Providing feedback to enhance the quality of the programme.

(vi) Details of the top ten alumni occupying prominent position:

S.No	Name of Alumni	Position occupied
1	Naresh Kumar	TGT (Social Studies) in Haryana Govt.
2	Neeru Uppal	TGT (Maths) in Haryana Govt.
3	Sushil Kumar	Asstt. Professor in Aastha College of Education
4	Anju Goswami	Principal, Janki Ji Global Public School, Bilaspur
5	Anchal Garg	Election Naib Tehsildar, Haryana Govt.
6	Pawan Verma	Lecturer in Lovely Professional University
7	Anu Bhalla	Principal, Anand Public School, YNR
8	Bhuwan Chandra	Lecturer, MDS Inter College, Meerut.
9	Ashu Grover	Asstt. Professor in Janki Ji College of Education.
10	Sarika Sharma	TGT(Maths) in Dyal Singh Public School, JGD

(v) Contribution of alumni to the growth and development of the institution:

Alumni are continuously in touch with the college. They provide suggestions in their feedback for the acceleration of quality in teaching-learning process, student supports and other curricular activities, which proves helpful and useful for confirming strength, for over coming weaknesses and dealing with threats.

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

The College always encourages the student teachers to participate in various activities such as inter and intra college competitions, quiz, symposium, extra co-curricular activities in association with community and NGO's, cultural and literary

activities including sports and games organized by this and other institutions. A number of students performed in various activities like Singing, Music, Poster Making, Best out of waste, PPT preparation, Drawing, Painting, Speech, Debates, Extempore Speech, Rangoli, Mono acting etc and won prizes and appreciations. The college awards prizes, shields, cups and certificates to the participants and winners at respective activities. Indoor games are available and often students enjoy themselves whenever they get the opportunity. During last two year many students won 1st, 2nd, 3rd positions and Commendation in various Inter College level Competitions that is referred in para no. 1.2.2.

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

The College encourages the student teachers to give their articles, views, pictures, thoughts, report and any kind of material for publishing in College Magazine, News Letter and to display the literary materials on wall magazine like in Science, Maths, Social Studies, Sanskrit, Hindi, English subjects. The different clubs i.e Science club, Maths club, Language club give their articles and other material to publish material in the college magazine. The students also bring out posters, handouts and other campaign material to address issues like water conservation, women empowerment, pollution control measures, sexual harassment of women and impact of drugs and alcoholism etc. The college funds and initiatives encourage the students.

The Editorial board is setup which consists of faculty and students who collect articles, particular photographs, news paper clippings, general readings and those are published in the college magazine named "Pearls".

Student's corner is also develop on the college's website, where the students and alumni can post their views, thoughts, ideas, articles and suggestions or any kind of contribution.

The college awards prizes and certificates of commendations to best contributors at Annual day function to encourage the students.

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

Yes, Institution has student council. A student council is a group of students that represent the interests and opinions of college students. Beside it other bodies like Alumni Association, Sadans and Clubs are also there and their representatives organize various activities in the institution.

Student council conducts the college activities in accordance with the Annual Calendar prepared like organization of extension lectures, competitions, sports meet and to be part of administration to sort out the problems and grievances of the students. Review of activities done by the quarterly meetings arranged by student council under the able guidance of concerned teacher educators and principal.

The funding for activities undertaken by student council is provided by the college.

5.3.5 Give details of various bodies and their activities, which have student's representative on it.

For the smooth functioning of the institution and to bring in a proper co-ordination between the institution and the student teacher various committees have been formed. They are:

Tutorial /Sadan/Houses:

The students of the college are divided into various Sadans. Each Sadan has teacher In-charges to provide guidance to students. In addition to it teacher in-charge encourages the students for participation in various activities like morning assembly, thought of the day, topic discussion, intra college competition and co-curricular activities etc.

Student Council:

Student Council is a group of students that represent the interests and opinions of college students. To facilitate the smooth functioning of the college, A Student Council is formed up on the completion of admission every year. The Student Council also aims to ensure that students at all times protect and uphold their interest, democratic rights and welfare of the students.

Alumni Association:

The Alumni association at this college aims at maintaining the bond between the Institute & the alumni, the current students & the alumni as well as the interactions between the alumni themselves. This Cell provides educational leadership and networking opportunities through the development of programme and initiatives that will foster relationship among alumni, students, faculty and professionals. This enables exchange of information, ideas and views between them

Science/Mathematics Club:

Science/Mathematics Club is a club that offers chances to do science-environmental awareness related activities with the intention of, developing scientific interest and attitude in the trainees of B.Ed. Similarly this club organized various programs for attaining knowledge and interest in mathematics subject to the B.Ed students. Science/Mathematics Club aims to provide a community for students interested in Science and Maths. This club also plays an important role in creating environmental awareness among the future generation. Club organized a tree plantation campaign and planted a number of herbal and medicinal plants in the college premises. Promote methods of conservation of water by minimizing the use of water.

Language Club:

To regulate language related and literary activities Language Club holds various activities like Intra college competitions, Collage Making, Wall Magazines, Quiz and Debates, Speech and Poem Recitation competitions etc. on scheduled time at regular intervals. The Club holds meetings to discuss syllabus related problems and other language problems with the students.

Cultural & Co-curricular activities committee:

To develop cultural and social feelings among students, cultural and co-curricular committee is constituted in the college. Teachers motivate the students to participate in various co-curricular activities and cultural functions. For this every year a Talent hunt programme is organized in college with full enthusiasm and zeal.

Editorial Board:

The Editorial board is setup which consists of faculty members and students who collect articles, particular photographs, news paper clippings, general readings those are published in the college magazine named "Pearls".

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 programme and growth and development of the institution?

Yes, the institution has mechanism to seek feedback from its students, alumni and other stakeholders. To improve the various aspects, suggestions and feedback from the students are invited through suggestion box during the session. Alumni association also help the institution to improve various aspects through giving feedback in alumni meet. A Student's Corner is also developed on college website to post their views, ideas and suggestions. At the end of the course session student's feedback on course evaluation, evaluation of teacher educators and teaching are analyzed by using rating scales. Feedback is also taken from school headmasters, principals. The college invites feedback from external experts about further improvement of programme. Feedbacks from parents in Parent meet session which leads to growth and development of the college with appropriate pace. Such suggestions and feedback provides valuable inputs for improving the resources and facilities like infrastructure and instruction facilities, library, lab and teaching-learning process.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The institution provides the following best practices in student support and progression.

- Admission committee and help desk to guide the students to fill the admission forms and choose their teaching subjects accordingly to need of their subject.
- In the beginning of the session the teachers educator conducts orientation programme for the newly admitted students to recognize their need, interest and talent of the students and they are encouraged and appreciated on their good deal of deliverances and work. So they gain confidence and come up to take part actively in different activities.

- For the co-curricular activities, through the Sadan meetings, everyone has to take part turn by turn, so that their confidence may be build up and stage fear eradicated.
- An academic calendar is framed in the beginning of the session with tentative dates for the planning of curricular, co-curricular and extra curricular programmes.
- College organizes training programme of micro teaching, simulated teaching and real teaching.
- Research, Consultancy and Extension cell to provide assistance to pursue higher studies and research work.
- Guidance and counseling cell to guide and counsel the student for their general problem. Placement cell also helps the students in seeking jobs.
- Women cell to resolve the problems of female students under the senior women teacher.
- Alumni Association provides a bond between institute and alumni, educational leadership and networking opportunities.
- Student's feedback is invited on curriculum and faculty and teaching-learning process to improve the various aspects of the programme.
- Book bank facility to needy students.
- Motivation to participate in curricular and co-curricular activities.
- Remedial teaching for low achievers and opportunities for advanced learners.
- Active Complaint/grievance and redressal mechanism.
- Student's corner on college website to post their views, feedback.
- Students' bus pass and concessions for train travel.

CRITERIA VI - GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

The institution's stated purpose, vision, mission and values are as under:

OBJECTIVES/PURPOSES:

- To prepare well trained, confident and dedicated teachers for improvement of the School Education system at secondary and senior secondary level.
- To provide ample opportunities to enhance their confidence, knowledge and competence construction abilities in creating positive learning atmosphere in schools.
- To train the teachers so that they can fit in all the fronts, i.e. Social, Mental, Physical, Moral, Cultural and Spiritual.
- To help them excel in academic as well as other areas of prosperity.
- To enable teachers to understand child psychology so that teaching-learning processes can be designed by themselves accordingly.
- To innovate new experiments in Educational Technology.
- To adopt and renew the relevant techniques of teaching skill development.

