

SELF APPRAISAL REPORT

For Re-Accreditation (2nd Cycle)

AUGUST 2016



SUBMITTED TO
NATIONAL ASSESSMENT & ACCREDITATION COUNCIL
BENGALURU – 560072

Dr. B. R. AMBEDKAR COLLEGE OF EDUCATION
(Affiliated to K.U.K and Approved by NCTE, Jaipur)
OPP. NEW BUS STAND, VILLAGE KHERI MARKANDA
KURUKSHETRA – 136118
website: www.amikurukshetra.org

COLLEGE VIEW



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Dr. B. R. AMBEDKAR COLLEGE OF EDUCATION
OPP. NEW BUS STAND, VILL. KHERI MARKANDA, KURUKSHETRA-136118

Principal's desk

Dr. B. R. Ambedkar College of Education, Kheri Markanda, Kurukshetra was established in 2006 by great visionary Chaudhary Ishwar Singh, former M.P., Rajya Sabha to impart quality and value based teacher education. It is affiliated to Kurukshetra University Kurukshetra and approved by NCTE, Jaipur. Our institution aims at empowering the student teachers with the professional and social competencies to compete with the challenging world. The synergetic efforts of management, teaching staff, non-teaching staff and students, who have been working as a team with an excellent cooperation and zeal, proved as a great boon for this institution to grow from stature to strength in the pursuit of knowledge and excellence.

The college has been accredited with B-grade from the NAAC in September 2011. Following the suggestions of Peer Team and in accordance of with its vision, creativity and inculcation of values are distinctive features of the training provided at our Institution. Being an education college, the educational programme is geared towards the emancipation and empowerment of pupil-teachers. The emphasis is on “Excellence in Education”

This self-appraisal report is a comprehensive status report of our institution, its achievements, strengths, weaknesses, opportunities and challenges. An attempt has been made to portray a comprehensive picture of the institutional activities organized to realize our mission and vision as per the NAAC guidelines. This report reflects the outcome of dedicated and collective efforts of every individual associated with this institution. It tries to bring together different stakeholders to make the process highly participatory and interactive. The staff members gave their best to scrutinise and compile the facts to make the SAR factual. The process of compiling this document enabled us to have a deeper insight into the nature and the process of the academic programmes offered by our institution to meet the challenges of teacher education. This academic exercise has helped

us in understanding and planning the institutional activities to march forward in order to reach our motto – *Quest for Human Excellence*.

We offer ourselves for quality inspection by NAAC to get re-accreditation status which will help us to serve the concerned stakeholders meaningfully. We are spruced for the NAAC visit and eagerly looking forward to it.

Humble submission!

Principal

DR. B. R. AMBEDKAR COLLEGE OF EDUCATION

-AT A GLANCE

PREFACE

Dr. B. R. Ambedkar College of Education, Kheri Markanda, Kurukshetra established in the year 2006 by Ambedkar Education Society, is a self-finance college, affiliated to Kurukshetra University Kurukshetra and recognized by NCTE, Jaipur with an intake of 200 students in B.Ed., 50 students in M.Ed. & 50 students in D.Ed. The college has been accredited with B-grade from the NAAC. It is housed in a well equipped building meant for the purpose. It is situated in 01 acres of land at Village Kheri Markanda, Opp. New Bus Stand, Kurukshetra. The campus refreshes you with its scenic beauty, calm & quite environment, green trees and plant, away from humdrum and noisy milieu of the earth, completely conducive for education. The distance of bus stand is 1.5 kms from the college campus. Auto rickshaws and buses make easy access to the institute.

The college has a track record of providing good quality teacher education and gets almost 100% result. The institution is following curriculum and syllabus prescribed by the affiliating university, the faculty member are instrumental in sending comments and views on the curriculum and successfully implementing them as per directive of the Kurukshetra University, Kurukshetra.

We, at this Institution, envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. They will be the torchbearers in their respective fields of study, quite capable of serving the community in a befitting manner. Towards achieving this goal, the college has a building with all amenities to accommodate class rooms, laboratories, library, seminar hall, offices, recreation halls, sports room, placement cell, canteen etc.

The College has very clear Vision, Mission, Values and Objectives for its academic mobility as follows:

Vision of the Institution

“To become the center of academic excellence in the area of teacher education by

providing quality teacher education programmes at par with the national and international standards to the youth inculcating in them our culture, heritage and values along with complete education.”

Mission of the Institution

- ❖ Serving the humanity.
- ❖ To prepare the teachers capable of responding to the global social demands and meeting the challenges in Education.
- ❖ To rejuvenate the teaching – learning process with ICT and value imbedded education in the context of modernization and social change.
- ❖ To address to the ever emerging issues and problems of schools and teacher education and discover the remedial measures.
- ❖ To ensure the contribution of all stakeholders in the all pervasive sustainable development of the society.

Values of the Institution

The institution promotes the following core values:

- ❖ Developing a sense of universal brotherhood by inculcating the eternal values.
- ❖ Building an academic environment where excellence in knowledge, skills and competencies contribute to national development.
- ❖ Integration of information and communication technology with ancient wisdom of Indian education system.

Objectives of the Institution

- ❖ To recognize, promote and develop the capabilities and universal values in the student teachers needed for cohesion and welfare of society and nation
- ❖ To make aware, inspire and enable the student teachers to integrate the ICT with ancient Indian educational philosophy for a quality academic environment.
- ❖ To stimulate, educate and enable the student teachers for excellence in teaching, learning, research and innovation.
- ❖ To develop attitude, competence and core skills, essential to teaching learning process among the student teachers.
- ❖ To encourage the student teachers to derive an everlasting capacity of realizing and

- executing their roles and responsibilities in learner's holistic development.
- ❖ To provide an enthusiastic, motivating, inspiring and equally accessible teaching - learning environment, conducive to the professional growth of teacher educators and student teachers.
 - ❖ To invent, adopt and practice the knowledge of ICT for teaching, learning and training of student teachers to meet the emerging issues, needs and problems of the school education system in global context.

The institution's stated purpose, vision, mission and values are made known to various stakeholders and to the prospective student teachers through college publication in information brochure, website and teacher-parents meeting during admission and functions organized in the institution. Vision and mission statements are prominently displayed at the entrance of the institution.

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SAR during its visit.

Place: Kurukshetra

Date:

Signature

Head of the Institution

A. PROFILE OF THE INSTITUTION

1. **Name and address of the institution:** Dr. B. R. Ambedkar College of Education
Kheri Markanda, Opp. New Bus Stand
Kurukshetra, Haryana – 136118
2. **Website URL:** www.amikurukshetra.org
3. **For communication:** Kheri Markanda, Opp. New Bus Stand
Kurukshetra, Haryana – 136118

Office:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Dr. Rattan Lal Futela	01744-220777	01744-220777	collegedata21@gmail.com
Vice-Principal Dr. Mohan Lal	01744-220777	01744-220777	collegedata21@gmail.com
Self -Appraisal Co-Ordinator Dr. Mohan Lal	01744-220777	01744-220777	collegedata21@gmail.com

Residence:

Name	Telephone Number with STD Code	Mobile Number
Principal Dr. Rattan Lal Futela	01744-220777	09899733233
Vice-Principal Dr. Mohan Lal	01744-220777	09416931811
Self -Appraisal Co-Ordinator Dr. Mohan Lal	01744-220777	09416931811

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (Specify and indicate)

5. Campus area in acres:

1.00 Acre

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

MM	YYYY
Sept.	2006

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

Kurukshetra University, Kurukshetra (Haryana)

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

Month & Year

2f

MM	YYYY
N/A	N/A

Month & Year

12B

MM	YYYY
N/A	N/A

10. Type of Institution

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

√

b. By Gender

- i. Only for Men
- ii. Only for Women
- iii. Co-education

√

c. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College
- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- viii. Any other (Specify and indicate)

√

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

SL. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i.	Pre-primary			Certificate		
				Diploma		
				Degree		
ii.	Primary/ Elementary			Certificate		
		D.Ed.	Sr. Secondary	Diploma	Two years	Hindi/English
				Degree		
iii.	Secondary/ Sr. Secondary			Certificate		
				Diploma		
		B.Ed.	UG/PG	Degree	Two Years	Hindi/English
iv.	Post Graduate			Diploma		
		M.Ed.	B.Ed.	Degree	Two Years	Hindi/English
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-Primary	-----	-----	-----	-----
Primary/Elementary	D.Ed.	F.NRC/NCTE/HR-1482/2008/56431 18 AUGUST 2008		50
Secondary/ Sr. Secondary	B.Ed.	F.No./NRC/NCTE/HR-423+HR- 505/2015/99123 14 MAY 2015 (Revised)		200
Post Graduate	M.ED.	F.No./NRC/NCTE/HR- 505/2015/99402 15 MAY 2015 (Revised in Accordance to NCTE Reg. 2014)		50
Other (specify)	-----	-----	-----	-----

B) CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have a stated

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes,

- a) How many programmes?

Three

- b) Fee charged per programme

D.Ed.

25800/-

B.Ed.

44000+3560=47560/- (Students not Regd. with KUK)
44000+2860=46860/- (Students Regd with KUK)

M.Ed.

44000+3330=47330/- (Students not Regd. with KUK)
44000+2730=46730/- (Students Regd with KUK)

3. Are there programmes with semester system

Yes

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

Yes		No	√
-----	--	----	---

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

Nil

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

D.Ed.	1
B.Ed.	12
M.Ed. (Full Time)	5
M.Ed. (Part Time)	-----
Any other (specify and indicates)	-----

6. Are there Programmes offered in modular form

Yes		No	√
Number	-----		

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

Yes	√	No	
Number	All three		

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
Number	-----		

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

• Heads of practice teaching schools	Yes	√	No	
• Academic peers	Yes	√	No	
• Alumni	Yes	√	No	
• Students	Yes	√	No	
• Employers	Yes	√	No	

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

Immediate

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

Number	02
--------	----

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

Yes No

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

Yes No

CRITERION II: TEACHING-LEARNING AND EVALUATION

1. How are students selected for admission into various courses?

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

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

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

20 th August
30 th Oct.
31 st May
200
218

3. Total number of students admitted (2015-16)

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed. – I	20	30	50	13	15	28	7	15	22
D.Ed. – II	16	33	49	12	17	29	4	16	20
B.Ed. – I	172	16	188	146	9	155	26	7	33
B.Ed. – II	----	----	----	----	----	----	----	----	----
M.Ed. – I (Full Time)	31	12	43	27	2	29	4	10	14
M.Ed. – II (Full Time)	----	----	----	----	----	----	----	----	----
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

–

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

a) Unit cost excluding salary component

31943.69

b) Unit cost including salary component

51876.74

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	84.00%	54.00%	78.40%	47.80%
B.Ed.	85.48%	50.00%	62.75%	45.00%
M.Ed. (Full Time)	74.70%	53.10%	74.58%	50.00%
M.Ed. (Part Time)				

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	45.85%	11.95%	35.12%
B.Ed.	40.00%	30.00%	20.00%
M.Ed. (Full Time)	60.00%	16.00%	24.00%
M.Ed. (Part Time)			

Note: Figure shown in the table does not depict the percentage for activities like co-curricular, sports/working with community, test and assignment etc.

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	2	4
b) Minimum number of pre-practice teaching lessons given by each student	2	4
c) Discussion lessons after practice teaching	0	2

11. Practice Teaching at School

a) Number of schools identified for practice teaching	0	8	
b) Total number of practice teaching days	1	2	0
c) Minimum number of practice teaching Lessons given by each student	1	8	0

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

No. of Lessons in Simulation	Ten Lessons	No. of Lessons in Pre-Practice Teaching	Two Discussion Lessons
------------------------------	-------------	---	------------------------

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	30%	70%
B.Ed.	20%	80%
M.Ed. (Full Time)	30%	70%
M.Ed. (Part Time)	-----	-----

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

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

	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software /courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	<i>Smart Classroom</i>	

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

Yes	√	No	
-----	---	----	--

Number	<i>Three</i>
--------	--------------

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

Yes	√	No	
-----	---	----	--

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

Compulsory Optional

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

Number of Teachers	05	Percentage	26.31%
--------------------	----	------------	--------

2. Does the Institution have ongoing research projects?

Yes		No	√
-----	--	----	---

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

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

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

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

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

- Teachers are given study leave √
- Teachers are provided with seed money √
- Adjustment in teaching schedule √
- Providing secretarial support and other facilities √
- Any other, specify and indicate.

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

Yes	<input type="checkbox"/> √	No	<input type="checkbox"/>
-----	----------------------------	----	--------------------------

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

a.	Ph.D.	<input type="text" value="01"/>
b.	M.Phil.	<input type="text" value="-----"/>

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

Yes	<input type="text" value="√"/>	No	<input type="text"/>
-----	--------------------------------	----	----------------------

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

	Yes	No	Number
International Journals	√		10
National Journals – Referred Papers Non Referred Papers	√		08
Academic articles in reputed Magazines/News Papers	√		05
Books		√	---
Any other (specify and indicate)			

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

Yes		No	√
-----	--	----	---

Number	<input type="text" value="-----"/>
--------	------------------------------------

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

	Faculty	Students
National Seminars	<input type="text" value="55"/>	<input type="text" value="02"/>
International Seminars	<input type="text" value="04"/>	<input type="text" value="01"/>
Any Other Academic Forum	<input type="text" value="06"/>	<input type="text"/>

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

Self-instructional materials

√

Print materials

√

Non-print materials (e.g. teaching Aids/Audio-visual, multimedia, etc.)

√

Digitalized (Computer aided instructional materials)

√

Question bank

√

Any other (specifies and indicates)

X

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional Charge

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

Yes

No

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

Yes

No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

04

16. Does the institution provide consultancy services?

Yes

No

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

Not Paid Consultancy

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

Local level	√
State level	√
National level	√
International level	

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

5294.36

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

a) Curriculum Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Art & Craft Resource Centre	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Health & Physical Resource Centre	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) ICT Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Media Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

39

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

Rs. 50000.00

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

Rs. 37000.00

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

Rs. 15070.00

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

Rs. 1000000.00

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

Yes

No

9. Total number of posts sanctioned

	Open		Reserved*	
	M	F	M	F
Teaching	5	8	2	3
Non-Teaching	2	1	4	1

(*reservation policy as per government Rules)

10. Total number of posts vacant

	Open		Reserved*	
	M	F	M	F
Teaching	Nil	Nil	Nil	Nil
Non-Teaching	Nil	Nil	Nil	Nil

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

	Open		Reserved*	
	M	F	M	F
Asst. Professor	4	7	2	3
Associate Professor	-	1	-	-
Professor/Principal	1	-	-	-

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

	Open		Reserved*	
	M	F	M	F
Asst. Professor	-----	-----	-----	-----
Associate Professor	-----	-----	-----	-----
Professor	-----	-----	-----	-----

c. Number of teachers from

Same State

15

Other States

3

12. Teacher student ratio (program-wise)

Programme	Teacher Student Ratio
D.Ed.	10 : 1
B.Ed.	14 : 1
M.Ed. (Full Time)	10 : 1
M.Ed. (Part Time)	-----

13. a. Non-teaching staff

Non-Teaching Staff	Open		Reserved*	
	M	F	M	F
Permanent	2	1	3	1
Temporary	-	-	-	-

b. Technical Assistants

Technical Assistants	Open		Reserved*	
	M	F	M	F
Permanent	-	-	1	-
Temporary	-	-	-	-

14. Ratio of Teaching – Non-Teaching Staff

9 : 4

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

25.60%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

09:00A.M.-05:00P.M.

On holidays

09:00A.M.-02:00P.M.

During examinations

09:00A.M.-05:00P.M.

18. Does the library have an Open access facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

19. Total collection of the following in the library

a. Books

12240

- Textbooks

10401

- Reference books

1839

b. Magazines

06

c. Journals subscribed

19

- Indian journals

19

- Foreign journals

0

d. Peer reviewed journals

01

e. Back volumes of journals

98

f. E-information resources

00

- Online journals/e-journals
- CDs/ DVDs
- Databases
- Video Cassettes
- Audio Cassettes

All online Journals of NCTE & University	
	25
	0
	0
	0

20. Mention the

Total carpet area of the Library (in sq. mts.)	60
Seating capacity of the Reading room	65

21. Status of automation of Library

Yet to intimate	
Partially automated	√
Fully automated	

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

Circulation	√
Clipping	√
Bibliographic compilation	√
Reference	√
Information display and notification	√
Book Bank	√
Photocopying	√
Computer and Printer	√
Internet	√
Online access facility	√

Inter-library borrowing	<input type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation/information literacy	<input checked="" type="checkbox"/>
Any other (please specifies and indicates)	<input checked="" type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="30"/>
Maximum number of days books are permitted to be retained	
By students	<input type="text" value="14"/>
By faculty	<input type="text" value="Full session"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="04"/>
for faculty	<input type="text" value="10"/>
Average number of users who visited/consulted per month	<input type="text" value="1000"/>
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	<input type="text" value="34:1"/>

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

There is no specific budget for library as and when library advisory committee recommends books for library. On the basis of recommendation of library advisory committee, the management purchases the books for library.

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

	I (2012-13)		II (2013-14)		III (2014-15)	
	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)
Text books	100	33788/-	812	256000/-	1296	457000/-
Other books	41	10468/-	288	56000/-	154	32000/-
Journals/ Periodicals	20	12950/-	21	13500/-	23	14700/-
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Programmes	2012-13	2013-14	2014-15
D.Ed.	5	3	2
B.Ed.	15	14	7
M.Ed. (Full Time)	0	1	1
M.Ed. (Part Time)	---	---	---

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

Yes	√	No	
-----	---	----	--

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

25

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG (B.Ed.)			PG (M.Ed.)		
	I (2012-13)	II (2013-14)	III (2014-15)	I (2012-13)	II (2013-14)	III (2014-15)
Pass Percentage	96.50%	94.50%	92.60%	100%	100%	97.05%
Number of first classes	72	67	61	35	32	33
Number of distinctions	0	0	0	0	0	0
Exemplary performances (Gold Medal and university ranks)	0	0	0	0	0	0

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

	2012-13	2013-14	2014-15
NET	01	---	02
SLET/SET/HTET	01	03	04
Any other (specifies and indicates)	03	04	05

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

Financial Aid	I (2012-13)	II (2013-14)	III (2014-15)
Merit Scholarship	---	---	---
Merit-cum-means scholarship	3	4	2
Fee concession	03	02	02
Loan facilities	---	---	---
SC/ST/OBC Students	32	54	21

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes	√	No	
Non-teaching Staff	Yes	√	No	

10. Does the institution provide Hostel facility for its students?

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	0
Women	40

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

Sports fields	Yes	√	No	
Indoor sports facilities	Yes	√	No	
Gymnasium	Yes		No	√

12. Availability of rest rooms for Women

Yes	√	No	
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13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		√	---	√		06
Inter-university		√	---		√	---
National		√	---		√	---
Any other (specify and indicate)		√	---		√	---

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	---	---
Regional	---	---
National	---	---
International	---	---

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2008

19. Does the institution have a Student Association/Council?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	33%	36%	38%
Employment (Total)	82	91	98
Teaching	65	76	87
Non teaching	17	15	11

23. Is there a placement cell in the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

2012-13	2013-14	2014-15
40	18	22

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

	Yes	No
• Academic Guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CRITERION VI: GOVERNANCE AND LEADERSHIP

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

Yes No

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

Governing Body/Management	Twice in a year
Staff Council	Once in a month
IQAC/or any other similar body/committee	Five in a year
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As and when required

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

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes	√	No	
Other (Specify and indicate)	Yes		No	

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

0	0	3
---	---	---

5. Furnish the following details for the past three years

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

NIL

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

National	0	1	6
International	0	0	2

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

0	0	3
---	---	---

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

0	0	8
---	---	---

e. Research development programmes attended by the faculty

0	0	2
---	---	---

f. Invited/endowment lectures at the institution

0	0	6
---	---	---

e. Any other areas (specifies the programme and indicate)

-	-	-
---	---	---

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

a. Self-appraisal

Yes	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	√
-----	--	----	---

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specify and indicates)

Yes		No	√
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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

Senior faculty members were deputed as convener/members of number of inspection committees/proctorial duties etc. but not definite number of hours per week are fixed.
--

8. Provide the income received under various heads of the account by the institution for previous academic session (2014-15)

Grant-in-aid	NIL
Fees	12961590.00
Donation	NIL
Self-funded courses	NIL
Any other (specifies and indicates)	8340169.00

9. Expenditure statement (for last two years)

2013-14

2014-15

Total sanctioned Budget	20998648.00	21301759.00
% spent on the salary of faculty	30.53%	25.60%
% spent on the salary of non-teaching employees	5.45%	5.27%
% spent on books and journals	0.12%	0.003%
% spent on developmental activities (expansion of building)	8.34%	11.65%
% spent on telephone, electricity and water	1.59%	1.71%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	----	1.11%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.06%	0.12%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty Exchange, etc.)	----	----
% spent on travel	----	----
Any other (specify and indicate)	38.08%	34.87%
Total expenditure incurred	84.17%	80.33%
Reserve fund	----	----

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

	Surplus in Rs.	Deficit in Rs.
2012-13	<input type="text" value="3164615.00"/>	<input type="text"/>
2013-14	<input type="text" value="3307664.19"/>	<input type="text"/>
2014-15	<input type="text" value="4182433.48"/>	<input type="text"/>

11. Is there an internal financial audit mechanism?

Yes

No

12. Is there an external financial audit mechanism?

Yes

No

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

Administration	Yes	√	No	
Finance	Yes	√	No	
Student Records	Yes	√	No	
Career Counseling	Yes	√	No	
Aptitude Testing	Yes		No	√
Examinations/ Evaluation/Assessment	Yes	√	No	
Any other (specifies and indicates)	Yes		No	√

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes

No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes

No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes

No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc/guest teaching staff?

Yes

No

18. Is a grievance redressal mechanism in vogue in the institution?

a) For teachers

b) For students

c) For non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes

No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

No

CRITERION VII: INNOVATIVE PRACTICES

1. Does the institution have an established Internal Quality Assurance Mechanisms?

Yes

No

2. Do students participate in the Quality Enhancement of the Institution?

Yes

No

3. What is the percentage of the following student categories in the institution?
(For the Session 2015-16)

	Category	Men	%	Women	%
A	SC	139	42.25%	23	6.99%
B	ST	02	0.60%	00	00%
C	OBC	57	17.32%	18	5.47%
D	Physically challenged	01	0.30%	02	0.60%
E	General Category	41	12.46%	46	13.98%
F	Rural	166	50.45%	61	18.54%
G	Urban	74	22.49%	28	8.51%
H	Any other (specify)				

4. What is the percentage of the staff in the following category?
(For the Session 2015-16)

	Category	Teaching Staff	%	Non-Teaching Staff	%
A	SC	03	15.78%	02	25.00%
B	ST	00	00%	00	00%
C	OBC	02	10.52%	03	37.50%
D	Women	12	63.15%	02	25.00%
E	Physically challenged	00	00%	00	00%
F	General Category	14	73.68%	03	37.50%
G	Any other (Specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On Completion of the Course	
	2013-14	2014-15	Batch I	Batch II
SC	Out of 70 Ist Class-27 IInd Class-20 IIIRD Class-23	Out of 53 Ist Class-37 IInd Class-10 IIIRD Class-06	Out of 70 Ist Class-47 IInd Class-23 IIIRD Class-0	Out of 53 Ist Class-37 IInd Class-16 IIIRD Class-0
ST	----	----	----	----
OBC	Out of 45 Ist Class-27 IInd Class-18 IIIRD Class-0	Out of 37 Ist Class-17 IInd Class-20 IIIRD Class-0	Out of 45 Ist Class-35 IInd Class-10 IIIRD Class-0	Out of 37 Ist Class-25 IInd Class-12 IIIRD Class-0
Physically Challenged	Out of 01 Ist Class-01 IInd Class-0 IIIRD Class-0			
General Category	Out of 184 Ist Class-47 IInd Class-137 IIIRD Class	Out of 167 Ist Class-88 IInd Class-79 IIIRD Class-0	Out of 184 Ist Class-65 IInd Class-119 IIIRD Class-0	Out of 167 Ist Class-122 IInd Class-45 IIIRD Class-0
Rural	Out of 210 Ist Class-115 IInd Class-95 IIIRD Class-0	Out of 187 Ist Class-121 IInd Class-66 IIIRD Class-0	Out of 210 Ist Class-135 IInd Class-75 IIIRD Class-0	Out of 187 Ist Class-129 IInd Class-58 IIIRD Class-0
Urban	Out of 90 Ist Class-55 IInd Class-35 IIIRD Class-0	Out of 70 Ist Class-37 IInd Class-33 IIIRD Class-0	Out of 90 Ist Class-66 IInd Class-24 IIIRD Class-0	Out of 70 Ist Class-46 IInd Class-24 IIIRD Class-0
Any other (Specify)	----	----	----	----

Criterion – I

Curricular Aspects

1.1. Curricular Design and Development

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

Objectives:

- ❖ To develop in young Teachers the confidence to confront with many new challenges of life.
- ❖ To prepare competent, committed, creative and compassionate teachers for the future generation.
- ❖ To develop this institute as a centre of excellence and to strive for continuous improvement of education and human resource advancement.
- ❖ To provide sound philosophical, sociological and psychological background to student teachers (for teaching)
- ❖ To equip the student teachers with practical knowledge and hands on experience about different teaching skills to become competent teachers.
- ❖ To imbibe in them values, traditions, professional ethics & the positive attitude towards teaching profession.
- ❖ To develop our student teachers to be creative, constructive, curious, and committed individuals.
- ❖ To enrich professional competency amongst the trainees.
- ❖ To equip the student teacher with through theoretical input and provide them practical training so that teaching –learning process becomes effective.
- ❖ To make aware teacher-educators and teacher-trainees about the use of ICT in education.
- ❖ To prepare teacher educators, efficient administrators and researchers.

- ❖ To develop an intellectual curiosity, a culture of hard work, a growing sense of responsibility for one training and openness to lifelong growth in other areas of life.
- ❖ To develop awareness and attitude towards global trends.

1.1.2. Specify the various steps in the curricular development process. (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?)

Various Steps in Curricular Development Process:

The institution implements D.Ed, B.Ed and M.Ed. courses. The entire curriculum is developed by the regulating bodies and assigned to the institution. The hierarchy of the regulating bodies is given below:- For D.Ed. Course, State Council of Education Research and Training (SCERT) is the regulating body and for B.Ed. & M.Ed. courses Kurukshetra University, Kurukshetra is the regulating body.

We strictly adopt the curriculum recommended by the concerned authorities. i.e. SCERT, Haryana & Kurukshetra University, Kurukshetra.

- ❖ When we are told about the curriculum to be implemented, a detailed discussion, about the pros and cons of the same, is held at the college level. Every faculty is given sufficient time to study their areas of teaching and the same is discussed in the meeting. After thorough interaction, a consolidated opinion is framed.
- ❖ Even before implementing the prescribed curricular programme, every aspect of curriculum is discussed as a whole and subject wise, this is done at university level Workshops.
- ❖ Then the curriculum is transacted in the class or in relevant areas. Its effects are keenly studied and discussed.
- ❖ The same is interacted with teacher-trainees; their constructive suggestions are also given considerations.
- ❖ The whole efforts at institutional level and department level make curriculum qualitative and effective.

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

Reflection of global trends in curriculum:

- ❖ The role of teacher educator and student has been redefined due to the global trends and emerging needs of the school children. Through a balanced blending of traditional methodology with ICT and new technology, we prepare the students teachers to become independent, creative and confident enough to face the world.
- ❖ Various common thrusts of nation are included in teacher education for understanding and analyzing.
- ❖ Usually while designing the curriculum itself these points would be taken care of by the curriculum designers (NCERT, Kurukshetra University) while transacting the curriculum in the class or field these thrusts are to be emphasized, one of the objectives as it is envisaged under 1.1.1
- ❖ The personality development and communication skills are also in demand globally. So, the institution provides the exposure to the student teachers through culture sports and literary activities to acquire these skills and groom their personality. Besides this the college specially runs value added courses like Spoken English Classes, Personality Development Classes etc.

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 of the D.Ed. B.Ed. and M.Ed .course bears thrust on national issues like value education, gender equality, human rights , equality, social cohesion, secularism, environmental degradation, national population explosion, women education, education of disabled children and ICT.

Certainly, these are the major issues of not only our Nation, the whole world also. The student teachers are oriented about these and other issues at the beginning of the academic year and are impressed to adopt and practice in their daily activities.

Following are the relevant activities –

- ❖ Importance of Environment, Value Education and ICT is conveyed through seminars.

- ❖ Discussions, Debates, Essay Writing and Poster Making Competitions are organized.
- ❖ Teacher's role and responsibilities are emphasized.

Value Education:

In all their activities, Institution focused on values. All the teachers are keen to inculcate in teacher-trainees through varieties of curricular & co-curricular activities. All Co-curricular activities are planned well for incorporating such values.

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

Yes, the institution makes adequate use of ICT for curricular planning since its establishment. ICT gives more information about all around the world and all areas of curriculum issues. Principal Dr. Rattan Lal Futela arranges and ensures that curricular events must be recorded since its planning stage.

As ICT become part and parcel of our day-to-day life, it is inevitable using computers interactive boards, LCDs & OHP. Demonstration lessons by teacher educators and Micro teaching practice teaching lessons by teacher-trainees are planned and presented with the use of LCD & OHP.

All student teachers are to be trained and to be provided the practical knowledge of use and operations of these devices.

Our Teachers use Power Point Presentations, OHP, LCD projectors in regular classes depending on the requirement. Students are also motivated to use the same during their practice of teaching programme.

The entire faculty members are provided Personal Computers with internet facilities, class rooms are provided with interactive boards, the Library being automated & Students can use freely access.

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?

From the beginning of the academic year itself, students are motivated to use every opportunity to expose themselves. The institution provides a wide variety of learning

to the student teachers according to the needs and requirement of the curriculum, society, profession and nation. All the necessary steps have been taken by the institution for the better implementation of the curricular activities.