VISION:

To prepare competent and trained teachers of tomorrow with the transformative knowledge of Indian tradition, by focusing upon the integral development and training of skills in teaching as well as Nation building.

Our Motto is "We train teachers and empower them to shape lives"

MISSION:

To nurture and develop the talent and skills of a teacher in the pupil-teachers in a true sense so that they can become dedicated, socially concerned, intellectually well-developed, morally upright and spiritually oriented teachers.

VALUES:

- Cultivation of academic excellence and spiritual values.
- Development of critical thinking and fostering creativity.

- Closer relationship between theory and practical.
- Integration of teaching, research and service.
- Individual and Collective Excellence.
- Use of new technologies for teaching –learning process.
- Adoption of ICT (Information and Communication Technology) enabled administrative process.

Institution's purpose, vision, mission and values are mentioned in the prospectus of the college, Teacher's diary and on the web-site of the Institution. It is also displayed on the notice board of the Principal's office, the Staffroom and the classrooms and made known to the various stakeholders through the different programmes and activities like Environment awareness, NSS camp, Pulse Polio Programme, Tree Plantation, Sanitation and Cleanliness program in villages, First Aid, Sharamdaan, Literacy campaigning, Celebrating days of International women day, Labour day, social and religious importance with full zeal and active participation of students and parents organized by the college.

6.1.2. Does the mission included 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 values orientations?

Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students is seeks to serve, the school sector, education institution's traditions and value orientations.

The mission statement of the institution is:

To nurture and develop the talent and skills of a teacher in the pupil-teachers in a true sense so that they can become dedicated, socially concerned, intellectually, well developed, morally upright and spiritually oriented teachers.

The above stated mission of the Institution clearly indicate the needs of the society in terms of inculcating skills so that the student-teachers are empowered to tackle the classroom problems effectively following the right and scientific methodology through national, global and environmental issues and inculcating an attitude towards taking initiatives to solve them.

Faculty members involved in curriculum transaction and evaluation along with different research activities/projects helpful to prepare effective teachers and fulfill the social, economic and academic needs of the society. By assigning duties to students in various institutional activities like Talent Hunt competition, Extension lecture, Workshop and Seminars etc. according to the institution's tradition and value orientation, inculcation of self-discipline among students by full attendance in class, morning assembly, participation of each and every students to develop moral and spiritual values, participating and organizing different inter and intra college co-curricular activities like cultural activities, skill-in-teaching, debate, declamation etc.

6.1.3. Enumerate the top management's commitments, 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.)

S.N. Educational Charitable Trust having registered office at C-42/A, Gangotri Enclave, Alaknanda, New Delhi-19, is the management and governing body of this institution. There is continuous monitoring of the activities of the institution by the management. The management reviews all the activities and for this reports are submitted time to time by the principal. The management provides total freedom to the student teachers and for that matter any member of the organization to approach him for addressing any grievances and help.

Through exemplary and effective leadership and supervision, the institution has improved its performance. To ensure the quality of teaching and learning process, the college has Internal Quality Assurance Cell (IQAC) under the chairmanship of Principal in which the members of the faculty are duly represented. To manage the college affairs and ensure the effective management, the following committees have been formed to look after the college.

S.N.College of Education, Jagadhri**Management Committee**

S. No.	Name	Designation	Address
1.	Sh. Rajiv Lamba	Chairman	C-42/A, Gangotri Enclave, Alaknanda, New Delhi-19
2.	Sh. Sohan Lal Rao	General Secretary	16-Tagore Garden, Near Bus Stand Yamunanagar
3.	Sh. I.L. Gambhir Advocate	Legal Advisor	H.No. 1383-84, HUDA-17, Yamunanagar
4.	Sh. Sanjeev Lamba	Member	Model Town, Yamunanagar.
5.	Smt. Oshi Lamba	Member	C-42/A, Gangotri Enclave, Alaknanda, New Delhi-19
6.	Smt. Shakuntla Lamba	Member	C-53, Model Town, Yamunanagar
7.	Smt. Kamla Sabhlok	Member	H.No. 385/15A Chandigarh

S.N.College of Education, Jagadhri**Board of Governors**

Sr. No.	Name	Status	Designation	Addresses
1.	Sh. Rajiv Lamba	Trustee	Chairman	C-42/A, Gangotri Enclave, Alaknanda, New Delhi-19
2.	Sh. Sohan Lal Rao (Retd. I.P.S)	Trustee	General Secretary	16-Tagore Garden, Near Bus Stand Yamunanagar
3	Prof. Ganga Prashad Vimal	Retd. Professor, JNU, New Delhi	Educationist member (Outside the trust)	112, South Park Apartment, Kalkaji, New Delhi-19
4.	Prof. V.P. Vij	Retd. Professor, Jain College, Ambala City	Educationist member (Outside the trust)	91- Manali House, Ambala City
5.	Sh. J.K. Puri	Retd. Chief Financial Advisor (Govt. of India) Former President ICWA, Lodhi- Road Delhi	Other members concerned with social cause etc. (outside the Trust)	K-19, South Extension Part-I, New Delhi
6.	Sh. U. K. Nagpal	Retd. Deputy General Manager (State Bank of India), New Delhi	Corporate member (outside the	Flat no.134, Bank Vihar, Plot-16, Sec.22, Dwarika,

			Trust)	New Delhi. 110077
7.	Sh. Ashok Kohli,	Dada Timber Industry Yamuna Nagar	Industrial member (outside the Trust)	H.No. 3, Shastri Colony, Yamunanagar
8.	Sh. Satish Kumar Lamba	Retd. Caption (Army) & I.A.S. Advocate(Supreme Court)	Member (Outside the Trust)	D-68, Sector-30, Noida (UP)
9.	Smt. Shakuntla Lamba	Trustee	Member	53 C, Model Town, Yamunanagar
10.	Smt. Kamla Sabhlok	Trustee	Member	H.No. 385/15A Chandigarh
11.	Smt. Oshi Lamba	Trustee	Member	C-42/A, Gangotri Enclave, Alaknanda, New Delhi-19

Functions of the Management/Governing Body:

- To purchase, lease or otherwise any immovable or moveable property or properties.
- To receive grants, donations, contributions and gifts. Whether in cash in kind, admission and tuition fees etc.
- To open bank account/ accounts with such scheduled bank/ banks and to operate such bank account/ accounts.
- To raise loan for the benefits of trust from any bank financial institute against the assets of the trust or otherwise as term loan or working capital etc
- To deposit all money belonging to the trust in such banks account or invest the same specified securities as may be beneficial to the society.
- To invest the trust funds securities as authorized under income tax act and as may be decided by the managing committee from time to time.
- To utilize the whole of the income of the trust (how ever derived) towards carrying out the objects of the trust.
- To maintain proper accounts and other relevant records and prepare an annual statement of the balance sheet as prescribed under the law and to get the same audited every year.
- To fill any vacancies, how so ever cause, in the managing committee.

- To appoint and constitute such governing body/ bodies, committee/committees as may be deemed fit and found necessary to delegate all or any powers to the said governing body/ bodies, committees or to the principal office as other office as may be deemed fit and found necessary furtherance of the objects of the society.
- To play all expenses preliminary or incidental to the formation of the trust and for its management and administration.
- To employ necessary staff on such salaries and wages as may be determined and to take steps and for their welfare.
- To do all such other law full acts, deeds or things and either alone or in conjunction with other organization, as are incidents and conducive for the attainments of objectives of the trust.
- To make bye-laws, rules and regulations etc. for the conduct of the affair of the trust and to add, amend, vary or rescind the same from time to time, as may be permitted under the law and as decided by the managing committee.
- All the administrative power shall vest with the managing committee excepting those specified for the general body of the trust.

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

The management has entrusted the responsibilities to the principal for managing the general administration of college affairs. Freedom is given to the principal to take decisions regarding the organization of various programs. However the management is informed about the progress and programs of the college by the principal time to time. The principal ensures that responsibilities are defined and communicated to the staff of the institution in the following ways:

- The principal organizes meetings with the staff on a regular basis. To ensure proper communication of responsibilities of the staff, meetings are organized in the office of the principal.
- Planning for the next academic year is done through staff council meetings held in the beginning of every session and various committees are constituted and faculty members are assigned work for conduction of various activities.

- The Principal clearly describes expectations from the subordinates and deadlines are set for every task.
- A dossier is prepared for every programme which acts as a guide for the next person to handle the programme. The dossier mentions the responsibilities, activities and documentation required for the programme.
- Activities to be conducted in each programme such as Practice Teaching, Examinations, Extension Work, Community Work, Co-curricular activities, Visits etc are discussed in the staff meetings.
- Number of monthly meetings was conducted with Principal and General Secretary of the management for delegation of authority and division of work and for other purposes.
- Various works/activities conducted under the in-charge of the member of the faculty. It is evident that the college management believes in deployment of human resources and the optimum utilization for the growth of the institution.
- At the end of the year work done for various programme are discussed. Members of the staff are asked for sharing the efficiency which was carried out and suggestions are welcomed to improve upon the practice.
- The management provides the resources and finances needed to accomplish the various tasks.