- ❖ Faculty conducts demonstration lessons in every subject for teacher trainees to observe and reflect upon them.
- ❖ Simulation of classroom teaching through Micro teaching and integrated lessons provide them the experience of teaching and learning with the help and in collaboration with their peers.
- ❖ Basically we, the faculty members are the models for their teaching, so all classes are well planned, prepared and executed.
- ❖ Topics are given to the students and they are prepared to present these topics. A model of teaching is demonstrated.
- ❖ Discussions and interactions are done – Students are trained in communicational and teaching skills.
- ❖ Demonstration lessons are arranged from well experienced teachers before they are sent to the schools, Students are allotted to different schools – Their performance are supervised and monitored by faculty members.
- ❖ A feedback session is done every day and valid, constructive suggestions are given by fellow beings and faculty also – Records being maintained.

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

Every student teacher is given enough opportunity to develop him/her self the ability to realize the objectives/goals as envisaged earlier, students are motivated to participate in and out of class-room activities.

Students are trained individually, minimum 5 teaching skills in each methodology under the supervision of respective Method Teachers until they gain perfection in the same. Two simulated lessons are given in each methodology. There after they are sent for practice of teaching under the supervision of Method master – before sending those schools adequate theory and practical works are done.

Every week, students organize CCA on different themes. Each student gets ample number of opportunities to strengthen in other areas too. Every day sports and games activities are also conducted.

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

Developing Communication Skills –

To develop effective communication skills in each student teacher, which is the fundamental requirement needed for their profession, Communicative/Spoken English (languages) being taught and allowed them to practice in all their activities, corresponding assignments, project works being assigned. Students are given enough opportunities to expose themselves. Topics on different concepts are given them and asked to write articles.

ICT Skills –

For the development of ICT Skills and hands on experience, three or four periods of computer practices per week are made compulsory. Students are allowed to use computers, LCDs and OHP, etc.

Life Skills –

Personality Development Classes are introduced in regular time table; Guest Lectures on personality development by experts are also organized. Videos on Personality development are presented. Morning assembly, prayers also substantiate these aspects.

Community Orientation and Social Responsibility –

The main areas related to COSR are medical checkup of local residents, social services like *Swachhta Abhiyan* for drainages, school play ground & Environmental awareness and Visits & Lectures, literacy, small family norms, awareness of laws, government schemes and fire safety.

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

i) Interdisciplinary/Multidisciplinary

In B.Ed.: Foundational courses being taught in B.Ed. in the institution are-

- ❖ Childhood and Growing up.
- ❖ Contemporary India and Education.
- ❖ Learning and teaching.
- ❖ Language Across the Curriculum
- ❖ Understanding Disciplines and Subjects
- ❖ Gender School and Society
- ❖ Environmental Education
- ❖ Knowledge and Curriculum
- ❖ Assessment for Learning
- ❖ Creating and Inclusive School
- ❖ Health & Physical Education
- ❖ Drama & Art in Education
- ❖ Guidance and Counseling
- ❖ Methodology of teaching subjects

All these subjects are interconnected & multidisciplinary.

*These subjects are restructured for the two year B.Ed. course from 2015-16 Academic year.

ii) Multi-Skill development

All student teachers are exposed to curriculum and varieties of Co-Curricular activities to develop academic & administrative skill, leadership qualities etc.

iii) Inclusive education

- ❖ All students are allowed to take training course here in our college.
- ❖ Physically challenged students are taken care, some exemptions and special attention being extended to them.

iv) Teaching Subjects

Pedagogy of Science, Pedagogy of English, Pedagogy of Hindi, Pedagogy of Biological Science, Pedagogy of Punjabi, Pedagogy of Computer Science, Pedagogy of Home Science, Pedagogy of Physical Science, Pedagogy of Social Science,

Pedagogy of Commerce is provided as verities of option combination out of three major groups.

University is provided variety of options with subject combination out of three major groups. Every teacher-trainee has two options as their teaching subject. For every teaching subject each teacher-trainee delivers at least 5 Micro Teaching Lesson. Every teacher-trainee delivers two lessons in each skill. There are five skills (Questioning, Introducing the Lesson, Use of Reinforcement, Stimulus Variation and Illustration with Examples) in which every student-teacher delivers Micro lessons.

For every teaching subject, each teacher-trainee observe 30 teaching practice lesson in each teaching subjects in the actual field that is actual class room in school setting.

All with teaching practice in the concerned teaching subject there is provision of improvisation of apparatus in teaching of physical science for which teacher-trainees improve the various science apparatus according to the requirements of the situation and demand of the subject matter.

v) Practice Teaching

The institution is required to provide teaching practice through a core training programme and special training lessons.

	Lesson	Lesson No.
1.	Micro Lessons	10
2.	Pedagogical Lessons	04
3.	Simulation Lessons	10
4.	Observation Lesson	60
	Total	84

84 lessons in all are conducted and observed by each teacher trainee throughout the year. There are 60 Observation Lessons which provide actual school experiences to teacher trainees. In addition to these, the institution has conducted workshops on

‘Micro-Teaching Skills’ and preparation of teaching aids. This is a very productive activity for teacher trainees as it orients them in ‘Models of Teaching’ before they undertake these lessons in schools during the internship program.

vi) School experience/internship

Each student is expected to work in the allotted school sixteen (16) weeks along with practice of teaching, student teachers are expected to involve in other activities of the respective schools viz CCE, Mass physical Education, Tests, Serving Mid-day meals sports etc. They make school reports in these days. At last they also gives feedback and suggestions.

vii) Work experience/SUPW

SUPW activities are made mandatory. Students prepare varieties of articles viz Files, Envelops, Pointers, Candles, Dusters & decorative articles under the guidance of the teacher, Gardening, Pot Culture are the other type of activities. This develops in them dignity of labour & many social values.

viii) Any other (specify and give details)

Field trips to educative, scientific, cultural and Historic importance being organized. Visiting to deaf-dumb and blind schools are included to develop awareness about how such schools are working. A survey & study of such institutes is done by our students. Students actively participate in variety of competitions organized by college, university departments.

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 stakeholders with reference to the curriculum?

- ❖ The Institution has adopted well oriented mechanism of getting feedback and exchange of information with regards to the curricular and co-curricular aspect of the programme being run in the institution.
- ❖ Institute invites student teachers feedback on prescribed performa.
- ❖ The view and suggestions of old students of the institution are also invited with the reference to the curriculum.

- ❖ Institution has motivates the employees to participate and attend the curriculum development programme, workshop and seminars by providing man and material resources.
- ❖ When curriculum is transacted in the class, we collect learners' opinion about the importance and benefits of it in their learning. Face to face interaction is held. Whatever, they learn is manifested in their behaviors also. Students' forums, public opinion, authorities (departments) views, parents meetings, research reports, journals, are also taken in to consideration. Paper reports, articles, experts opinions are taken in to consideration.

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 the changes to be brought in the curriculum? If yes give details on the same.

The feedback collected from different ways consolidated and the same is to be thoroughly discussed in staff council meeting at college level and association meetings at university level. Opinions collected from all colleges, pooled and consolidated, the same is to be taken in to consideration while revising or updating the curriculum.

Various areas are identified by the curriculum review committee of the college where certain changes and improvement are required. The major areas are:

- ❖ ICT should be included as compulsory subject in the curriculum. (This paper was added by university in syllabus of B.Ed. from 2010-11).
- ❖ There should be adequate provision of inclusive education in the curriculum to make the student –teachers aware about the issues of inclusive practices.
- ❖ There should be more emphasis on developing more skills among the student-teachers.
- ❖ The B.Ed. course durations should be of two years rather than one year and the same is implemented by NCTE from 2015-16.

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

Whenever the curriculum is to be modified or there are suggestions regarding curriculum transaction, the institution sends suggestions and feedback to the affiliating

University. This is done by discussion in faculty meetings and feedback is conveyed through faculty members who represent the institution. All efforts are made to improve the quality of training programme.

1.4. Curriculum Update

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

The Curriculum which has been adopted by the college is prescribed by the affiliating university. The prescribed curriculum for the B.Ed. & M.Ed. Course has also been revised from the session 2015-16. These changes in the course content and the structure have contributed to quality improvement and student satisfaction in the following manner:

- ❖ Flexibility in choosing electives.
- ❖ Exposure to new trends in ICT, e-learning, new theories in Psychology.
- ❖ Training of various teaching skills through 16 weeks Internship in B.Ed. course.

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.)

Need assessment: The M.Ed. and B.Ed. Curriculum are revised by the affiliating University. The D.Ed. curriculum is revised by the Education Department of Haryana Government. Thus, the institution is not in a position to revise and update the curriculum of the above mentioned programmes. However, when drafts of the curriculum are received, the faculty members study various components, major changes in the structure and course contents. These are presented in the faculty meetings. Various aspects and effects of revisions are discussed and the feedback, if any, is conveyed to the concerned governing body.

Student input: The student input is nothing but the suggestions and feedback collected by students and make necessary actions.

Feedback from practice teaching schools: The feedback by practice teaching school is given in the prescribed Performa. This evaluates the teaching competency of the trainees as well as their value systems..

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?

The institution has undertaken the following quality sustenance and quality enhancement measures during the last five years:-

- ❖ Computer education
- ❖ Need based education
- ❖ Socially relevant programmes.
- ❖ Use of ICT.
- ❖ Academic skills.
- ❖ Value education.
- ❖ Personality development.
- ❖ Choice based curriculum or flexibility.
- ❖ Women cell.
- ❖ Remedial teaching.
- ❖ Social cultural, academic and professional skills among student teachers.
- ❖ Providing training of various teaching skill to the student teachers.
- ❖ At the beginning of the academic year, students are oriented about the nature of the course and their responsibility & co-operation.
- ❖ Each lesson delivered by the faculty members are well planned prepared and transacted, overall the classes are monitored by the principal and senior teachers.
- ❖ Periodical tests are conducted and the strengths and weakness of students are highlighted. The merits and demerits of their performance being discussed.
- ❖ Seminars, guest lectures, workshops, guidance and counseling services are organized.
- ❖ Group and individual works/projects are assigned.

- ❖ Open library system, reference sections satisfies the academic curiosity and accelerates the cognitive abilities of the students. New publications are immediately ordered and procured within a span of 15 to 20 days.
- ❖ Weekly tutorial classes are held in teaching subjects to clarify their doubts, supportive activities are also suggested to substantiate their learning. Journals, research articles, educational magazines also support their academic needs.

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

- ❖ Developing communicative skills.
- ❖ Well planned activities (Teaching – Learning).
- ❖ Well equipped, open library system.
- ❖ Immediate feedback of their activities.
- ❖ Periodic tests, regular assignments.
- ❖ Question paper analysis after teaching every unit.
- ❖ Tutorials/Guidance.
- ❖ Demo lessons by experts.
- ❖ Maximum use of Technology
- ❖ Camps & Visits.
- ❖ Maximum exposing of each student to varieties of activities.

Criterion – II

Teaching, Learning and Evaluation

2.1. Admission Process and Teacher Trainee's Profile

2.1.1. Give details of the admission processes and admission policy (Criteria for admission, adherence to the decisions of regulatory bodies, equity, access, transparency, etc.) of the institution

A. M.Ed. Admission Process:

- ❖ M.Ed. admission process is done through online process following an entrance test.
- ❖ For admission in M.Ed. course, eligibility condition is 50% marks in qualifying exam i.e. in B.Ed. There is 5% relaxation for SC, ST and PH candidate.
- ❖ Eligible candidates are admitted purely on merit basis of the Entrance test conducted by affiliating university i.e. Kurukshetra University Kurukshetra.
- ❖ Kurukshetra University Kurukshetra allots the college to candidate by their prior filled choices and marks of entrance test.
- ❖ The fee norms and reservation policy of state govt. of Haryana are followed.

B. B.Ed. Admission Process:

Admissions in B.Ed. course are done through transparent and convenient Centralised Counseling Process which is an online process conducted and regulated by any state university as per direction of State Government of Haryana.

Eligibility Criteria for Admission to B.Ed. Course

Candidates with at least 50% marks either in the Bachelor Degree or in the Master's Degree or any other Qualification recognized as equivalent thereto are eligible for admission to the programme.

Note:

- (i) There shall be no rounding off of percentage of marks of the qualifying examination from 0.5% and above to next higher number for determining the eligibility i.e. 49.5% and above will not be rounded off to 50%.

- (ii) 45% marks for SC/ST candidates of Haryana State only.
- (iii) 45% marks for Blind /Persons with Disabilities and visually/Hearing Impaired candidates.
- (iv) In case a candidate has passed the Master Degree Examination also after Bachelor Degree, the higher percentage of marks obtained in either of the two will be taken into consideration while preparing the merit.
- (v) Compartmental candidates will not be allowed admission in B.Ed. (Regular Course) in any case.
- (vi) Cutoff date for eligibility will be the last date/time of online choice filling.
- (vii) One year PG diploma in any subject will not be considered equivalent to Master's Degree.

Preparation of Merit List for Admission to B.Ed.

Merit for admission to B.Ed. course shall be determined on the basis of marks obtained in the qualifying examination. In case a candidate has passed the Master's Degree Examination also along with Bachelor's Degree, the higher percentage of marks obtained either in Under Graduate and Post Graduate degree will be taken into consideration while determining the merit. However, if two or more candidates have obtained equal marks, following procedure will be used for the preparation of merit.

- (i) Candidate senior in age will be given first preference.
- (ii) If tie still persists, then marks obtained in 12th will be considered.
- (iii) If tie still persists, then marks in 10th will be considered to break the tie.

Division of Seats

50% of the total seats in each college shall be reserved for Group-I i.e. Science & Arts with Maths group candidates. Other 50% seats shall be reserved for Group-II i.e. Arts & Commerce Group Candidates.

Note:

The seats which remain vacant in Group-I i.e. Science & Arts with Maths-group can be converted in Group-II i.e. Arts & Commerce Group and vice-versa. Such vacant seats of one group will be converted into same category (General or Reserved) of the other group and if still these seats remain vacant only then these will be converted into

General Category. The vacant seats of SC Categories in Govt./Govt. aided/ Maintained Colleges of Education will not be converted into General Category.

Distribution and Reservation of Seats

(A) Distribution of seats

The seats shall be distributed as under:

- 1) All India Category including Haryana: 15%
- 2) Bonafide Residents of Haryana: 85%

(B) Reservation of seats for Bonafide Residents of Haryana

The seats will be reserved in Govt./ Govt. Aided/ Maintained college of Education as per detail given below:-

Sr.	Category	Quantum of Reservation	Remarks
A	Scheduled Castes	20%	
B	Backward Classes(A)	16%	
C	Backward Classes(B)	11%	
D	Special Backward Classes	10%	
E	Economically Backward Persons in the General Category	10%	
F	Person with disability	3%	

In the event of quota reserved for Persons with Disabilities remain unutilized due to non availability for suitable category of handicapped candidates, it may be offered to the Ex-servicemen and their wards (1%) and the dependents of Freedom Fighters (1%). Further, 3% Horizontal reservation is also provided to Ex-servicemen/Freedom Fighters and their dependents by providing reservation within reservation of 1% of general category, 1% out of Scheduled Castes and 1% from backward classes' category for admissions to the various educational institutions of the Government and Government aided/institutes located in Haryana. As far as block allocation in Block A and Block B of Backward Classes Impairment/Persons suffering from Locomotor Disability or Cerebral Palsy should be indicated clearly. For example, if Block A of

Backward Classes are given seats in the Academic year 2014, the next Block i.e. B Block of category of Backward Classes will be given seats in the next academic year i.e. 2015 and so on. The Head of the Department concerned has to maintain the record for the purpose.

C. Admission Process for D.Ed. Course

The minimum Education Qualification for Admission to these courses is as follows:-

Diploma in Education (D.Ed.)

- i. Candidates with at least 50% marks in Senior Secondary (10+2) from Board of School Education Haryana, Bhiwani or its equivalent examination with five subjects including passed English as one of the subject.
- ii. There is a relaxation of 5% marks in minimum qualifying marks at Senior Secondary (10+2) level for Scheduled Castes (SC), Backward Classes (BC) and differently able candidates.
- iii. Matric with Hindi/Sanskrit.

Note:

1. A candidate having higher qualifications is not be entitled to any additional benefit what so ever, he/she have to fulfill all the requisite prescribed qualification and other eligibility conditions.
2. The eligibility of a candidate (as on 20-06-2016) for admission to D.Ed. Course is verified at the time of admission/counseling.
3. The medium of Instruction & Examination for D.Ed. Course is Hindi except Urdu & English subjects.

Admission Procedure:

The Merit List is prepared purely on the basis of percentage of marks obtained in 10+2 examination stream-wise as Arts, Science, Commerce & Vocational and distribution of seats in each institute is as under:-

Stream-wise % of seats allotted

Science	30 %
Commerce	28 %
Arts	40 %

Vocational

02 %

Note:

1. 15% seats are reserve for outside Haryana candidates. If the seats of outside Haryana remain vacant then these seats are converted in open category.
2. If the seats in Science stream remain vacant, these are converted into Commerce Stream and vice-versa.
3. If in all three-stream (Science, Commerce and Vocational Education) seats remain vacant, these are converted into Arts stream seats.
4. The detail of Institution wise seats is available on SCERT Haryana, Gurgaon website www.scertharyana.gov.in

Stream Subjects: (Required Five Subjects)

1. Science Stream: English (compulsory) and at least three subjects from: Physics, Chemistry, Mathematics/Biology/One Science Stream subject defined by Secretary, Board of School Education Haryana, Bhiwani.
2. Commerce: English (compulsory) and at least three subjects from:- Business Studies, Accountancy, Mathematics/Economics/One Commerce Stream subject defined by Secretary, Board of School Education Haryana, Bhiwani.
3. Arts: English (compulsory) with any four subjects.
4. Vocational: English (compulsory) and all other basic subjects in Vocational Institutes affiliated by the Board of School Education Haryana, Bhiwani or any Technical Diploma approved by Technical Education Department Haryana / passed 12th with NSQF from Board of School Education Haryana Bhiwani or its equivalent.

Role of College Admission Committees:

The Institution has the separate and specific admission committees for D.Ed.; B.Ed. & M.Ed. Committee has one convener and three teacher members. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, SCERT, K.U.K., M.D.U., BSEH, state govt. of Haryana. The

Handbook of information for admission in respective course is considered as reference and reliable source along with the above circulars.

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

As soon as the concerned university declares the dates for the admission process, the college puts up notices regarding the same on its notice boards. Prospective students can also avail of the necessary admission-related information through the prospectus and through telephonic queries courteously answered by the college office staff. Advertisements regarding admissions are also published in the popular newspapers. The college website too carries relevant information regarding the schedule and important dates for the admission process.

The Prospectus provides the following information:-

- ❖ A clear message about the vision and mission of the institution.
- ❖ Faculty with their great academic record .
- ❖ Courses and its duration.
- ❖ Admission process and fee structure.
- ❖ N.C.T.E. recognition reference.
- ❖ Affiliation of the university.
- ❖ Reservation norms.
- ❖ Dates of receiving & submitting admission form.
- ❖ Hall achievers of the institution in academic and co-curricular activities.
- ❖ Medium of instructions.
- ❖ Teacher-trainees welfare schemes.
- ❖ Address, Contact Numbers, e-Mail ID and Websites.

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

For the D.Ed., B.Ed. & M.Ed. courses, the institution receives the list of admitted teacher trainees. The documents of each teacher trainee are verified by the institution

authorities according to the rules and norms laid down by the government. If lacunae are found, the case is referred by the Principal to the concerned authority of admission. Each candidate is animated and guided by another group of delegated staff members of the institution. The institution regularly keeps in touch with the no of seats filled and left vacant. The Head of the institution gives final confirmation of admission to SCERT and KUK.

Thus, the institution monitors admission decisions and ensures that the admission criteria are equitably applied to all applicants.

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

The teacher trainees are admitted to the institution through the guidelines and norms of admission policy of the state. These teacher trainees are from diverse group regarding their economy, culture, religion, gender, linguistic background and challenged with special needs.

To retain all these diverse teacher-trainees in the institution, we adopt the following strategies according to their needs as follows:

1. Facilities/Schemes for Economically Backward Group

Various scholarships and free concession are provided to the economically backward teacher trainees as per the rules and norms of the government. The institution also provides assistance and guidance regarding Education Loan and Scholarships. There are also some scholarships funded by the welfare of organization of state government.

2. Harmony for Cultural and Religious Diversified Group

The institution has adopted secular approach in all the practices. All the festivals of different cultures and religions are celebrated in the institution. Teacher trainees sing a secular prayer daily. All the teacher trainees are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution.

3. Equality for Gender Diversified Group

The institution is a co-educational. There is an increase in female teacher trainees taking admission for this course. To cater the needs of girl teacher trainees, our proportion of female faculty is more. Separate ladies room is provided for girls. The problems of girls are discussed with the female faculty and solved accordingly.

4. Multi Linguistic System for Diversified Group

The medium of instruction is bilingual. English and Hindi languages are used as a medium of instruction for teacher trainees.

5. Inclusive Education Policy for Physically Challenged Group

Few physically handicapped teacher trainees are also admitted in the institution. They are supported according to their needs by the faculty as well as the peer group members. The faculty provides separate counseling to the teacher trainees, who are disturbed or unable to cope-up with the environment of the institution.

Thus, the institution tries to retain diverse teacher trainee population very effectively.

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

Yes, the institution has following provisions for assessing student's knowledge/needs and skills before the commencement of teaching programmes:

I. Orientation Programme:

The institution starts the session with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The student-teachers have an opportunity in the programme to share their views, to make queries and discuss their point of view regarding the course structure and schedule.

In this programme, an intimate and cordial relationship develops between student teachers and teachers. It facilitates the institution to judge the knowledge, needs and skills of student-teachers.

II. Talent Hunt:

Every year institution organizes the talent hunt just after the admission process

completion. It has various segments like - dance, poetry, speech, singing, painting, rangoli, best out of waste, mono acting and mimicry. The performance of the student teachers provides a realistic picture of their persona, knowledge, specific skills and needs.

2.2 Catering to Diverse Needs

2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the teacher trainees?

The institution was started in 2006 and has a great heritage of teaching-learning. It helps to create the conducive environment for learning by providing following amenities.

Institution building: The institution building is an ideal model of teacher education institute. The vision of the management is reflected through the various excellent achievements till today. The building is well-maintained and is an ideal model of architecture. It is a spacious three storied, properly ventilated Structure which assists in keeping the learning atmosphere healthy and lively.

Classrooms: The classrooms are spacious with a seating capacity of more than 50 teacher trainees. Each classroom is well ventilated with sufficient natural light. Sufficient number of tube lights and fans are provided in the classroom. Benches in the classroom are adult sized and made up of teak wood are comfortable to sit for more than 6 hours in the classroom. This is a unique feature of these classrooms. All the facilities in the classroom help to keep the environment conducive for learning

Tutorial rooms cum Guidance: Separate rooms for one to one interaction and guidance are made available to the teacher trainees. The teacher to teacher trainee ratio is 1:14. Group activities such as micro teaching lessons, integrated lessons, simulation lessons, content cum methodology workshops, guidance for practice lessons and many other curricular and co-curricular activities such as social work, practice for cultural programs are conducted in these guidance rooms. These rooms provide for individual attention, motivation, guidance and counseling to the teacher trainees from time to time.

Library: The institution's has central library with a unique feature. It is well equipped with many good reference books, periodicals, research journals, encyclopedias, dictionaries and various CDs. The library is computerized with internet connectivity for the teacher trainees, faculty and researchers. It is also equipped with a photocopy machine. This library provides an inspiring learning environment for the trainees.

ICT Recourse Centre: The institution has a well-equipped computer laboratory. It consists of 31 computers, television, tape recorders, overhead projector, slide show projector, LCDs computer with internet connection. It helps the teacher trainees to develop their skills regarding the use of electronic gadgets, so that they can easily handle these equipments during their practice teaching sessions.

Multipurpose Hall: There is a multipurpose hall available for the teacher trainees to carry various activities such as yoga, health practice, cultural programs, prize distribution and co-curricular activities. It is also useful to conduct various lectures, workshops, seminars, symposium and conferences.

Curriculum Laboratory: This lab has the material of following subjects:

- ❖ Mathematics laboratory
- ❖ English laboratory
- ❖ History laboratory
- ❖ Science laboratory
- ❖ Hindi laboratory
- ❖ Geography laboratory

The teacher trainees learn to utilize the facilities efficiently in these labs according to their subjects. These labs give the teacher trainees an opportunity to prepare and use the teaching aids required for the teaching sessions throughout the academic year.

Psychology Laboratory: Many psychological instruments, equipment and tests are available in this laboratory, which caters to the needs of students.

Conducive Environment: The institution is situated in the heart of the city free from pollution. It is green and with ample vegetation having the facilities of drinking water, washroom, indoor games facilities, playgrounds, canteen, hostel, medicinal plants garden, vehicle parking and garden in the campus. All these facilities create positive

energy among the teacher trainees as they try to excel in the curricular transaction process.

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

The institution takes care of the teacher trainees with diverse learning needs such as gifted teacher trainees, academically weak teacher trainees, physically challenged teacher trainees, socially and economically backward teacher trainees and the rural and tribal teacher trainees by using the following strategies as per the learner's needs:-

Gifted teacher trainees: The gifted teacher trainees are identified by the teacher educators and they are encouraged to participate in the various activities such as essay competition, elocution competition and other intercollegiate competitions. They are also asked to presents seminars in front of the peer group members in the content enrichment program. They are encouraged to participate at the local state level and national conferences, seminars and workshops. Some of these teacher trainees also present their papers in these conferences and seminars. They are given the responsibility of planning and execution of some programs and co curricular activities in the institution as well as in the practicing schools during the internship program.

Academically weak teacher trainees: Special attention is given towards the academically weak teacher trainees. These teacher trainees are identified; their problems are diagnosed and solved at the teacher- educator level or principal level according to the nature of the problem. The institution provides special coaching, practice and guidance to these teacher trainees. They are also paired with the gifted teacher trainees to raise their level.. The new trends in education such as models of teaching lessons, team teaching and technology based lessons, value based lessons and environmental education lessons are included. Spoken English programmes and content enrichment program are also organized under this scheme for the under achievers.

Economically and socially deprived teacher trainees: Most of the teacher trainees admitted in the institution are economically and socially deprived. They have many

difficulties to cope up with the urban environment. The faculty identifies such teacher trainees and provides guidance and counseling so that they cope with the situation, and learn efficiently to overcome their inferiority complex.

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

There is a wide scope of diversity in the teaching learning process along with its equity in the B.Ed. curriculum. To develop a holistic and egalitarian outlook to the diverse needs of society, the activities that teacher-trainees are exposed to, play a significant role. The following activities are some of the strategies used to reinforce equity and diversity:

- ❖ **Lesson Planning:** The students are expected to draw up their lesson plans using various creative teaching techniques so as to relate to the diverse interests of the students in their practice teaching class. Their lesson plans must be so constructed that they are able to appeal to the varied intellectual capabilities of the students in the class. Also, they have to distribute their lessons in each method such that they cover all classes from V-IX.
- ❖ **Observation of Lessons:** Students have to observe lessons not only in their own methods but also in other teaching methods. This helps them develop a holistic perspective towards practice teaching and a balanced approach to the school curriculum.
- ❖ **Contextualised Curriculum:** Through the activities in the contextualized curriculum, students have to undertake field trips and educational visits. After each visit, students have to write a reflection on the same. This again helps them understand the importance of diversity and equity in the teaching-learning process.
- ❖ **Culture-Dissemination Lesson:** This is another opportunity for students to appreciate our rich Indian cultural heritage and diversity. The students are expected to integrate any particular aspect or practice of Indian culture with their practice teaching lesson.

- ❖ **Inclusive Practices:** As stated earlier, Institution provides an equal and fair opportunity to all students. Hence, the inclusive outlook is reflected in every activity that is carried out. The students learn to accept one another without differences of caste, class, ability etc. The uniqueness of each individual is appreciated and respected.

Other curriculum oriented activities are:-

- ❖ Pedagogical content analysis
- ❖ Interaction & Participation within community
- ❖ Creating learning situation through tutorials
- ❖ Houses are formulated to cater every need of the lesson
- ❖ Organizing various class test, class seminar & demonstrations
- ❖ Extension Lectures & Educational Tours
- ❖ Provision for Work Experience Etc.

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

The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse teacher trainee needs by the following ways:

- 1. Selection of the faculty:** The institution is grantable and aided. Therefore, highly qualified candidates apply for the post of lecturers. Among these knowledgeable candidates, the experts of the selection committee select the lecturers by testing their knowledge and sensitivity to cater the diverse teacher trainee needs. The Dr. B. R. Ambedkar College of Education has well qualified and experienced faculty. Five of our staff members have Doctoral Degree (Ph.D.) in education, twelve members have qualified UGC-NET in education or in relevant teaching subjects and seven members have M.Phil. Degree in Education or in relevant teaching subjects and three staff members are doing their Ph.D.
- 2. Participation in professional development program:** Our faculty members participate in the professional development program like conferences, workshops, symposia at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs. This keeps them

updated regarding new trends and contemporary issues. Appropriate T.A./D.A. is also paid to them for attending the same.

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

The DR. B. R. Ambedkar College of Education provides a wide variety of such practices which enables student-teachers to be innovative & skillful and adopt human values. Some activities are:

1. Organizing daily morning assembly (Sadan wise) where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes following activities:
 - ❖ Gayatri Mantra
 - ❖ Saraswati Vandna
 - ❖ Prayer
 - ❖ Thought of the day
 - ❖ Views of prominent/ eminent personality on values, education or any national concerns
 - ❖ Preparation of self composed or inspired poetry
 - ❖ Daily news
 - ❖ Bhajans/ Shabad/Devotional Song/Patriotic Song
 - ❖ National Anthem
2. Every session and important functions are started with the 'Hawan' (Yajna) and prayers.
3. Organizing various social and cultural programmes.
4. Celebrating days of National, International and social importance, such as Republic Day (26th Jan.), Independence Day, Women's Day, Lohri, Diwali, Aids Day, Science Day etc.
5. Organizing Extension Lectures.
6. Daily Display of thought of eminent thinkers & educationist on display board.
7. While organizing any activity/function at college level student-teachers are

assigned duties/responsibilities to provide them opportunity to organize various activities, under the supervision of the concern tutor/sadan incharge.