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 feedback obtained from various sources like students, alumni, parents, visitors, head of the practice teaching school and teachers etc. is reviewed by the head of the institution and two senior faculty members. Feedback is analyzed and appropriate decisions are taken. These decisions are then communicated to the management for review and 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?

The Principal and teacher educators with the constant support of the management endeavour to identify the barriers and facilitate them to reduce and increase the efficiency to achieve the mission and vision of the institution.

The remedial measures are fostered upon the student teachers through confidence building measure (CBM) like value education, action research programme, tutorial and remedial classes, orientation, curricular and co-curricular programmes, ICT related learning experience, teaching practice programme and Sadan meeting etc.

Review meetings are arranged after every activity to find out solutions to the drawbacks identified (if any).

All activities are pre-planned and are entrusted to each teacher educator with the responsibility of executing the task effectively and efficiently.

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?

No, organization can work smoothly without the support and co-operation of the staff working in the organization. All the staff members have to put in their best so that the institution functions smoothly. The management encourages the staff for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- The formation of IQAC and different committees having teacher-educators as in-charge of the committees. The committees work in academic, administrative, financial and welfare activities of student and staff.
- The institution encourages and deposes teacher educators to attend Seminars, Workshops, Orientation course, Refresher courses, training programs and present papers at local, National levels.
- Providing festival expenses allowances like Diwali expenses allowance to the staff and refreshment during college hours to the staff members.
- The institution encourages the teacher educators to study further. Good work done is appreciated by the Principal in the staff meetings. The management also acknowledges the work and support given by every individual member of the staff.

- The supporting staff members are given extra facilities like uniform, free accommodation and gifts etc.

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 principal of the institution plays a dynamic role in governance and management of the curriculum, administration, allocation and utilization of the resources.

- Principal coordinates with the management, staff and students effectively and efficiently.
- Principal is efficient and well versed with internal co-ordinating and monitoring of mechanism for smooth functioning of the institution.
- Principal allocate the duties to the members of the staff carefully keeping in view their strengths and weaknesses.
- The principal ensures the optimum utilization of the physical as well as financial resources.
- Principal regularly hold meeting of the staff council and other committees for improvement of the institutional process.
- Principal is sensitized to modern managerial concepts such as strategic planning, team work, decision making and computerization and total quality management.
- The principal encourages the students and staff to use teaching aids and LCD projector during their teaching practice as well in final lessons.

6.2 ORGANIZATIONAL 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 decisions made, regarding academic management, finance, infrastructure, research, extension and linkages and examinations during the last year.

The institution has constituted 26 numbers of Committees, Cells and Clubs to manage the different affairs of the institution. All the committees, have set their

objectives, plan activities and organize meetings for effective functioning. Following Committees, Cells and Clubs are constituted in the college.

S. No.	Committees/ Club/Cell	Teacher Incharge
1	Admission Committee	Ms. Sureena Munjal, Mr. Kamal Krishan & Mrs. Rajni Dewan, Mrs. Sunita Arora, Mrs. Arti Gupta, Mr. Sube Singh, Mrs. Rekha Rani
2	Academic Calendar Committee	Mrs. Rajni Dewan, Mrs. Arti Gupta, Mrs. Shiwani Sharma & Mrs. Sunita Arora
3	Library Advisory Committee	Mrs. Rajni Dewan, Mrs. Sunita Arora, Mrs. Shiwani Bali & Ms. Sureena Munjal
4	Time Table Committee	Mrs. Rajni Dewan, Mr. Kamal Krishan & Mrs. Shiwani Sharma
5	Examination Committee	Ms. Sureena Munjal, Mr. Shatrughan & Mr. Davinder Singh
6	Teaching Practice Committee	Mr. Kamal Krishan, Mr. Sube Singh, Mr. Kamal Kumar Bhardwaj
7	Cultural and Co-Curricular Committee.	Mrs. Sunita Arora, Mr. Sube Singh, & Mrs. Rekha Rani
8	Campus Beautification and Maintenance Committee	Mrs. Arti Gupta Mr. Sube Singh, & Mr. Shatrughan
9	Sports Committee	Mr. Kamal Kumar Bhardwaj, Mr. Sube Singh, Mrs. Rekha Rani
10	Hospitality Committee	Mrs. Shiwani Bali, Mr. Sube Singh & Mrs. Sunita Yadav
11	Complaint/Grievances and Redressal Cell	Mrs. Sunita Arora, Mrs. Shiwani Bali & Mr. Kamal Kumar Bhardwaj
12	Purchasing Committee	Mr. Kamal Kumar Bhardwaj, Mr. Davinder Singh & Mr. Sube Singh
13	Scholarship Committee	Mr. Kamal Krishan, Mr. Shatrughan, Mr. Sube Singh
14	Educational Tour/Trip Committee	Mr. Sube Singh, Ms. Rekha Rani & Mr. Shatrughan
15	Staff Council	Ms. Sureena Munjal, Mrs. Sunita Arora & Mrs. Arti Gupta
16	Student Council	Mrs. Arti Gupta, Mr. Sube Singh & Mrs. Rekha Rani
17	Science/Maths Club	Mr. Kamal Krishan, Mrs. Sunita Arora & Mr. Kamal Kumar Bhardwaj
18	Language Club for Hindi and English	Mrs. Vijayata Pundir, Mrs. Sunita Yadav, Mr. Sube Singh & Mrs. Rekha Rani
19	Alumni Association	Ms Sureena Munjal, Mr. Kamal Krishan & Mrs. Rajni Dewan
20	Internal Quality Assurance Cell (IQAC)	Dr. Kumud Narula, Ms. Sureena Munjal, Mr. Kamal Krishan Mrs. Rajni Dewan, Mrs. Sunita Arora, Mrs. Arti Gupta, Mrs. Vijayta Pundir, Mr. Shatrughan

21	Guidance and Counseling Cell	Mrs. Arti Gupta, Mrs. Vijayata Pundir, Mrs. Sunita Yadav & Mr. Kamal Kumar Bhardwaj
22	Research, Consultancy and Extension Cell	Ms. Sureena Munjal, Dr. Naresh, Mrs. Sunita Yadav
23	Placement Cell	Mr. Kamal Krishan, Mr. Davinder Singh & Mr. Sube Singh
24	Women Cell	Mrs. Vijayata Pundir, Mrs. Rekha Rani & Mrs. Arti Gupta
25	Editorial Board	Mrs. Vijayta Pundir, Mr. Sube Singh & Mrs. Rekha Rani
26	Media Committee	Mr. Naresh, Mr. Sube Singh & Mrs. Rekha Rani.

Meeting regarding academic management:

- The academic management is done through Academic Calendar which has been prepared in beginning of the new session and time table is prepared to run the classes properly. Moreover the schedule of activities, Units tests, teaching practice programme, examination are notified from time to time.
- Meetings are held in office of principal at respective activities as such organizing of different internal competitions, Inter-College competitions, Co-curricular activities, Art and Craft Exhibition, Poster Making, Celebration of National and International Days, Games and Sports Meets, Preparing Teaching aids, Celebration of different festivals etc.
- Sadan meetings are held on every Saturday to assign different responsibility to Student Teachers for holding morning assembly and preparing for the cultural and co-curricular activities in college or inter College level.
- Regarding beautification of the College Campus meetings are held periodically with respective committee.
- Meetings for arranging the resource persons for Seminar, Extension lectures on different topics such as Value Education, Personality development, Creativity, Health, meditation and yoga. Environmental awareness, Women empowerment, Human Rights, Philosophy of Education etc.
- Meetings for Educational tours.

Meeting regarding Finance: All finance issues are discussed by the management committee and decision are taken by them.

Meeting regarding Infrastructure: The management committee holds meeting with principal to improve the infrastructure and instructional facilities. The suggestion from the students, staff and community are also invited and put up before the management committee to take appropriate action.