8. While organizing various competitions at college level, student-teachers are assigned different responsibilities.
9. There are four houses/sadan at Dr. B R Ambedkar College of Education i.e. Radha Krishnan, Vivekanand, Dr. B. R. Ambedkar and Sarojni Naidu which have to perform various duties according to their turn. Every week, it is the duty of the concerned house to write news, thought of the day, observing discipline, and ensuring college/campus cleanness etc.
10. In maintaining the greenery at the campus student-teachers are motivated to plant trees and flowering plants and also they are assigned duties to protect them.
11. Student-teachers are also motivated by organizing Extension lectures for them.
12. Student-teachers are provided guidance & counseling services by the Guidance-Counseling cell of the college to provide right direction to their future & career.
13. The student-teachers are given orientation in different types of disabilities, identification, causes and prevention. The student-teachers are also given lessons on how to help disabled children in the classroom and at home.

Thus, all the above mentioned practices help the student-teachers to develop knowledge, skills related to diversity and inclusion & apply effectively in the classroom situation.

2.3 Teaching-Learning Process

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

The Curriculum of B.Ed. Programme of University of Kurukshetra is designed in such a way that the teacher trainees should remain engaged in active learning. Our efforts are there to transact this curriculum effectively by implementing the following activities to engage the teacher trainees through active learning:

- 1. Theory Courses** – While teaching the theory courses along with lecture method, our faculty uses various interactive teaching strategies like group discussion, role playing, co- operative learning, using models of teaching and lectures followed by discussions which engage the teacher trainees in active learning.
- 2. Practical related to the theory courses** - Teacher trainees have to complete two practical per theory course. These practical are in the form of individual projects, where teacher trainees remain engaged in active learning. The institution engages student teachers, in active learning by giving assignments, journals writing, reading books in library, giving them projects works in group as well as individual, doing peer group teaching in which some talented teacher students teach their peer group, performing some cultural activities etc. Thus it brings interest in them to learn. Role playing, acting and presenting skits etc., make the students active in learning.

Library – There is a college library. The student teachers as well as the staff members make full use of the library. At a time four books are issued to each student-teacher. There are enough tables and chairs where more than 60 students can study together. There are library periods for the teacher students and during library period one section of students goes for library study. They observe silence in the library. More than 12000 books are available in the college library. Different types of journals and Magazines are available in library. Photocopy facility is also made available in the library for students and staff. Thus library helps active learning.

Website – Usually the staff members browse website and get the additional and latest information and references time to time. Additional reading material is obtained from the website. The Curriculum of B.Ed. Programme is designed in such a way that the teacher trainees should remain engaged in active learning. The institute makes good use of transacting the curriculum effectively.

Micro-teaching, Simulated lessons and peer teaching – Microteaching is given much importance in the institute. It is the essence of teacher training programme, where the teacher trainees have to remain focused in acquiring mastery over various teaching skills which draws the attention of the learner and all body and mind involved

in the learning situation. Therefore, the teacher trainees remain active in this learning process.

Simulation – The core teaching skills are developed in simulated settings. The following core teaching skills are practiced in this college by the students in simulated setting:

1. Introducing a Lesson Skill
2. Skill of Reinforcement.
3. Skill of Probing Questioning.
4. Skill of Illustration with Examples.
5. Skill of Stimulus Variation.

Practice Teaching – Before the practice, the teacher trainees have to write lesson plans and for that purpose they have to do a lot of preparation. The lesson plans are first finalized by the subject teacher and then they go for practice teaching which is real teaching in classroom situation. The teacher trainees use teaching aids and for the preparation of the teaching aids they make much efforts. For all these activities the teacher trainee- teachers become active and get involved bodily and mentally.

Work Experience – The teacher trainees are engaged in some of the work experiences like gardening, chalk making, drawing & painting, tailoring & embroidery etc. which make the teacher trainees active in learning. Thus, the teacher trainees are engaged in active learning and develop their competencies and commitments required for would be teachers.

Co-curricular Activities – The institution has many co-curricular activities which keep the teacher trainees active throughout the year. All these activities mould the personality of the teacher trainees. The co- curricular activities include orientations, essay writing, handwriting, skit presentation, morning assembly conduct, exhibitions, elocution, celebration of festivals of different religion and culture, best out of waist, cooking, workshop and seminar, gardening, chalk making, celebration of various important days, parents day, teacher’s day, annual functions etc., all these activities engage the teacher trainees in active learning and develop their competencies and also shape their personality.

2.3.2 How is 'learning' made teacher trainee-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 teacher trainees?

Learning is mainly teacher trainee centered. The list of participatory learning activities is as follows:

- ❖ Power Point Presentation
- ❖ Peer Learning
- ❖ Group Discussion
- ❖ Seminars, Workshops, Symposium, Role Playing, Presentations and Tutorials

2.3.3 What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning? Detail any innovative approach/ method developed and used.

Various instructional approaches are used by the teacher educators like self learning material, programmed learning, power point presentations, OHP, models, teaching aids etc. which make the student teachers understand teaching more effective way. Active learning methods are given much importance. To ensure effective learning various instructional approaches are used to provide them experiences.

Innovative approach/method developed and used: Concept of Active Learning Methods is used in teaching. The teacher trainees are made aware of the Active Learning Methods and they use them in their practice teaching.

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 teacher trainee.

Institution has provision for training in models of teaching. Teacher educators of the college are trained in the teaching and using various models of teaching. The workshops on teaching-aids and exhibition are organized by the institution.

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

Yes, for making effective and competent teacher we must have to foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the student-teachers, we start with micro-teaching technique. Through the effective use of micro-teaching techniques, all the student-teachers are well trained in the various teaching skills and then with the appropriate integration of these skills, they become good and effective teachers.

While using micro-teaching as training technique first of all the student teachers are well oriented about the concept phases and cycle of micro-teaching. Then detailed information including, meaning, component, criteria & observation etc, is provided to them about each skill. After that every teacher-educator presents a demonstration lesson on each skill in various teaching subjects. Student-teachers observe this demonstration lesson and then discussion follows where doubts and queries of the student-teachers are removed.

After observing the demonstration lesson it is the turn of the student-teachers to present their Micro lesson according to the skill assigned. Every student-teacher delivers five micro lessons in each teaching subject for practicing the following teaching skills.

- ❖ Introduction of lesson.
- ❖ Skill of Questioning.
- ❖ Skill of Illustration with examples.
- ❖ Skill of Stimulus Variation.
- ❖ Skill of Reinforcement.

Student-teacher practices a particular skill till he/she achieves mastery over the skill. Regular feedback is given to him by his/her peers and teacher in charge for the improvement. They are trained so well that they gain mastery over the skill.

After this, pupil teachers are trained for Pedagogical analysis. Teacher's educator

presents a demonstration lesson in all teaching subjects. Students observe the demonstration lesson and then discussion follows where doubts and queries of students are removed.

After getting mastery over various skills student-teachers integrate various skills and deliver two mega lessons in each teaching subject in simulation conditions. These mega lessons have the time duration of 20- 25 minutes. Every time, when a student-teacher delivers his/her mega lesson he/she gets feedback from his peers & supervisor or teacher in charge and necessary suggestions are provided to him/her for the improvement.

When the micro & mega lessons are completed then student- teachers are sent to the schools for practice teaching, where they observe 30 lessons in each teaching subject.

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

The practice teaching is conducted in secondary schools in and around the city Kurukshetra. Available schools for practice are approached by the Principal. Among these schools Hindi Medium Government schools are included. Duration of teaching practice is 30 days. Daily supervision of the teaching practice is done by staff members. The teaching practice committee selects the schools for practice teaching.

Getting consent from authorities:

After selecting the schools for teaching practice the consent of the concerned authorities is taken for availability of schools for teaching practice. Proper channel is followed for taking consent to conduct practice teaching in government school and consent is taken from higher authorities, such as District Education Officers & Block Education Officer of the concerned district. Then with the permission letter for D.E.O. or B.E.O., teaching practice committee meets the head of the concerned school and gets permission to conduct practice teaching.

Division of group & mentor teacher:

After selecting the school for teaching practice and getting their consent, the student-

teachers are assigned to different groups and schools. While assigning the schools to student- teachers, various needs & requirements of the student-teachers are kept in mind. Every care has been taken to provide nearby school to the student-teachers. A group comprises of almost 20 student-teachers and one teacher educator as supervisor.

Completion of teaching practice:-

Teaching practice session at the schools lasts for 30 days in which student-teachers observe 32 lessons. Before the commencement of practice teaching, they are also made aware about the school environment.

Monitoring & Supervision by Teaching Practice Committee & Principal:

The smooth and effective functioning of the teaching practice is ensured by the regular visits of the teaching practice committee and the Principal Dr. Rattan Lal Phutela himself. He regularly visits various schools randomly and observes the conditions at the school. During their visit, He meets the head of the school, staff members and student-teachers and also observes some practice teaching lessons and provides feedback accordingly. He also observes the difficulties faced by the student-teachers at the school and make necessary arrangements to remove/reduce them. Necessary guidance is also provided to the student-teachers and teacher in charge as per need.

Process of Practice Teaching

1. Orientation

Before the commencement of the actual practice teaching at the schools, all the student-teachers are well oriented about the rules & regulations of the school, school infrastructure, teaching faculty, school time table, school curriculum & environment etc. so that, they feel themselves as a part of that particular school in the teaching practice days.

2. Number of Lessons Observed by each Student-Teacher:

At practice teaching in schools every student-teacher observes 30 lessons in each methodology course. It means total 60 lessons are observed by each student-teacher at practice teaching. The teaching practice session goes for at least 30 days.

3. Number of Lessons Observed by Mentor teacher:

For every practice teaching school one teacher educator is assigned the work as

supervisor. A supervisor/mentor teacher is assigned a group of almost 20 student-teachers. At practice teaching, a supervisor or mentor teacher observes almost 40 lessons per day.

4. Observation of lessons by peers/school teachers, monitoring mechanisms of lesson plans

- ❖ Each student-teacher observes 60 lessons in the both methodology courses
- ❖ Mentor teacher regularly observe the practice teaching.

5. Feedback Mechanism

The students are provided a comprehensive evaluation in the form of written remarks by the college staff for every practice lesson. These remarks gives the students an overview of their performance with respect to their content mastery, interaction with students, class participation, creativity, class discipline etc. After the lesson, the student-teachers also receive personal feedback from the staff member. Student-teachers are also encouraged to make a self-reflective evaluation of their lesson.

Thus, the process of practice teaching runs smoothly with the active participation of every student-teacher, teacher-educator, schools staff and higher authorities including Principal and Head of the schools.

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

The process of Block teaching/ Internship of students in vogue: Internship is combined with practice teaching. The student teachers spent the full time of the day in the school and take part in every activity of the school. They are part of the staff and school. They conduct morning Assembly; organize various activities in schools, keep the record of the students' attendance, learn how to manage funds and also participate in the cultural events of the schools. The internship of teaching is 16 weeks. The student-teacher is sent to other school for internship. The student-teacher makes a lesson plan what to be taught in the school, the plan can be shown to the teacher-educators as well as the subject teacher of that school. When the student teacher teaches in the school, the subject teacher of that school as well as the teacher educator prepares a feedback for them. The teachers in school help the student-

teachers in every aspect. In school the student-teachers even maintain school register. They help in conducting exams. They take part in conducting assembly actively. They motivate the students to participate in co-curricular activities such as sports, cultural programmes.

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/plans are developed in partnership, cooperatively involving the school and mentor teachers. First of all Principals of different schools are requested for accepting teacher-trainees in their schools. Two days before joining the schools for practice teaching, mentor teachers go and meet the principals and get subjects & periods for teaching. So, student-teachers come prepared with lesson plan. The practice teaching sessions/plans are developed in partnership cooperatively involving the school staff. Teacher-educators guide the student-teachers about teaching.

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

The institution prepares the student-teachers for managing diverse learning needs of the students in the school by executing following activities:

- ❖ Training in Micro-teaching skills.
- ❖ Training in lesson planning and formulating objectives in behavioral terms.
- ❖ Enabling them to apply different methods of teaching.
- ❖ Provide training in the use of chalk board, use of teaching aids and modern technologies to make lessons more effective.
- ❖ Provide knowledge about Child Psychology and individual differences.
- ❖ Enabling them to be familiar and well oriented with the process of conducting action research, case study, psychological testing etc. By conducting these activities the student-teachers become able to know the diverse needs of the students in the schools.

- ❖ Student-teachers are also trained in organizing morning assembly and other various cultural & academic activities at the college. During practice teaching student-teachers apply this training in actual situations.
- ❖ Student-teachers are also well oriented about the time-table construction, managing human & material resources at the school and writing report on school plant. All this knowledge is applied during the practice teaching.
- ❖ Various social & life skills are developed through community participation and games & sports activities, among the student-teachers which help them throughout the practice teaching period.

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

- ❖ The faculty always encourages the teacher trainees to use technology in practice teaching.
- ❖ The faculty has adopted technology and uses technology in their daily teaching learning process by making use of laptop, LCD Projector, OHP in the classroom for day to day curriculum transaction.
- ❖ It is compulsory for the teacher trainees to conduct technology based lessons which entails them to make use of different electronic gadgets such as tape recorder, mobile, TV, VCDs, LCD, OHP and internet.
- ❖ Technological lessons are conducted in two phases - simulation phase and practice teaching phase.
- ❖ The teacher trainees are also encouraged to make use of technology in various activities such as seminars, workshops, symposia and other co-curricular activities. They become skilled in handling and using the laptops, LCD.

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 developed in partnership co-operatively involving the school staff. The student teachers themselves don't prepare the portion what to teach

but the school staff tells them the portion and help them to teach. The student teachers follow the instructions and improve themselves. They make 30 Lesson Plan in which they teach different subjects like science, social science, Hindi, English. School staff motivates our students and cooperate with the students.

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

The ratio of student-teachers is a reliable to the practice teaching school. The decision is taken on different basis like; in how many sections the class is divided, according to the size of the school, according to the subject and what the school desires how many student-teachers they need.

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

Mechanism of Feedback

- ❖ The institution has developed observation tools in the form of rating scale of 100 marks to observe the school practice lessons.
- ❖ Teacher educators observe the full lesson that is from the introduction to the home work step that is for one whole period of 30-35 minutes using the rating scale to evaluate the lesson.
- ❖ In addition, the teacher educators also give the qualitative feed back in written form on the lesson note itself.
- ❖ At the end of the lesson, the teacher trainees get quantitative and qualitative feedback immediately. The written feedback is followed by oral discussion for the improvement in the performance of the teacher trainees.

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

Practice teaching forms the core curriculum of the B.Ed program. The institution conducts this in collaboration with schools. The institution makes every effort to comply with the policy directions of the schools in which practice teaching is

conducted. The schools convey their policy directions and needs to the institution regarding practice teaching.

The IQAC discusses and deliberates on the policy directions and conveys it to the teacher educator in charge of the lesson planning department. The teacher educator in charge in turn gives instructions to all the teacher trainees and displays the instructions on the notice board. Sometimes, the teachers from schools are engaged in orientation programs and express the need for practice lessons to be conducted. At such times, the institution cooperates and coordinates with the school to fulfill the needs and also ensures that the teacher trainees are updated on the policy directions and educational needs of the school.

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

The faculty members are given opportunities to attend and participate in latest developments & researches in consultation with CTE, seminar, conferences, workshops and extension lecturers in colleges and Department of Education, Kurukshetra University, Kurukshetra to keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use of relevant tools and techniques.

The student teachers and faculty members use ICT tools like OHP, LCD Projector, power point presentation, slide projector, tape-recorder, television, models, charts, flashcards and other audio visual aids for their teaching learning process to keep pace with the recent developments in school subjects.

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)?