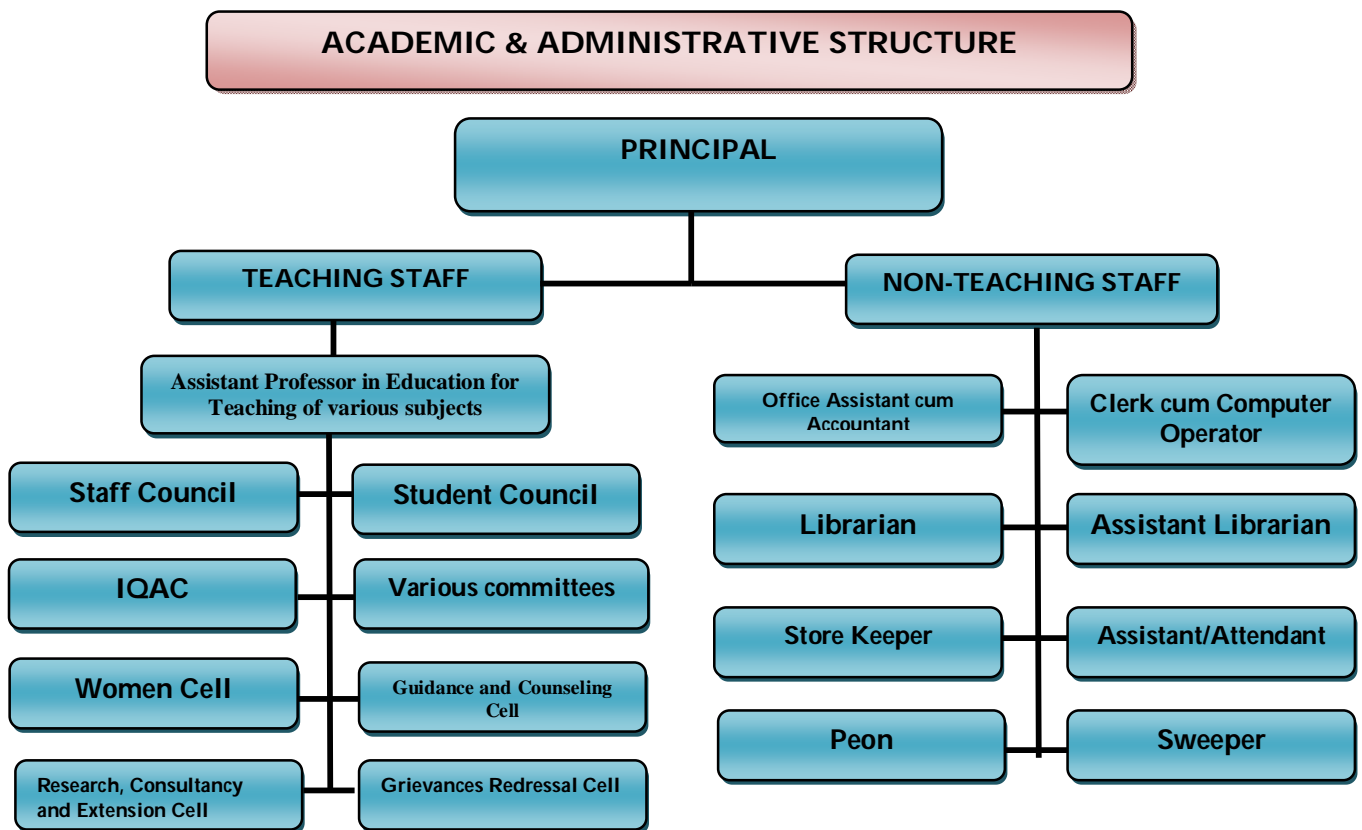
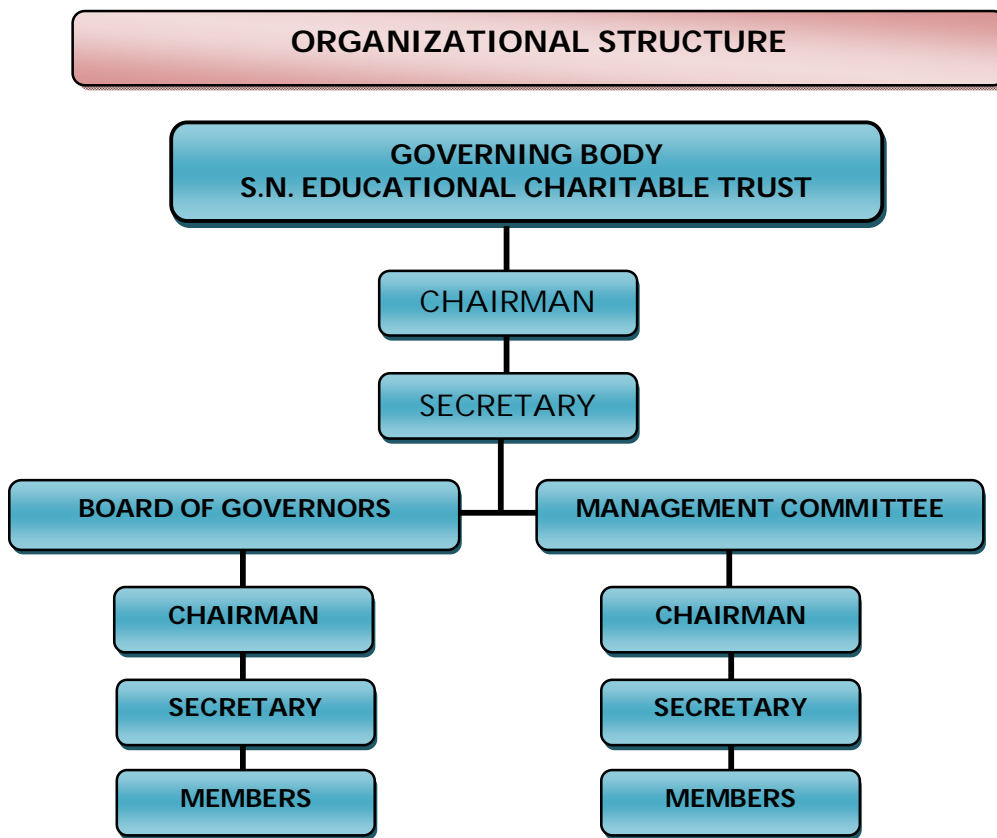
Meeting regarding Research and consultancy work: The College has established Research, Consultancy and Extension Cell to provide guidance in research and consultancy work. Expert in Education Dr. G.L. Sharma, Dr. B.P. Verma, Dr. P.K. Sahu are also invited occasionally to provide guidance. Members of this cell are also providing help to our students and staff members as well as other colleges for educational research work and consultancy. The teachers and students are encouraged to participate in seminars, conferences and workshop and to present papers on different issues in teacher education. They are also inspired to participate in conferences, seminars and workshops on latest Educational Techniques organized in various colleges.

Meeting regarding Extension and linkage: The College has made arrangement of Extension Lectures on different topics related to students academic and personality development.

Meeting regarding Examination: Meetings are held by the Examination Committee to conduct Unit test and House examination in the middle of the session for continuous and comprehensive evaluation. Besides this at least one assignment/project per subjects are being given to the student teachers by the concerned teachers in the academic session. Schedule for External practical exams is prepared by the committee under the intimation of Co-ordinator and co-examiners for external practical exams.




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






The Management and the Head of the institution ensure that responsibilities are defined and communicated to the staff through academic and administrative structure by assigning responsibilities to different Committees/Cell/Staff members. Organizational structure and details of the academic and administrative bodies of the institution are as under:











S.N. COLLEGE OF EDUCATION, AMBALA ROAD, JAGADHRI-135003

PROFILE OF QUALIFIED AND APPROVED TEACHING STAFF

S. No	Name & Address	Date of Birth	Designation	Professional Qualification	Date of Joining	Nature of Employment /Status	Pay Scale	University letter no. vide which approval is granted	Photograph
1	DR.(MRS) KUMUD NARULA H.No. 106, Sector-18 HUDA, Jagadhri (HR.)	15.12.1965	Principal	M.A. (History), M.Ed., Ph.D. (Education) <u>Teaching Experience</u> 05 years in Schools and 07 years in B.Ed colleges	10.01.13	Regular	16400- 450- 22400	CBA/A- 117/2012/2 5177 dated 21.12.12	
2	MS. SUREENA MUNJAL #156, Sarojini Colony, Phase-I, Yamunanagar (HR.)	16.08.1973	Asstt. Professor in Teaching of Social Studies	M.A.(Eco.), M.Ed., M.Phil (Edu.), Ph.D(Education) pursuing	12.09.07	Regular	8000- 275- 13500	CG-I/A- 117/2010/1 1958 dated 14.07.10	
3	MR. KAMAL KRISHAN # 392, Kuldeep Nagar, Yamunanagar (HR.)	15.06.1980	Asstt. Professor in Teaching of Mathematics	M.Sc.(Maths), M.Ed., NET(Education), M.Phil (Education)	07.09.07	Regular	8000- 275- 13500	CG-I/A- 117/2010/1 19052 dated 14.07.10	





4	MRS. RAJNI DEWAN # 434, B.C. Bazar, Ambala Cantt. (HR.)	19.02.1981	Asstt. Professor in Teaching of Commerce	M.Com., M.Ed., M.Phil (Edu.), M.Phil.(Commerce), NET (Education), Ph.D(Commerce) pursuing	24.09.07	Regular	8000- 275- 13500	CG-I/A- 117/2010/1 19049 dated 14.07.10	
5.	MRS. SUNITA ARORA 169, Sector-17, HUDA, Jagadhri (HR.)	13.04.1979	Asstt. Professor in Teaching of Life Sciences	M.Sc.(Zoology), M.Ed., M.Phil (Education), NET(Education)	15.09.08	Regular	8000- 275- 13500	CG-I/A- 117/2010/1 19043 dated 14.07.10	
6	MRS. ARTI GUPTA # 189-90, B.C. Bazar, Ambala Cantt. (HR.)	02.12.1981	Asstt. Professor in Teaching of Commerce	M.Com., M.Ed., M.Phil (Education)	09.10.08	Regular	8000- 275- 13500	CBA- 117B/2011/ 3950 dated 16.03.11	
7	MRS. SHIWANI SHARMA 264 L, Model Town Yamunanagar (HR.)	07.09.1983	Asstt. Professor in Education	B.Sc., B.Ed., M.Sc.(Maths),M.A. (Education) NET- JRF(Education)	24.12.12	Regular	8000- 275- 13500	CBA/A- 117/2012/2 5177 dated 21.12.12	
8	MRS. VIJAYTA RANI 427, Sector-17, HUDA, Jagadhri (HR.)	01.11.1982	Asstt. Professor in Teaching of English	M.A. (English), M.Ed., M.Phil (Education) NET(Education)	11.01.13	Regular	8000- 275- 13500	CBA/A- 117/2012/9 58 dated 09.01.13	




9	MR. SATRUGHAN Vill.-khatoti Khurd, Post Hamidpur, Distt. Mahendergarh (HR.)	05.05.1978	Asstt. Professor in Teaching of Social Studies	M.A. (Pol. Sci.), M.A.(Hindi),B.Ed., M.A.(Education), NET(Education)	12.01.13	Regular	8000- 275- 13500	CBA/A- 117/2012/9 58 dated 09.01.13	
10	MRS. SUNITA YADAV Vill.-Dhani Hersukh, P.O. Gujarwas, Distt. Mahendergarh (HR.)	04.08.1976	Asstt. Professor in Teaching of English	M.A. (English) B.Ed., M.Ed., NET(Education)	18.05.13	Regular	8000- 275- 13500	CBA/A- 117/2013/9 652 dated 15.05.13	
11	MR. NARESH KUMAR Vill.-Kohari, Tehsil- Behror, Alwar (Rajasthan)	14.09.1982	Asstt. Professor in Teaching of Hindi	M.A. (Hindi), M.Ed., Ph.D (Hindi)	18.05.13	Regular	8000- 275- 13500	CBA/A- 117/2013/9 652 dated 15.05.13	
12	MR. DAVINDER Vill.-Rchheri, P.O. Ganeshpur, Distt. Ambala (HR.)	25.02.1985	Asstt. Professor in Education	M.Ed., M.A.(English) NET(Education)	17.05.13	Regular	8000- 275- 13500	CBA/A- 117/2013/9 652 dated 15.05.13	

13	MR. KAMAL KUMAR BHARDWAJ H.N. 629 Kartarpura Yamunanagar (HR.)	22.09.1970	Asstt. Professor in Teaching of Physical Science	M.Sc., B.Ed, MA (Education), M.Phil., D.C.A, Ph.D. (Education) pursuing	03.03.12	Regular	8000-275-13500	CBA/A-117/2012/3809 dated 29.02.12	
14	MR. SUBE SINGH VPO Barsan, Distt. Yamunanagar (HR.)	17.06.1976	Asstt. Professor in Teaching of Sanskrit	M.A.(Sanskrit), M.A.(Hindi) M.Phil(Sanskrit), B.Ed., M.A. (Education)	01.12.10	Regular	8000-275-13500	CBA/A-117/2011/1009 dated 20.01.11	
15	MRS. REKHA RANI # 52, Chopra Garden, Yamunanagar (HR.)	13.07.1971	Asstt. Professor in Teaching of Hindi	M.A (Hindi), M.Ed., M.Phil(Education), Ph.D(Education)pursuing	01.12.10	Regular	10250		
16	MRS. MONALISA MISHRA H.No. 55, Palika Vihar, Ambala City (HR.)	11.11.1982	Instructor In Computer Science	M. Sc. (Comp. Sci.), MCA, B.Ed., M.Phil(Comp. Edu.)	17.05.13	Regular	5500-175-9000	CBA/A-117/2013/9652 dated 15.05.13	

S.N. COLLEGE OF EDUCATION, AMBALA ROAD, JAGADHRI-135003

LIST OF TECHNICAL SUPORTING SATFF

Sr. No.	Name & Address	Designation	Letter & Date of KUK Approval	Date of Appointment	Pay Scale	Photograph
1	MR RANJEET Village- Ishopur, P.O. Aurangabad. Distt. Yamunanagar (HR.)	Librarian	CBA- 117B/2011/3953 dated 16.03.11	01.09.09	5500-9000	
2	MR. VIKESH KUMAR Radaur, Distt. Yamunanagar (HR.)	Assistant Librarian		15.05.12	4500--7000	
3	MRS. RENU Hanuman Gate , Jagadhri (HR.)	Lib. Attendant		01.10.10	4000-6000	
4	MR. KULVINDER # 333, Arya Nagar Jag/workshop, Yamunanagar (HR.)	Technical Assistant		15.04.13	4500--7000	

(B) LIST OF PART TIME INSTRUCTORS						
1	MR. NARESH KUMAR Village Chaneti, Distt. Yamunanagar (HR.)	Instructor in Physical Education	PART TIME	20.04.12		
2	MR. HARINDER KUMAR 1171 B, Mahaveer Colony, Hanuman Gate, Jagadhri (HR.)	Instructor in Music	PART TIME	15.10.12		
3	MRS. TARANG DEVI Village Buria, Jagadhri (HR.)	Instructor in Fine Art	PART TIME	01.09.12		

S. N. COLLEGE OF EDUCATION, AMBALA ROAD, JAGADHRI

LIST OF ADMINISTRATIVE AND MINISTERIAL STAFF

S.No	Name & Address	Designation	Pay Scale	Date of Appointment	Photograph
1	MR. SUSHIL KUMAR #2290/13, Vishwakarma Colony, Jagadhri (HR.)	Accountant	4500- 125-7000	15.10.07	
2	MR. INDER SINGH VPO Khera, Distt. Karnal (HR.)	Clerk Cum Computer Operator	3050-80- 4590	01.09.11	
3	MR. MANISH Village Kashmirgarh, Distt. Yamunanagar (HR.)	Storekeeper	3050-80- 4590	01.09.07	
4	DEVINDER SINGH Village Chholi, Distt. Yamunanagar (HR.)	Security Guard	4500- 125-7000	21.07.11	
5	SUKHDEV SINGH Village Milksukhi, Distt. Yamunanagar (HR.)	Security Guard	4500- 125-7000	11.11.12	
6	MR. GURMEJ SINGH Village Bhagwargarh, Distt. Yamunanagar (HR.)	Attendant	2550- 60-3650	06.04.12	
7	MR. BRIJ BHAN # 1112, Bank Colony, Kansepur Road, Yamunanagar (HR.)	Gardener (Mali)	2550- 60-3650	01.03.08	
8	MRS. JAGIRO Village Kail, Distt. Yamunanagar (HR.)	Peon	2550- 60-3650	01.10.07	
9	SH. DARSHAN LAL Village Kail, Distt. Yamunanagar (HR.)	Sweeper (Safai Karamchari)	2550- 60-3650	27.08.08	

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

The Management has delegated the administrative powers to the Principal and further in this institution the whole administrative activities have been decentralized among the staff members and to administrate these duties and activities, different committees, Cell and Clubs have been established. The Principal executes total democratic leadership style. Though total decentralization and freedom is given to the principal and all the teacher educators to take decisions for conducting various activities of the institution smoothly, yet the institution looks forward for constant support from the top management.