The institution believes in quality teacher education, for which quality teachers are fundamental requirement and the following major initiatives have been taken by the institution to ensure the personal and professional development of the teaching staff:

- ❖ Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M.Phil. & Ph.D. in Education and other school subjects.
- ❖ Teachers are provided with personal computer, internet access facility, library facility and guidance from dynamic educationist, Principal Dr. R. L. Phutela. The faculty can avail optimum academic leaves for their research work.

Teachers are sponsored to attend the various seminars, workshops, conferences and registration fees, T.A. & D.A. are paid by the institution. The institution has a firm faith, that a quality faculty with job satisfaction only can accelerate & enrich the institutional academic excellence. The details about seminar, conference, workshops etc. attended by the faculty members/institutions are given in criterion III

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

The administrator Principal and managing committee recognize and reward the staff members by following mechanisms:

- ❖ Increments and incentives for better results in annual university examinations in concerned subjects are given to the staff members.
- ❖ Institution provides recognition by conferring upon the certificates of merit to the teachers for their academic and co-curricular excellence.
- ❖ The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.
- ❖ The Faculty members with exceptional best results are recommended as deputy/assistant supdt. in annual theory examinations and coordinator - examiners in annual practical examinations of the B.Ed. by the Kurukshetra University.
- ❖ The institution has a provision for its good performing teachers that they can obtain academic leave for research and studies.
- ❖ The institution recognizes the catalytic role of active and dedicated teachers and motivates them by conferring upon them the special roles as staff secretary, student

advisor, controller of examinations and convener of different college committees.

- ❖ The institution has a brand new transport facility for convenient and comfort travel of its staff members. Almost all staff members are familiar with commute for their duties.
- ❖ The Principal and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
- ❖ Incentives, facilities, recognition and personal care and concern of faculty members restore their faith and devotion to the institution

2.5 Evaluation Process and Reforms

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

Some teacher trainees face barriers in learning as well as practice teaching. These are identified and action is taken to enable the teacher trainee to overcome the barriers. The barriers identified are generally coping with new subjects like psychology and statistics based courses. Teacher trainees from rural background have limited communication skills and many find it difficult to conduct lessons in English medium despite having opted for English medium. Some trainees lack confidence and cannot adjust to the urban environment.

The cell meeting that is conducted with the in charge teacher educator on the last Saturday of every month is a good medium for counseling and giving personal, educational and vocational guidance to trainees facing problems.

The drawbacks in learning are revealed from the results of the internal exams. The examination in charge conducts a meeting with these trainees and orients them on proper techniques and study skills to improve the performance. The Principal is also kept abreast with performance and problems faced by the trainees. Not only does the institution's faculty, but the administrative staff also takes efforts to create conducive

learning environment and to provide the best possible infrastructural facilities and access to technology to make the learning joyful and stress free.

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

The institution practice following assessment/evaluation mechanisms:

- ❖ Class tests, assignment and report writing are general classroom tools for the assessment in routine teaching sessions.
- ❖ Project work, practical, class tests and practical are designed and executed for the mid-term evaluation.
- ❖ Internal assessment is conducted and finalized on the basis of student teachers performance in unit test, house examinations, quality of their project reports, viva-voce and their participation in different curricular and co-curricular activities.
- ❖ The work education, work experience, community participation are supervised and recorded by the respective teacher in charges in terms of skills and attitude of the student teachers in these areas for internal assessment.
- ❖ Skills in teaching are observed & evaluated in a conducive environment in micro teaching session groups & real practice teaching group by the teacher in charge.
- ❖ External and term end evaluation is done by the university annual exams in theory and practical.

**SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED TWO YEAR TO
BE IMPLEMENTED FROM THE SESSION 2015-16**

Year -1

Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Hours per Year	Cre dits
		Total	External	Internal/P racticum				
Course 1	Childhood and Growing Up	100	80	20	6	3hrs.	137.6	10
Course 2	Contemporary India and Education	100	80	20	6	3hrs.	137.6	10
Course 3	Learning and Teaching	100	80	20	6	3hrs.	137.6	10
Course 4(A)	Language across curriculum	50	40	10	3	1:30hrs	68.8	5
Course 4(B)	Understanding, Disciplines and subjects	50	40	10	3	1:30hrs	68.8	5
Course 5	Gender, School and Society	50	40	10	3	1:30hrs	68.8	5
Course 6	Pedagogy of a School Subjects- I	100	80	20	6	3hrs.	137.6	10
Course 7	Pedagogy of a School Subjects- II	100	80	20	6	3hrs.	137.6	10
Course - 12 EPC-I	Reading and Reflecting on Text	50*	25	25	3	1:30hrs	68.8	5

Course EPC 3	Critical Understanding of ICT	50*	25	25	3	1:30hrs	68.8	5
Course 13 (A& B)	School Internship	Four weeks						
	Total	750	600	150				75

* External Exam for this course will be held at the end of 2nd Year.

Year -2

Paper	Nomenclature	Maximum Marks			Periods per week**	Exam Hour	Hour s per Year	Credits
		Total	External	Internal/ Practicum				
Course 8	Knowledge And Curriculum	100	80	20	12	3hrs.	156	10
Course 9	Assessment for Learning	100	80	20	12	3hrs.	156	10
Course 10	Creating an Inclusive School	50	40	10	6	1:30hrs	78	5
Course 11	Optional Course	(Any one of the following)						
I	Environment Education	50	40	10	6	1:30hrs	78	5
ii	Health and Physical Education	50	40	10	6	1:30hrs	78	5
iii	Peace Education	50	40	10	6	1:30hrs	78	5

iv	Guidance and Counselling	50	40	10	6	1:30hrs	78	5
Course-12 EPC 2	Drama and Art in Education	50	25	25	6	1:30hrs	78	5
EPC 4	Understanding the Self	50	25	25	6	1:30hrs	78	5
Course 13 (A& B)	School Internship	16 weeks						25
	Pedagogy-I	175	100	75				
	Pedagogy-II	175	100	75				
	Total	750	520	230				65

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

Giving prompt and immediate feedback is one of the best ways to communicate the performance, achievements and lacunae. Answer sheets of the internal examination are shown to the teacher trainees and written remarks are given on the answer papers if required. This is supplemented with oral feed back to the teacher trainees for further improvement in their performance in the examination.

Depending upon the problems communicated by the teacher trainees, different strategies and teaching methods are adopted for curriculum transaction.

During micro teaching, instant feedback is given to the teacher trainees through teacher and peer group observations. The low achievers are oriented and guided on proper techniques and study skills to improve the performance. The high achievers are motivated by appreciating their performance.

The names of the teacher-trainees and the scores obtained in the first internal test of the first five ranks are displayed on the notice board. Teacher trainees are given inputs

to improve their scores to excel in the Kurukshetra University, Kurukshetra final B.Ed examination. The institution makes it a point to display the results of each and every activity.

All of the above practices help in improving the performance of teacher trainee and curriculum transaction.

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is used for the assessment and evaluation as follows:

- ❖ Preparing all instructions related to assessment
- ❖ Preparing question banks
- ❖ Typing question papers
- ❖ Typing assessment schemes
- ❖ Typing evaluation charts for various activities
- ❖ Recording marks secured by all teacher trainees
- ❖ Preparing result sheets
- ❖ Analysis of results

2.6 Best Practices in Teaching, Learning and Evaluation Process

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

Title: Orientation Program for Teacher Trainees on New Trends in Education

Content: The B.Ed curriculum was reformed from the year 2015-16. New trends in education were incorporated in this curriculum. These new trends include models of teaching, simulation lessons, Pedagogical analysis, team teaching, environment, value and technology based lessons. The teacher trainees are expected to conduct lessons based on these new trends. There is not enough scope in the curriculum about the concept, method and guidance for these lessons. To overcome this lacuna, the institution initiated a special orientation program for teacher trainees on new trends in education. This program includes the concept of models of teaching, types of models

of teaching, concept of simulation lessons, team teaching and technology based lessons and the guidance for conducting these lessons.

Objectives:

- ❖ To orient the teacher-trainees on new trends in education
- ❖ To acquaint the teacher-trainees about the theoretical aspects of models of teaching, simulation lessons, team teaching, environment, value and technology based lessons.
- ❖ To enable the teacher-trainees regarding conducting these lessons.
- ❖ To enable the teacher-trainees regarding writing lesson plans for the above lessons.

The Practice:

The program in charge conducts a meeting with the faculty and gives a broad idea about the objectives of the program. After discussion, the plan of action is chalked out. The program is communicated to the trainees and faculty. As per the planning, the program is implemented successfully.

Special features of the program following topics:

- ❖ It is conducted by all the faculty members, thus every faculty member is involved in the program.
- ❖ The attendance of teacher trainees is made compulsory.
- ❖ Pedagogical Analysis
- ❖ Simulation Lessons
- ❖ Team teaching lessons
- ❖ Technology based lessons
- ❖ Value based lessons
- ❖ Environment education lessons
- ❖ Models of teaching lessons that included Concept Attainment Model

Impact:

The practice not only contributed to teacher trainees learning but enhanced the professional growth of the faculty. The faculty formulated and developed relevant lesson plans that were useful for conducting all the above mentioned lessons during internship.

Outcome:

Practical and useful evaluation tools like rating scale developed as evaluation tools and professional growth of the faculty.

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 by using the technology in their classes. The faculty members are skilled in delivering their instructions, orientation and demonstration in micro teaching and real teaching lesson with the help of Power Point and LCD Projector or O.H.P. They have a depth knowledge and vast experience of developing and using different teaching aids and instructional techniques. Every teacher has his/her unique classroom interaction and teaching methodology. They use activity centered, project based and student's participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, storytelling, problem solving, project method, role playing, report writing, quiz, puzzles, brain storming, inductive-deductive reasoning. The Faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, communications and different audio visual aids give an extra edge for best practices in instructional field.

Criterion – III

Research, Consultancy and Extension Services

3.1 Promotion of Research

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

The college motivates its teachers to take up research in education in number of ways:

- i) The staff members who have taken up research work get the facility of adjusting their lectures & lesson observation accordingly to facilitate for their research work without disturbance to their routine work.
- ii) Teachers are given relaxation in their duties for their research work.
- iii) Faculty members are encouraged to register for Ph.D.
- iv) The management and principal always inspire & reinforce the faculty members in their efforts of research work be it Ph.D.
- v) To facilitate research work broadband with wi-fi connection is made available for all teachers.
- vi) Staff members are sponsored and encouraged to attend research workshops, national & international seminars and are encouraged to present the papers there.
- vii) The faculty members are encouraged to write and publish articles in various Journals of national and international standards.

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

Our Institution having B.Ed., D.Ed. and M.Ed. Programmes takes up every effort to promote research. The major thrust areas of research prioritized by the institution are enlisted below:

- ❖ Quality in Education.
- ❖ Health & Hygiene.
- ❖ Social Problems in Society.
- ❖ Innovations in Education.
- ❖ Environmental Education.

- ❖ Psychology of Education.
- ❖ Women Education.
- ❖ Study Habits.
- ❖ Reading & Writing Abilities.
- ❖ Communication Skills
- ❖ Use of ICT in Teaching Learning
- ❖ Language skills and learning
- ❖ Continuous and Comprehensive Evaluation (CCE)
- ❖ Active participatory Learning approaches
- ❖ Quality Education
- ❖ Value Education
- ❖ Special Education
- ❖ Models of Teaching
- ❖ Development of Instructional Material
- ❖ Peace education
- ❖ Class room learning problems
- ❖ Attitudes of students related to the different aspects of education.

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

Yes, our institution in general and the faculty in particular encourages action research projects among student-teachers. Action research has been a subject in the syllabi of the B. Ed course. During the years all the student-teachers have been taken up a good number of action researches successfully. Action research is mainly focused on solution of immediate classroom problems. The student-teachers with the help of teacher-educators have conducted research on a wide range of problems and their solutions. Some of the processes of the action research projects are given below:

- ❖ For preparing Action Research Plan PTs take up certain problems faced by them during teaching practice e.g. Problem of absentees, Maladjustment, indiscipline, lack of attention and other subject oriented problems in the school. The PTs select a problem that attracts their attention at large and in the ultimate analysis they try

to find out root cause of the problem, findings of which may lead to improvement in the classroom teaching-learning.

- ❖ The PTs collect data on related aspects of learning or participation of the school students in various activities conducted in the schools, all under the guidance of their mentor/subject-expert. Self constructed tools are used for data collection.
- ❖ The analysis and results of the study are discussed with faculty, Principal and teachers of the school.
- ❖ The inferences and findings are discussed further with the teachers and sometimes with the students of the school. Finally an analytical project is prepared and submitted to the college.
- ❖ The findings of this process results in improvement in the quality of teaching-learning process and overall school management.

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

Following are the details of the Conference/Seminar/Workshop attended by faculty members in last five years:

Sr.	Name of the Faculty	Designation	International	National	Work Shops	Orientation	Total
1.	Dr. R. L. Phutela	Professor cum Principal	05	10	05	01	21
2.	Dr. Mohan Lal	Vice Principal	01	04	02	01	08
3.	Dr. Suman Lata	Associate Professor	-	02	-	-	02
4.	Mr. Vikram Pal Singh	Assistant Professor	01	06	05	00	12
5.	Ms. Geeta Pali	Assistant Professor	-	06	-	-	06
6.	Ms. Neetu Verma	Assistant Professor	-	11	-	-	11

7.	Ms. Rupanshi Gautam	Assistant Professor	-	02	-	-	02
8.	Ms. Sudesh Rani	Assistant Professor	-	03	-	-	03
9.	Mr. Hukam Chand	Assistant Professor	-	01	-	-	01
10.	Dr. Sandhya Mishra	Assistant Professor	-	07	-	-	07
11.	Dr. Usha Rani	Assistant Professor	-	02	-	-	02
12.	Ms. Manisha	Assistant Professor	01	03	-	-	04
13.	Ms. Renu Bala	Assistant Professor	-	02	-	-	02
14.	Mr. Ajay Kumar Sharma	Assistant Professor	-	01	-	-	01
15.	Mr. Neeraj Kumar Sharma	Assistant Professor	-	01	-	-	01

3.1 Research and Publication Output

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

All pupil teachers learn to prepare teaching aids before commencement of practice teaching session. Well equipped Curriculum Lab, Art & Craft Lab, Health & Physical Resource Centre, Psychology Lab and ICT Lab are provided for effective teaching learning process. This process is done in following manner:-

- ❖ All methodology reference books are collected from library.
- ❖ Print out of notes and pictures of graph, time – line, bar diagram, chronology chart, geographical map pictures, historical maps, Pie diagram are shown to the pupil teachers.
- ❖ At the end of the academic session, the notes prepared by the teacher educators are converted in form of soft copies and hard copies are kept safe in the library for ready reference.

- ❖ Teacher educators use Hi-tech audio- visual aids such as LCD projectors as a supplement for the lecture method.
- ❖ Teacher educators incorporate camera (still & move), tape recorder, radio, Microphone, DVD, television & sound system for enhancing the quality of teaching.
- ❖ Teaching aids viz. charts; models, audio visual aids & power point presentation are displayed & kept ready for reference.
- ❖ Photos of scientists, social reformers, freedom fighters, noble laureate, educationists, psychologists are arranged in collage way.
- ❖ Working and static models are kept ready to exhibit.

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

Following facilities are provided to the pupil teachers for preparing instructional material:

(a) Infrastructural Material:

- ❖ Library Resources.
- ❖ ICT Lab with internet facility.
- ❖ Curriculum Lab.
- ❖ Psychology Lab.
- ❖ Health & Physical Resource Centre.
- ❖ Art & Craft Lab.

b) Workshop:

- ❖ Guest lecturers are invited to provide methods & techniques to prepare Instructional articles.
- ❖ College level workshops are conducted frequently to share information to develop Instructional Material.

c) Material Resources:

- ❖ Drawing sheets & Drawing Boards.
- ❖ Card boards.

- ❖ Thermo coal.
- ❖ Roll up boards.
- ❖ Painting material.
- ❖ Colors (oil & water color).
- ❖ Colored pencil.
- ❖ Set of sketch pens.
- ❖ Arts craft material.
- ❖ Charts & Transparencies.

d) **Orientation:** Pupil teachers are given orientation towards development of-

- ❖ Power point presentation.
- ❖ SUPW articles.
- ❖ Teaching learning aids.

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

The institution provides Personal Computers and internet facilities to all the faculty members. The ICT lab is well established with internet facilities and free entry will be given to use by the student teachers. Our faculty members and student teachers developed Multimedia Power Point Presentations, Transparencies, Audio, Video films and film Strips related to the instructional materials on the following major curricular aspects....

1. Evaluation
2. Taxonomy of educational objectives
3. Microteaching skills
4. Language lab
5. Computer education
6. Listening skills
7. Audio tapes relating to the Poems and Folk songs.
8. Personality development
9. Micro- teaching lessons.

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

It is need of the hour to provide methodology & ICT knowledge to teacher educators & pupil teachers. For this purpose, college organizes:

- ❖ Workshops for preparing teaching aids viz maps, charts & model, timeline, graphs etc.
- ❖ Workshops for creative writing.
- ❖ Workshops for preparing teaching aids i.e. the best out of waste.
- ❖ Workshops for learning other languages than the mother tongue.
- ❖ Workshops for imparting ICT.
- ❖ Workshops for taxonomy of teaching.

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

Sr.	Name of Journal	Publisher
1.	Pramana	Acharya Academy, Rohtak (Haryana)
2.	Vidya Vimarsha	Uttam Nagar, New Delhi
3.	GGGI Management Review	GGGI, Ambala (Haryana)
4.	Drashta	Acharya Academy, Rohtak (Haryana)
5.	Wisdom Herald	Society for Indo-Tibetan Buddhist Study, Lakshmi Nagar, New Delhi
6.	Universal Review	S.I.C.D.S. Kolkata, West Bangol, India

7.	Shiksha Kalash	Dr. Vipin Singh,
8.	Kurukshetra Journal	
9.	Research Link	
10.	IJRESS	

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

Nil

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

In last year our M.Ed. students complete 35 minor researches which are as follows:

List of Topics of M.Ed. Dissertation

2014-15

Sr	Name of the Student	Name of the Topic
01	Gazal	A Comparative Study of Depression Level Among Science and Arts Students at Higher Secondary Level.
02	Seema Kumari	A Comparative Study of Self Concept & Inter-Personal Adequacy among Art and Science Students of Senior Secondary Schools.
03	Neeru Saini	A Study of Neuroticism among Secondary School Teachers in Relation to Their Gender & Type of School.

Sr	Name of the Student	Name of the Topic
04	Asha	A Comparative Study of Academic Achievement among Extrovert & Introvert Students of Senior Secondary Classes studying in Government and Private Schools.
05	Yogesh Punia	Development of Massive Open Online Course (Mooc) on the theme 'Motivation' for B.Ed. Students.
06	Rohini Devi	A Comparative Study of Social Intelligence among Adolescent Students with and without Disabilities.
07	Vikram Singh	A Study of Attitude of B.Ed Students towards Education in relation to Caste and Locality.
08	Ramphal Singh	Development and Empirical Validation of Linear Style Programme in Biology on Taxonomic Categories for XII Grade Students.
09	Rajni	A Study of the Relationship Between Emotional Intelligence and Teacher Effectiveness of B.Ed College Teachers of Kurukshetra.
10	Pooja Devi	A Comparative Study of Achievement Motivation of Secondary School Students using & not using ICT.
11	Renuka Meo	A Study of Home Environment in Relation to Mental Health and Academic Achievement of Secondary School Students of Kurukshetra District.
12	Deepak Kumar	A Study of Effect of Frustration on Job Satisfaction among Senior Secondary School Teachers in Government and Private Schools.
13	Mamta	Kurukshetra Jile ke Madhyamic Star ke Vidyarthiyo ki Budhi ke Vibhin Staro ke Adhar par Samsya Samadhan Yogyata ka Tulnatmak Adhyan.

Sr	Name of the Student	Name of the Topic
14	Parul Gupta	A Comparative Study of Self Confidence and Sociability in Senior Secondary School Students in relation to their Sex and Locality.
15	Sushma Devi	A Study of relationship between Occupational Aspiration & Self Concept of Secondary School Students.
16	Sudesh Devi	Effect of Yoga on Locus of Control of Senior Secondary School Students.
17	Ruma Sallen	A Study of Adjustment and Socio-Economic Status as Correlates of Academic Achievement of Graduate Students.
18	Savita Kumari	A Comparative Study of Values among under graduate of different streams.
19	Sonam Rani	A Study of relationship between Emotional Intelligence and Academic Achievement of B.Ed. Course Students.
20	Kamna Sharma	Kaithal Jile Ke Pundri Block Ke Uchtar Madhyamik Kaksha Mein Padhne Vale Vidyarthiyo Ki Shekshinik Uplabhdhi Ka Mansik Swasth Ke Sath Seh Sambandh.
21	Somi Devi	Madhyamic Shiksha Mein Adhyanratt Shehri Shetra Evam Gramin Shetra Ke Vidyarthiyo Mein Mansik Duraav Evam Unki Uplabhdhi Abhiprerna Ka Tulnatmak Adhyanan.
22	Lavi Dawar	A Study of Effectiveness of Programmed Instruction and Computer Assisted Instruction in relation to Academic Achievement.
23	Nisha	A Study of Attitude of Students and Teachers towards the Introduction of Sex Education at Senior Secondary School.
24	Renu	Scientific Attitude among Senior Secondary School Teachers in relation to Demographic Variables.

Sr	Name of the Student	Name of the Topic
25	Gurdeep Kaur	A Study of relationship between Study Habits and Academic Achievement among Secondary School Students of Government and Private Schools.
26	Sanchita Taneja	A Study of Teacher Effectiveness as Correlates of Occupational Stress among Secondary School Teachers.
27	Maninder Singh	A Comparative Study of Suicide Ideation in relation to Personality among Adolescents and Adult Students.
28	Dharmendra Arya	Atithi Evam Sthayi Adhyapako Ke Karya Santushti Evam Shikshan Abhivratti Ka Tulnatamak Adhyan.
29	Kavita Rani	A Comparative Study of Security among Students of Conventional and Professional Course.
30	Mohinder	A Study of Scientific Aptitude among Secondary School Students in the Karnal District.
31	Balvinder Singh	Effect of Constructivist Approach on the Achievement in Geography of 11 th Standard Students of Arts Stream.
32	Kusum Rani	A Study of Social Maturity of Senior Secondary School Students in relation to Sex and Location.
33	Sonia	A Study of relationship between Emotional Maturity and Academic Achievement of Senior Secondary School Students.
34	Paramjeet	A Comparative Study of Anxiety among Senior Secondary School Students in relation to their Stream.

3.3 Consultancy

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

Indeed, our Institution has been providing its consultancy services since its

establishment. We have provided consultancy services to several schools, teacher training institutions and other educational institutions in all areas related to the field of education. The nature of these has been enumerated as follows:-

Consultancy Services to Schools

School Administrators and Teachers are given guidance on evaluation practices, teaching methodology and preparation of instructional material.

Consultancy Services to Teacher Training Institutions

Over the last five years, Senior Faculty of our institution advises various nearby institutions regarding course related practical work, practice teaching, evaluation scheme and information on the relevant course related books.

Consultancy Services for conducting research

The head of the institution, Dr. Rattan Lal Futela particularly in his capacity as an eminent scholar in the field of research provides free consultancy to the faculty members, student-teacher, Ph.D. scholars and M.Phil. Students in their research work.

Dr. Suman Lata, Associate Professor and Dr. Mohan Lal, Vice-Principal in our college provide expert guidance and consultancy to the faculty members, M.Ed. class students of our institution and others institutions as well.

Five of its faculty members have been awarded Ph.D. degree in education and seven of its faculty members have been awarded M.Phil. Degree in Education. So, in their capacity they also act as research advisors for dissertation work at M.Ed. level or M.A. (Education) distance.

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 publicise the available expertise.

Yes, the faculty/staff members of the institute competent to undertake consultancy. As said earlier the head of the institution, Dr. Rattan Lal Futela (Principal of Dr. B. R. Ambedkar College of Education) & Dr. Suman Lata (Associate Professor) have vast experience and professional acumen in research field to give valuable advice to upcoming research scholars in the field of education. The institution has the pleasure

of having Five Ph.D. degree holders and Seven M.Phil. Degree holders and twelve staff members are NET qualified. The faculty members are also supervising dissertation work of M.Ed. Students. The institution also publishes information brochure annually to publicise the available expertise in the institution.

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?

The consultancy service is free of cost and it does not charge any amount for the service. The college bears the entire expenditure on the consultancy services and its preparation. Hence no revenue is generated. Consultancy fees are not charged by the institution for the consultancy provided.

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

There is no revenue generated in the institution for this purpose.

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 benefitted by the institution in varied manner. Under social service programme various educational/awareness campaigns are organized by the institution viz.

- ❖ Adult Education.
- ❖ Girl Child Education.
- ❖ Campus beautification.
- ❖ AIDS Awareness.
- ❖ Education.
- ❖ Health & Hygiene
- ❖ Eradication of Social Evils through Rallies.

- ❖ Female Feticide
- ❖ During Practice Teaching session pupil teacher are advised to follow ‘**Each One-Teach One**’ practice.
- ❖ Faculty members provide extension activities at various practice teaching schools.

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

The means through which the community participates in Institutional Development are as follows:

- ❖ **Resource Personnel:** The Honors programme, seminars, extension lectures etc. hosted by the college are forums wherein distinguished resource persons having varied areas of specialization and associated with different organisations are invited by the college to conduct sessions on themes relating to the professional growth of faculty and students in a bid to enrich the B.Ed. programme.
- ❖ **Enriching Excursions:** As part of the contextualized curriculum, the students attend various educational visits. The institutions and organisations they visit are part of the community. The experiences that the students come back with work to enrich the educational experience provided to them.
- ❖ **Faculty Development Programmes:** The staff regularly encouraged to attend the UGC sponsored ‘Orientation and Refresher Courses’. The skills and knowledge they acquire through participation in these courses enhance their efficacy and help in institutional development.
- ❖ The Institution has the support of various schools in the city for practice-teaching and internship.
- ❖ On many occasion like Annual Exhibition, Sports Meet, Any Competition etc. teachers from the local schools are invited to judge the students’ performance.
- ❖ Valuable feedback is provided by the principals of practice-teaching schools on the performance of the students and suggests areas of improvement.

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

The future plans and major activities the institution would like to take up for providing community orientation to students are:

- ❖ Road Safety.
- ❖ Energy Crisis.
- ❖ AIDS Awareness.
- ❖ Disaster Management.
- ❖ Nature Care & Cure.
- ❖ First Aid & Fire Safety.
- ❖ Female Feticides.
- ❖ Global Warming.
- ❖ Our institution encourages its students to help the Weaker Sections of the society.
- ❖ Our institution has Women Cell involve students in awareness programme in contemporary issues like Human Rights.
- ❖ Women Empowerment.
- ❖ Child Rights & Save Girl Child.
- ❖ Save Water, Trees and Environment etc.
- ❖ Wild life Preservation so that the community will be aware about these issues.
- ❖ Street Plays.
- ❖ Computer Literacy Programs for Senior Citizens.
- ❖ Environmental Awareness.
- ❖ Value Oriented Co-Curricular Activities in School.

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.

We take several community development programme like adults literacy mission, environmental awareness programme but not completed in the form of projects.

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

- ❖ The faculty members and students involved in legal awareness programmes especially in Environment Protection, Animal Rights, Human Rights, Woman Rights, Child Rights, Constitutional (constitutional rights) matters, etc.
- ❖ The faculty members delivered the lectures to the student-teachers on socially relevant issues like Female Feticide, Global Warming, Wild life Preservation etc.
- ❖ The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.
- ❖ In the beginning of the session the librarian provides orientation to newcomers about how to use library and give lesson on reading and study habits among student-teachers.
- ❖ The institution also encourages the students to participate in "Eco Friendly Programme" to keep the college campus clean once in every month. It arranges vaccination camps, and other such health related programmes to make the students more participative in community life.
- ❖ The annual function is also celebrated every year by the institution usually in the month of November. These programmes enable the development of social values, environmental values, cultural values, historical values etc. among the students.

3.5 Collaborations

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

Our institution has established linkage with the following national level organization the last five years:

- ❖ NCTE
- ❖ NCERT
- ❖ Kurukshetra University, Kurukshetra
- ❖ Govt. & Non Govt. Schools

This linkage helps institution in enhancing the quality of teaching. The faculty has benefitted by getting updates on the recent issues in teacher education as a platform and motivation to engage in publishing research papers in the conferences held by CTE, Haryana State Chapter.

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.

Not yet however we are planning to establish linkages with the international organizations.

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

1. Curriculum Development
2. Teaching
3. Training
4. Practice Teaching
5. Research
6. Consultancy
7. Extension
8. Publication
9. Student Placement

Curriculum Development: The Curriculum is designed by the Kurukshetra University, Kurukshetra. College has to strictly follow the curriculum design by the Kurukshetra University, Kurukshetra. However in case of modification in the syllabus University organizes Workshop and meeting and invites the suggestions from staff of various colleges.

Teaching: Various journals & study material of NCERT and NCTE are helpful in enhancing the teaching quality. HOD and Dean of the University give support to the college by taking lectures.

Training: The guidelines of Kurukshetra University, Kurukshetra, NCERT and NCTE play major role in providing training to students as well as teacher educator.

Practice Teaching: Staff of the Attached school is very kind & cooperative in nature so that practice teaching session is very smooth. They provide us proper feedback and our student teachers get motivated through these.

Research: The faculty members of Kurukshetra University, Kurukshetra are very helpful in research activities done by staff members. The journal “University News” published by Kurukshetra University is of utmost importance for research work. This journal is a weekly issue which updates the emerging issues related to education and adds to repertoire of knowledge.

Consultancy: The staff members provide consultancy to our staff on various topics. We can consult various new topics and project work with them.

Extension: The staff members of Practice Teaching schools guided our student as well as teacher educator in various extension activities.

Publication:-Various publication of NCTE, NCERT, Kurukshetra University , Kurukshetra, help full to our student teacher as well as teacher educator in their teaching learning process.

Student Placement: Staff of practice teaching school, are very helpful in providing placement to our student teacher.

In future, as said earlier, the linkages will provide major outcomes related to curriculum development, teaching, training, research consultancy and other such areas.

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

Institute-school-community networking is an essential requisite for any teacher education institution.