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

The institution collaborates with different departments, Schools and sections to improve and plan the quality of educational provisions through following manner:

- The institution is constantly in touch with the Kurukshetra University for being an affiliated college under it. Admissions are done according to the rules and regulation specified by the university.
- The institution's vision is to prepare competent and efficient teachers for the society. It seeks help from the schools to provide a ground for the student teachers to practice and develop their teaching skills. Permissions are obtained from the District Education officer before the start of the practice teaching at schools.
- To attend and organize different activities, Seminars and Workshops, Faculty Exchange programme, Talks and Conferences at different Colleges, Universities, various academic and professional bodies.
- The institution sends its teachers educators for attending orientation programme and refresher courses, seminar, conference, talks, meeting and workshop etc. organized by the university time to time.

- Resource persons from different institutions are invited to deliver special lectures for the extension activities on topics like female foeticide, save the environment, women empowerment etc.
- The institution co-operates with the other B.Ed. institutions by deputing teacher educators as co-examiners and invigilators in examinations and also to attend the seminars conducted by them. We also invite teacher educators from other institution for various programs organized in our institution.
- Providing placement services to our student teachers in the nearby local schools by arranging campus placement.
- Providing strategic guidance to the student teachers for good and quality teaching during practice teaching.

6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the institution collects the feedback from students, alumni, teacher educators for finding suggestions and various information for institution in decision making and performance improvement. Feedback from the school teachers is collected on Practice Teaching programme to improve the performance of teaching skills of the student teachers. Feedback obtained from the students is collected regularly and shared with teacher educators and the management to improve the performance of the institutions. The Principal and the management take the necessary action to improve its processes and functioning.

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 always promote co-operation, sharing of knowledge, innovation and empowerment among the staff members by the following ways adopted by the head of the institution.

- All the committees are constituted by two or three teacher so that there are enough hands and innovative ideas to work on with co-operation by sharing their knowledge and innovative ideas.
- During the meetings teacher educators are given freedom to express the problems faced in a particular area and ideas to solve them are welcomed.
- Teacher educators are encouraged to attend various workshops, seminars, refresher courses, orientation programs needed for their professional development.
- The principal encourages the teacher educators to present their lectures using innovative techniques such as co-operative learning, self-study, power point presentation etc.
- It encourages the faculty members to perform the duty of resource person in various seminars, conferences, workshops etc.
- It motivates the faculty members to send papers for publishing, presentation and participation in various seminars after coming back they share the experience with their fellow colleagues for implementation, if required.
- Experts from other colleges are also invited to conduct seminars in the college.
- Overall an attitude of co-operation and co-ordination is maintained among the staff of the college through the constant support, control and intervention of the principal.

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 aspect of the institutions?

Yes, the institution has an MIS in place to select, collect align and integrate data and information on academic and administrative. All information is collected, stored, processed and utilized by manually and by the means of ICT. The information about the institution, its mission and vision, admission criteria, latest news and updates, syllabus, the marks distribution, facilities and the staff of the college is mentioned on the website of the college: www.snce.net.in. Administrative office is computerized and all the information are available on just one click. The admissions are carried out

by online counseling. Registration return and examination forms are sent to the university in soft and hard copy and kept in the record. More over the information and letters are kept in file also for ready reference.

6.3.2 How does the institution allocate recourses (Human and Financial) for accomplishment and sustaining the changes resulting from the action plans?

Our institution has appointed well qualified faculty members having specialization of their subject and non-teaching staff as per NCTE/KUK norms. The management pays full salary to the staff and provides sufficient funds for purchasing books for library, material for labs and beautification of the campus as per requirement.

The management not only controls but also cares for every need of each employee which motivates the teacher educators towards achieving the mission and vision of the institution.

6.3.3 How are the resources needed (Human and Financial) to support the implementation of the mission and goals, planned and obtained?

Resources needed (Human and Financial) to support the implementation of the mission and goals, planned and obtained in following manner:

- The mission and goals of empowering the student teachers with professional skills are achieved by conducting various activities such as practice teaching, teaching-learning through ICT enabled technology, extension lectures, co-curricular activities, seminars, workshops, examinations, etc.
- Opportunities for value-based transactions are provided by training student-teachers to deliver value based lessons in the practice teaching, serving the community through community and extension work.
- The students are prepared to tackle global issues through the content in the curriculum, environmental based activities, placement and training services and guidance and counseling services.
- Opportunities are provided to faculty members to attend the orientation programme, refresher courses, national and international seminar, workshop and educational and research development programmes time to time.

- The principal along with the teacher in-charge for various activities decides upon the human, material and financial requirements for conducting the activities. The management releases funds very kindly for the various requirements of the college. It also sponsors the educational visits by arranging transport, refreshments etc.

All the above activities are carefully planned by the principal in co-ordination with the teacher educators and the management very willingly provides for every endeavour of the college towards achieving its mission and goals.

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?

Academic plan for B.Ed. is issued from the university and notification is issued time to time. At the college level an Academic calendar is prepared by the Principal in co-ordination with all the teacher educators during the staff meetings. It includes all curricular and co curricular activities in a very systematic manner so that tasks may be conducted smoothly throughout the year. Being integral part of B.Ed. curriculum, schedules for Micro, Simulated and Real practice teaching programme are prepared well in academic calendar. Before sending the pupil teachers for practice teaching in different schools, prior permission is obtained from District Education Officer (DEO) /Head of the concerned schools. Students are involved in teaching practice with full of devotion along with co-curricular activities so planned by the school.

The Management as well as the Principal gives full support for arranging the activities effectively.

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

The objectives are communicated through regular meeting 'Formal & Personal' to ensure involvement & participation in all types of tasks. The institution has a process of orientation session for every student and staff members to communicate vision, mission, objectives and values of the institution in presences of head of the institution

and the management. The responsibilities of the staff and expectations of the institution have been specified clearly at the same time. The principal and management also encourage staff members for any innovative value addition towards the quality enhancement of the institution.

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

Vision and Mission acts as a goal for any institution towards which all the activities of an institution are directed. The Principal closely monitors whatever activities are being held according to the vision & mission of the college in the following ways:

- During academic year several meetings are held by the principal along with the teacher educators to reinforce the mission and objectives of the institution. Performance of the student teachers and teacher educator are evaluated periodically. The institution always welcomes suggestions from its stakeholder to improve the quality of education and to meet its vision, mission and objectives. The duties and responsibilities are assigned to the teacher educators.
- The required finance and material are released by the management whenever required. Staff meetings are held to provide an overview in each programme and to put forward the needs of the programme.
- Additional infrastructural, financial and human resources are deployed by the management. Ideas are brainstormed in the staff meeting to solve the problems and thereby achieving the mission and objectives of the college. Tutorial group teachers are constantly interacting with the student teachers on individual basis, thereby giving substantial feedback about the entire program.

6.3.7 How does the institution plans and deploy the new technology?

The institution plans and deploys the new technology in the following ways:

- The teacher educators are well aware about innovative teaching methods such as co-operative learning, self study, various models of teaching, seminars,

workshops, tutorial etc. The teacher-educators also train student-teachers to use these methods through seminars, workshops and simulated teaching etc.

- The student-teachers are trained to use the computer by providing them basic skills to use the computer through lectures and practical. The student-teachers are encouraged to use the OHP and the LCD projector while preparing their presentations. It enables the students to enter into world of e-learning and self-learning.
- Teacher educators use adopting innovative methods and multimedia approaches by using the LCD projector in the day to day lectures and activities in the institution.
- Institution has provided internet facility and open access library facility to students.

6.4 HUMAN RESOURCE MANAGEMENT

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

The institution identifies the faculty development needs and career progression of the staff members through the following methods:

- Feedback from student teachers.
- Feedback from Alumni.
- Feedback from Parents
- As per the qualification and experience attained till date.
- Analysis of student's performance. Performance assessment represents efficiency and skill of a teacher.

Faculty development need and career progression of staff is identified through the Principal from time to time, day to day working and interaction. The institution sends teachers to attend seminars and workshops organized by various colleges of education, universities and other institutions to equip the teacher-educators with latest knowledge and to keep up with the trends in education. Institutes depute them for orientation and refreshers courses conducted by the university. Principal coordinates to all the faculty members and identify the need and progression of staff

and motivates them to proceed. Also the management motivates the staff members to proceed for the career progression after identification.

6.4.2 What are the mechanisms in place for performance assessments (Teaching, research, service) of faculty and staff? (self appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and what are the mechanisms in place for other staff?

For performance assessment of faculty and staff there is no such a prescribed mechanism, but regularly the teaching, research & service of faculty are monitored.

- For teaching performance, the college has a self prepared 'Teacher evaluation Form' on a 5-point scale, students are required to give their responses about their teacher and their responses are kept confidential.
- Freedom is given to the students that they can suggest about the teaching to the respective teacher.
- Video recording of teachers is also done for improvement.
- Suggestion box is also in the college premises to provide suggestion for further improvement of teaching-learning process.
- For service, there is openness between staff and management and management has their own criteria for the assessment of staff.

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

The Management of the institution to carryout the following welfare measures for the staff & faculty which affect and improve staff well-being, satisfaction and motivation.

- Health checks up camps for the staff are conducted. Refreshment is given during college hours. Special festival allowance is also given to the staff members.
- The management pays salary as per the NCTE/KUK norms scale. It also provides increments every year.

- The institution sends teachers to attend seminars and workshops held by various colleges of education, universities and other institutions to equip the teacher-educators with latest knowledge and to keep up with the trends in education.
- Clerical, Computer, Internet facility, Xerox and stationary assistance is provided to the faculty for their Research and Seminar works.

Above all, the management respects and appreciates the work done by each and every member of the organization right from the senior level to the supporting staff.

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

The college gives priority to the development of staff. The college analyses for the capacity building and need for skill upgradation and training of teaching and non-teaching staff. The following programmes for skill upgradation and training of the staff are undertaken:

- Training in the use of ICT for teaching learning process. For that a workshop was organized in nearly 12 members of staff got the training by an expert about the use of computer in teaching-learning process.
- Training programme with other colleges of education to standardize pattern of lesson planning.
- Training in library usage.
- Teachers are sent for faculty exchange programme in the different college to share and upgrade their knowledge.
- Members of the teaching staff are encouraged for attending Workshop, Seminar, Orientation and Refresher programme etc.
- Communication and personality development programme are conducted by the professionals.
- Computer literacy programme was also organized to improve the knowledge & skill of teaching & non-teaching staff about the operation of computer.

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

The institution follows all the rules and regulation prescribed by NCTE/UGC & University. Posts are filled within a reasonable time after a vacancy arises. Advertisement is published in two leading national newspapers; one of English and other of Hindi. Applications are invited from the eligible candidates. Interviews are conducted for eligible candidate. The duly constituted selection committee comprises five members, out of them two members are of management and other three from Kurukshetra University, Expert in Education. They conduct interviews and made their recommendation to appoint the candidates under the rule of NCTE/UGC/KUK.

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

As per the norms and standard of KUK Instructor in Fine Art, Physical Education and Music on part time basis can be appointed according to work as when we needed.

In case of non availability of suitable candidate we employed faculty member on temporary/adhoc basis in the college, therefore criteria as regular employment could not be applied. In such condition, the basic pay as per the Govt./ UCG/University rules is paid and normal work load as per his/her specialization is allocated.

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

The various policies resources and practices of the institution that support and ensure the professional development of the faculty members are:

- Faculty members of this institution are encouraged to present their papers in Internal, National and International seminars.
- Duty leaves are given to the faculty members for their participation in Orientation programmes and refresher courses of universities.
- On duty leaves are also been given to attend Seminars, Conferences, Workshops, etc. organized by the other institutions.
- Many research guides, we have linkage with them and we seek their help to find information on various educational topic.
- Faculty exchange procedures are also followed by the institution with other institutions.
- Faculty members are free to have membership and involvement in local, state, National and International, professional associations.
- Various books, e-resources and journals of national and international publications are available with the library. ICT lab with internet access is available for the use of faculty.

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

The institution provides well maintained and functional office, comfortable classrooms, spacious multipurpose hall, generator for power backup, inverter, telephone facility, conveyance, safe drinking water, water cooler, Split Air-conditioners, comfortable independent staffroom, lockers, table, chairs, well equipped library, journals, encyclopedia, newspaper and magazines, dictionaries, stationery, Indoor and outdoor sports facilities, Internet facilities, Science/Maths lab, Language lab, Psychology lab and ICT/ET lab, Art and Craft Resource Room, Health and Physical Resource Room and Music Room are provided.

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

The following major mechanisms are in place for faculty and other stakeholder to seek information and make complaints:

- The personal easy relationship among the staff members facilitates for acquisition of information.
- Suggestion boxes are kept in the institution for getting suggestion from teacher, students and its stakeholders for the academic & administrative development.
- Feedback from the students and alumni and head of the schools are also obtained to improve the quality of education. Even then any body is free to address their grievances /suggestion.
- A Student's corner is also developed on the college website and students can post their views and suggestion.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The institution's policies and practices that encourage faculty members to be engaged in professional and administrative are:

- The principal, at the start of the academic year, plans for various events with all teacher educators during the staff meetings and selected responsibilities are chosen for particular faculty is developing its skills and performance.
- In this every teacher educator gets hands on experience in handling different activities and every teacher educator develops competency.
- Faculty members of this institution are encouraged to present their papers in Internal, National and International seminars. Management of the college also provides financial help for research and extension activities.
- Study leaves have been given to the faculty members for the development programmes and research work.
- Students have been divided equally among the faculty members for better mentoring arrangement.
- All the teacher educators are involved in visiting the practice schools for supervising practice teaching lessons of the student-teachers

- Care is taken by the Principal that no teacher-educator is overburdened with work and that work is distributed evenly.

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

Yes, the institution has mechanisms to reward and motivate its teacher educators. Motivation provided by the principal and the management plays a vital role to enhance encouragement in the people working in an organization. The institution motivates the staff in the following ways:

- The principal at the institutional level appreciates good work done by the teacher educators in the staff meetings.
- Monetary incentives in the form of increments are provided every year to each staff member, which motivates the staff to put in their best for the organization and skills.
- Appreciation letter are given to the staff members for their best work.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

No, the institution doesn't get any financial support from the Government. Being a self financed institution, the revenue is generated through fee collected from the student.

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

Eminent persons of the community and patrons give donation to the trust for its improvement, development and better functioning of the institution. Donation received from the community for last three yeas is as under:

2010-11:	80000/-	2011-12:	50000/-	2012-13:	90000/-
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6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the operational budget of the institution is adequate to cover the day-to-day expenses and the management provides its worthy financial support whenever we need.

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)

The budgetary resources to fulfill the missions and offer quality programs is fee collected from the students and bank interest. Audited Balance Sheet and Income and Expenditure for budget allocation is enclosed.

6.5.5. Are the accounts audited regularly? If yes, give detail internal and external audit procedure and information on the out come last two audits. (Major pending audit papers, objections raised and dropped.

Yes, the accounts are audited regularly. The management appointed a statutory auditor (Agarwal Anil & Co., New Delhi, Chartered Accountants) to audit the accounts for every financial year. They audit the books of accounts and submit audit report to Income Tax Department. No objection were raised and dropped. The details of income and expenditure statement are attached in the series of annexure.

6.5.6. Has the institution computerized its finances management systems? If yes, give detail

Yes, the institution has computerized financial management systems. Account books such as ledgers, cash books, bank books and day books are prepared through Tally computerized software.

6.6 BEST PRACTICE IN GOVERNANCE AND LEADERSHIP

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

The institution carried out the following significant best practices in Governance and Leadership.

- Fine tuning of vision and Mission statements.
- Involvement of Governing Body for effective and efficient transaction of teaching-learning process by assessing academic and administrative performance of the institution.
- Decentralization of the administration through committee system and well defined duties and responsibilities.
- Formation of IQAC and different committees having in-charges and members of the committees with the responsibility of executing the task effectively and efficiently.
- Collaboration with different institutions and departments to plan academic activities.
- Conducting staff development programme e.g. seminar, workshop and extension lectures etc.
- Tutorial classes for personality and communication skill development are held to build the confidence among the students and these confidence building measures (CBM) are the best appreciated feature of the college.
- Motivation to enhance encouragement among the staff members.
- Management information System (MIS) to support the qualitative educational development and efficiency of the institution.
- Obtaining feedback from students, alumni, parents and head of the practice teaching school for the improvement of institutional performance.
- Worthy financial support from the management.

CRITERION VII: INNOVATIVE PRACTICE

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

Yes, the institution has established Internal Quality Assurance Cell (IQAC) in 2010 for ensuring the improvement and sustenance of quality in education. At present the constitution of the IQAC is as follows:

S.No.	Name of the person	Status	Designation
1	Sh. Rajiv Lamba	Chairman, Management Committee	Patron
2	Dr. Kumud Narula	Principal	Chairman
3	Mrs. Sureena Munjal	Asstt. Professor	Secretary/Co-ordinator
4	Sh. Sohan Lal Rao	General Secretary	Member from the Management
5	Mrs. Oshi Lamba	Management Member	Member from the Management
6	Ms. Rajni Dewan	Asstt. Professor	Executive Member
7	Mr. Kamal Krishan	Asstt. Professor	Executive Member
8	Mrs. Arti Gupta	Asstt. Professor	Executive Member
9	Mrs. Sunita Arora	Asstt. Professor	Executive Member
10	Mrs. Vijayta Rani	Asstt. Professor	Executive Member
11	Dr. G.L. Sharma	Retd. Principal, HP University	Member External Expert in Education
12	Dr. B.P. Verma	Retd. Dean of faculty of Education, HPU	Member External Expert in Education
13	Mrs. Praveen Lata Bhatia	President, Sewa Bharti	Member Community Representative
14	Mr. Om Pahwa	Journalist	Member Community Representative
15	Naresh Kumar	Ex-Student	Member from Alumni
16	Sushil Kumar	Ex-Student	Member from Alumni

List of Major activities of IQAC:

1. Development and implementation of Academic Calendar.
2. Development & implementation of quality benchmarks/parameters for the various academic and administrative activities of the college.

3. Organization of inter and intra institutional seminars, workshops and quality related themes and promotion of quality circles to enhance quality of teaching.
4. Arrangement for feedback responses from students, parents and other stakeholders on quality related processes.
5. Development and implementation of a mechanism for internal quality Checks.
6. Constant monitoring on the quality of the different activities of the institute and community work.
7. Planning for use of ICT enabled technology in B.Ed. course.
8. Innovation in teaching-learning process.
9. Holding meeting quarterly headed by the chairman to finalize the quality and standards to be maintained by the college.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of Goals and Objectives.

The institution has its own mechanism to evaluate the achievement of goals and objectives. The details are as under:

- Comprehensive evaluation of Unit tests, House test, Assignments and Analysis of University examination and results.
- Student attendance record and their active participation in various activities.
- Suggestions/feedback obtained from the students, teacher educators, alumni, visitors and head of the teaching practice schools are reviewed and implemented.
- Informal discussions with teacher educators, students and other stakeholders is a regular feature. Such discussions and interviews are helpful in ascertaining the extent to which goals achieved.

In addition we have the Complaint/grievance and Redressal Cell, and a Suggestion Box which helps in understanding the problems and addressing it to realize the objectives.

7.1.3 How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of academic programme by following the under mentioned strategies:

- Involving the teacher educators directly in all academic improvement processes by conducting staff meetings.
- Organizing seminars, workshops and extension lectures on quality improvement.
- Use of technology in the academic spectrum.
- Promotes interdisciplinary research by giving action research, case study etc. to the students to enhance the quality of research.
- Report about institutional performance and achievements are available to its stakeholders.
- Obtaining regular feedback from pupil teachers (verbal/ written)
- Regular discussions with pupil-teachers and teacher educators.
- Suggestions from experts, faculty members and its stakeholders are also welcomed.
- Feedback from students, alumni and visitors are very helpful to improve the quality of teaching-learning process.

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

To ensure the quality of its administration and financial management processes, the institution follows the under mentioned strategies:

- The management committee conducts regular meetings to deliberate on issues like academic performances, discipline, up gradation of resources and monitoring of the supporting staff.
- For the professional growth of teacher educators they are given encouragement to participate in various seminars, workshops, academic professional development programmes.
- Financial management is ensured through checks and balances constantly.

- At the end of financial year analysis of books of accounts and audit reports help the management to allocate finance for various types of recurring and non recurring expenses.
- Head of the institution with the help of the in-charges of various committees always maintain discipline in the college.
- Training to Non-teaching and supporting staff in office procedures and public relations is provided.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

Institution identify and share good practices with teacher educators, administrators, students and stakeholders by holding meetings, organizing curricular and co-curricular activities and co-ordination with teacher practice schools. Teacher educators are encouraged to use innovative techniques in curriculum transaction. They are also encouraged by the management to participate in National, International Seminars. Students give their feedback in tutorial groups, teacher educators give their suggestion in the staff meeting, where they interact and express their own achievements and limitations and also share the suggestions which can improve their quality of teaching. Similarly, the management shares the views and means for the betterment of the institution in the meeting in which the management, principal of the institution and staff representatives interact and give their views regarding best practices and to upliftment of the institution.

7.2 INCLUSIVE PRACTICES

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

To sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum, a few well-defined techniques are used:

- The teacher educators are given regular orientation in sensitizing them to various issues of inclusion and the focus given to these issues in the national policies and the school curriculum.

- Faculty members are sensitized towards national policies and the school curriculum through participation in seminars, workshops, in-service teacher training courses.
- Extension lectures are organized on “Inclusive Education” by resources persons time to time.
- Latest developments in the area of inclusive education are obtained from various sources and stakeholders are informed accordingly.
- Discussions with students of special categories are held regularly.
- Inclusive Education subject in curriculum makes the teachers acquainted with the needs of special children.

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?

During the curriculum transaction students are encouraged to give their lectures/speech on inclusive education and gender differences. They are provided help by arranging extension lectures and awareness programmes on women empowerment and rights of women etc. They also encouraged in such types of activities at other colleges. Experts are invited to interact with students and to make them aware of many intricacies of inclusive education etc. Project work on case study, action research, intelligence test and creativity test etc. is given to the students to learn about the exceptionalities. Students are encouraged to collect information about the children having exceptions as well as gender differences and to study the impact on their learning.

7.2.3 Detail on various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self-motivation.

Learning environment fosters positive social interactions and active engagement in learning and self motivation through Class Room activities, Micro teaching, Simulated teaching, Real teaching, Extension activities and Community work etc.

Student teachers are made aware of the necessity of active engagement in learning and self motivation through assignments, project discussion, self study, action research and case study etc. Student teachers also play their active role to form student's council. These convictions lead to good practices that arise from existential classroom situations. Throughout the academic session lectures, demonstrations, paper presentations, workshops, wall magazines, group discussions, peer teaching, peer evaluation, field work, use of ICT, preparation of learning materials, community service projects, craft projects, power point presentations, value education, morning assembly foster active engagement in learning, social interaction and self motivation.

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

The student teachers are provided basic ground to understand specific problems of children through various tests and discussions. Project work on case study, action research, intelligence test and creativity test are given to the students to learn about the exceptionalities. The institution organizes community work and extension activities in collaboration with "Sewa Bharti" and "Utkarsh" welfare organizations for the children from weaker sections and diverse backgrounds and exceptionalities.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Since the institution established there is no physically challenged student admitted. However, the possible efforts are being offered by the institution to address the special needs of the physically challenged and differently-abled students and support them in the following ways:

- Differently able students are given special attention and consideration. The college has resource room for physically challenged and differently-abled students. A doctor is appointed in the campus.
- The institution provides all arrangements for physically challenged students for their lectures and all other activities at ground floor and they need not go to upstairs for any of the work related to course curriculum if required.

- Remedial and Tutorials classes are part of the whole training and individual attention is given to the students in need.
- Writers are arranged to write examinations for such students if required.
- Provision of fee concessions for 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 in the following ways:

- Students are helped to know and handle gender sensitive issues by arranging awareness programmes about rights of women and women empowerment.
- Special consideration is given to female students to counsel their general problems.
- Extension lectures and interaction with lawyers and prominent persons of the town
- Establishment of Women and Complaint /Grievances Redressal Cell in the College.
- The principal and teacher educators also deal with related issues if the problem arises.

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 institution ensures the access to the information on academic and administrative information through the following:

- Website: www.snce.net.in
- Prospectus
- Notice Board
- Newsletter

- College Magazine
- Wall Magazine
- Administrative Records
- Financial Records
- Feedback from the students, Appraisal records of teacher educators and also through the performances of the student teachers at the University Examination.
- The institution believes in strengthening relationship between staff, students and parents. The student and parents and other stakeholder are free to meet the principal and teachers.

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 shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvements through:

- Staff council meetings are held after the completion of every activity time to time in a routine manner in order to share and use of information /data on its success or failure or any of the draw backs of various processes and performances.
- Feedback mechanism helps the institution to know about satisfaction and dissatisfaction of students and its stakeholders.
- Keeping an active touch with the alumni to understand the desired changes.

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

- The institution has certain Performa's to collect feedback from the students, alumni, parents and practice teaching schools regularly through personal meetings, formal questionnaires and use to sustain and improve the quality of

curriculum transaction and overall working of the institute. In the feed back they held the confidence building measures (CBM) with values in high esteem, which brought about the indelible, commendable impact on their personality

- Suggestion boxes are placed in the college for collecting suggestions. Collected suggestions are shared with teacher educators and management for further planning of next year. Strength and weaknesses of the college are thoroughly discussed at all platforms and at all occasion so as bring improvement in the system.
- General responses from its stakeholders are discussed and analyzed in the staff council meetings and implemented to improve the quality of program.