At present the institution has linkages with 10 schools for Practice Teaching. The institution has good and healthy linkages with school and community members. The schools and community work hand in hand with this institution for the progress of the student-teachers. For the practice teaching, schools are made available to the student-teachers by the school authorities easily. This not only needs co-operation from school

teacher, but also it demands more appreciative look to these upcoming teachers. The institution develops proper linkage with school sector by arranging activities such as School function, Tree plantation drive and various cultural, sports, literary and art competitions during teaching practice programme conducted in the schools. Few good and relevant teaching aids are donated to the practice teaching schools.

The institution also invites school teachers to college for judging various competitions like, drawing competition, cultural programmes etc. We also invite school teachers as judges in various Skill-in-Teaching & On the Spot Teaching Aid Preparation Competitions of the College level or Inter College level. Our faculty also visits various schools for judgment in various Interschool competitions such as debates & declamations.

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, all our faculty members are actively engaged in schools with teacher and other school personnel for designing, evaluating and delivering practice teaching.

Designing: Before the school based practice teaching, the faculty and the PTs interact with the school personnel to chalk out the activities to be carried out during the course of practice teaching.

- ❖ Faculty are actively engaged in schools in designing the time slots, evaluating delivered lessons, counseling and helping in organizing extracurricular activities. Remedial teaching for the needy is provided by the PTs in consultation with school teachers and under the guidance of the faculty.
- ❖ Principals of schools are duly updated about the innovative practices, like preparation of lesson plans (Traditional as well as PPTs using ICT), and how to pedagogically analyze the content, adopted in teaching lessons.

Delivery: The faculty remains in constant touch with the school for ensuring successful conduct of activities and delivery of teaching lessons. The area and quantum of content is decided with the active support and consultation of the school

staff. Successful delivery depends considerably on the active support of the school; therefore, the faculty has to ensure thorough involvement of the school teachers.

Evaluation: At the time of practice teaching our faculty remains present at the respective school to supervise and assess the performance of the PTs. The practice teaching is also evaluated by the teachers of the respective school which helps the PTs for enhancing and evaluating the performance. Suggestions from principal/subject teachers are always welcomed and implemented there on. Our faculty evaluates the performance of teachers of schools as and when requested by the school authorities.

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

Our faculties have good rapport with the practicing schools and the University:

- ❖ Attending various seminars, workshop organized by other colleges.
- ❖ Faculty of the college is also involved in the work of university examination e.g. BOE members, B.Ed, paper setting & evaluation work etc.
- ❖ The members of the faculty have rapport with the school faculty and discuss the course programmes well in advance. Every effort is being taken to improve the competencies of the student teachers.
- ❖ The faculty members act as resource persons, judges and guests to schools/colleges.
- ❖ Faculty members also attend faculty development programmes organized by other colleges wherein they interact with the faculty of other college and universities and benefit mutually.
- ❖ The institution facilitates collaboration of itself with schools, and other educational institutions for its progress. During vaccination camp programme school students are also invited to participate so that they may be aware of health issues. The schools on their part invited us to attend certain occasions like school annual day, etc.
- ❖ The institution collaborate with other teacher education institution for reporting the grievances to the higher authorities like University, Higher Education Department, regarding up-gradation of curriculum, fee structure and other such matters.

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?

Quality of Research Activity

- ❖ The researchers are advised about the priority areas, need and utility of research in education so that research of good quality and utility is carried out.
- ❖ The internet is made available to all the researchers. They can resort to the internet for procuring information about the related theoretical literature and the researchers conducted earlier and research methodology.
- ❖ The research activities are made a participatory activity. The research committee monitors the activity by securing co-operation of all the research guides available in the institution. The researchers are required to make power point presentations of their preliminary proposals before the research committee. It discusses the proposals and suggests the modifications if required. Such modified proposals are sent to the University for Approval.
- ❖ Assistance for progress of research activities is provided especially by providing books on research methodology and statistical techniques to be used. The library is updated with recent publications and journals.
- ❖ Our teachers participating in the innovative practice competitions are expected to undertake action research. Care is taken to ensure that these teachers undertake useful research activities.
- ❖ It is ensured that M.Ed students get proper inputs in teaching of research methodology and theory courses learnt are properly applied and grounded through research activities. Those students are required to conduct seminars as proposal they have drafted.

Quality of Consultancy

For providing consultancy services, the Internal Quality Assurance Cell and the senior faculty members remain active. This ensures the utilization of the specific knowledge

base for the specific educational areas. Their experiences are useful and fruitful for the newly established colleges of education, research scholars, post graduate students, teacher educators and teachers for their professional work and career.

The institution's faculty members provide consultancy to the professional teaching community such as school teachers, B.Ed. and D.Ed. college faculty members. The consultants are deputed to various programs at university level, state level and national level. This makes them have a broader perspective about education and educational problems.

Quality of Extension

It has been stated that the Extension Service Centre does the needful in this area. Its quality is maintained and enhanced through the following measures.

- ❖ The institution tries to provide need based extension services.
- ❖ The extension activities are organized as per the guidelines and norms supplied each year in the Annual Meeting at SCERT, Gurgaon.
- ❖ The year plan to conduct workshops and seminars for teachers and is further chalked out in the meetings.

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

Some of the good and best practices that are being followed in research, consultancy and extension activities are:

- ❖ Establishment of Resource Room.
- ❖ Extension Lectures are held on various educational issues.
- ❖ For research purpose, sufficient numbers of Books including various reference books are added in college library.
- ❖ Extensive use of ICT and co-operative learning for pursuit of research.
- ❖ Action researches are conducted for improving the quality of education and self-esteem of student-teachers.
- ❖ The institution also has the mechanism to initiate self-managed action research

projects.

- ❖ Student teachers are provided with free consultancy regarding research activities.
- ❖ The institution is periodically organizing vaccination camp, clean and tidy programme to keep the college campus clean, environmental awareness programme to rural public, tree plantation, AIDS Awareness programme, etc.
- ❖ During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Lohri Festival the college invites village elders, parents of student teachers, and women to make them participate in the process.
- ❖ For extension of education scenario in 21st century with the view to make the education as a path of lifelong learning, our institution is in the way of introducing distance courses like IGNOU, Integrated course B.A.B.Ed./B.Sc.B.Ed.

Criterion – IV

Infrastructure and Learning Resources

4.1 Physical Facilities

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

The institution has adequate physical infrastructure facilities as per NCTE norms to run the educational programmes efficiently. The institution has physical infrastructure. The best facilities for teacher education are provided in this institution. A necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect. Various infrastructure facilities are provided by the institution like:

Sr.	Infrastructure	Facilities available at the institution
1	Building of the Institution	The institution building is earth quake resistant. The total covered area of the building is 5294.36 Sq. Mts.
2	Office for the Principal	Principal Office is situated in the institution building at the ground floor.
3	Classrooms	Institution has spacious and fully furnished classrooms.
4	Multi-purpose Hall cum Auditorium	It is situated on the ground floor of the institutional building and has seating capacity of 250 persons.
5	Resource room for disabled	For disabled students institution has a spacious resource room at the ground floor.
6	Staff Room	Well furnished staff room is situated at the ground floor with attached washroom.

Sr.	Infrastructure	Facilities available at the institution
7	Multi Purpose Laboratory cum Seminar Room	A well equipped and furnished Multi Purpose Laboratory cum seminar room of seating capacity of 50 persons is available in the institutional building.
8	Administrative Office	Office for the administrative work is situated at the ground floor.
9	Management Room	A separate room for the managing committee of the institution is available in the college premises.
10	Store Room Facility	Institution has two store rooms to keep the routine required material, damaged and obsolete articles.
11	Art & Craft Resource Centre	Art & Craft Resource Centre is situated in the institution where students work on the principle of learning by doing.
12	ICT Recourse Centre	At the first floor of the building a well equipped educational technology-cum-computer lab is situated.
13	Curriculum Laboratory	Fully equipped science and mathematics labs are present on the ground floor of the building.
14	Psychology Laboratory	Psychology lab is situated at the first floor of the institutional building.
15	Girls Common Room	Spacious girl's common room with attached washroom is situated at the ground floor of the building.
16	Reasonable outdoor space and sports and games facility	Institution has facility of playground and indoor and outdoor sports/games equipments.

Sr.	Infrastructure	Facilities available at the institution
17	Sports Room	Sports Room with necessary & required sports equipments is situated in the college building.
18	Library	Library and reading room has ample space for the students in the college building.
19	Safeguard against fire	Institution has 5 fire extinguishers of five kg capacity each, placed at different parts of the institutional building.
20	Parking Facility	Institution has a provision of space for parking the vehicles.
21	Transportation facility	Institution provides bus facility for both students and staff members.
22	Provision of Clean Drinking Water and Generator Facility	Institution has provision of water coolers fitted with water filter for providing clean drinking water. For uninterrupted power supply, Generator facility is provided by the institution.
23	Canteen	Canteen facility to cater need of the staff & the Students is available in the institution premises.
24	First Aid Room	For providing preliminary medical help, first aid room is available in the college premises.
25	Reception	For the information and direction of the visitors Reception is situated at the entrance of the college premises.
26	Guard Room	For the security of the campus, guard room is situated at the entrance of the college premises.

An amount of more than 1.9 Crores is invested for developing the infrastructural and institutional facilities.

Expandability

College runs three course i.e. D.Ed, B.Ed. & M.Ed. in the campus. The infrastructure is sufficient enough to keep pace with the academic growth and can accommodate more students/courses in the campus by making required additions to the existing building and infrastructure.

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

- ❖ The need for augmenting the infrastructure to keep pace with the academic growth is met through the funds made available by our management i.e. Ch. Ishwar Singh. Our proposals regarding infrastructure have to be sanctioned by the governing body.
- ❖ Taking into consideration the dynamic competition and linkages with notable educational institutions, the institution has strengthened the Internal Quality Assurance Cell and makes it the driving force. The plan thus consists of developing proper psychological mindset and implementation of new changes with requisite budgetary allocation.
- ❖ The IQAC has to ensure that whatever is done in the institution for 'educational growth is done efficiently and effectively with high standards. In order to do these, the IQAC has to establish procedures and modalities to collect data and information on various aspects of institutional functioning. The coordinator of the IQAC and the secretary has a major role in implementing these functions. The IQAC derive major support from the already existing units and mechanisms that contributes to the functions. The operational features and functions discussed are broad-based to facilitate institutions towards academic excellence and institutions adapt them to their specific needs.
- ❖ IQAC fulfills the required necessities faced by the PTs and the faculty every year by considering the proposals and suggestions put forward by the various committees and cells. College is enhancing the new technologies and facilities according to the requirements for academic growth.

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

College has enduring facilities for conducting co-curricular activities and extracurricular activities including games and sports as:

Co-Curricular Activities:

College has a large multipurpose hall and a seminar hall equipped with a very good sound system, Over Head Projector (OHP) and Digital Light Projector (DLP) projector. There is an adequate seating arrangement and enough space for organizing workshops/seminars and conference. College provides necessary materials during the workshop for preparing teaching aids in different subjects. College also provides the transparencies and CDs to the PTs in order to help them to prepare topic oriented transparencies and power point presentation during the workshops and seminars. The sole purpose of above activities is to provide practical knowledge to the PTs to use the latest technology for effective presentation.

In order to accomplish various assigned projects during the internship practice, such as- action research, environmental project, planning and preparing of blueprint, case study of exceptional children, social survey etc., PTs are provided with the facilities of various books and learning material on above mentioned areas in the library. Apart from these, the college has Internet facility which is used by the PTs as well as the faculty for searching and downloading the important matter related to the topic. There is also a facility for printing, scanning and photocopying of important matter in library. Besides these, College also invites experts from the field of teacher education for the Talk-Fest on issues related to Teacher Education such as- communication skills, classroom management, inclusive education, guidance and counseling and preparation of blue print. College also possess various educational books, CDs, CD-ROMs, magazines and encyclopedias based on various subjects, G.K. and current affairs, puzzles to help the PTs and faculty in order to organize inter-house quiz competition, exhibition, seminars and debates.

Extra–Curricular Activities:

- ❖ Various extra-curricular activities are organized by College under work experience. A work experience workshop was organized by College in which PTs actively participated in sharing their experiences and also trained their peers in making rangoli, pot painting, flower/badge making, hair style, best out of waste etc. PTs also showed keen interest in slogan writing, collage making, extempore, solo and group song competition. All the required material for the workshop such as colours, paint, pots, Crap paper, velvet paper, POP, newspapers, sand, clay etc. were provided by the college.
- ❖ Physical education and yoga camps have also been organized for the PTs to keep their body and mind healthy.
- ❖ College organized an “**Environment Awareness Campaign**” on World Earth Day, 22nd April in which Awareness rally regarding Tree-Plantation was accomplished and paper bags were distributed to the shopkeeper and vendors to discard the use of poly bags.
- ❖ Nukkad-Natak (street play) regarding gender discrimination & RTE has been played at various places along with the rally.
- ❖ ‘**Voters Awareness**’ rally was conducted in order to create a feeling of awareness among the PTs and community. Before organizing this Campaign, College organized a one day workshop for preparing banners/posters & hoardings for the rally, the required materials were provided by the college.
- ❖ College organized a ‘**Beti Bachao - Beti Padhao Campaign**’ on Women’s day.
- ❖ **Games and sports-** Indoor and outdoor games and sports facilities are also available in the College Campus. PTs took part in indoor games like- table tennis, chess, carom etc. and in outdoor games like- Badminton, Kho-Kho, Volley ball, Disc Throw, Shot-Put, Tug-of-War, Relay Race, Three-Legged-Race. Winners were applauded with Prizes and Certificates on Annual Day. College has two play grounds and a sports room with sports kits for various games.

- ❖ College has a beautiful lawn which is surrounded by ornamental plants and seasonal flowers giving aesthetically a rich look. It provides ample space for undertaking some environment-related activities.

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.

- ❖ Laboratory, multipurpose hall, canteen, transport facility, playground and library are share by D.Ed., B.Ed. and M.Ed. course run by the institution.
- ❖ The lecture halls/rooms are made available to government/non-government organizations for conducting competitive exams.
- ❖ Ex-students pursuing higher studies and other teachers especially those from the practice-teaching schools as well as other colleges in the vicinity avail of the library facilities for their own personal reference and study.
- ❖ The local sports enthusiasts always use the ground for jogging in the morning and for sports during holidays/Sundays.

In future also if any neighboring practice-teaching school or organization approaches College for sharing of any physical infrastructure, we will consider the proposal willingly. We believe in sharing of facilities will ensure optimal use of resources.

4.1.5. Give details on the facilities available with 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 centre, etc.)

College gives proper importance to health and hygiene, thus, provides facilities to ensure the health and hygiene of the staff and PTs:

- ❖ There is a rest room cum health center for staff and PTs where first aid kit and bed for rest is provided.
- ❖ College has separate arrangement of toilet/washroom for girls & boys PTs and for male & female staff.

- ❖ The institution provides pure drinking water to the PTs and faculty as Aqua Guard with fitted water cooler facility is available in the college.
- ❖ During the blood donation camp held in the college, Blood test (hemoglobin and sugar), Blood Group Test, Blood pressure, weight and eye sight test was done by the doctors. After the test doctors counsel those PTs and faculty who were found unhealthy.
- ❖ A lecture was also delivered by the Dr. Bansal on first aid and balanced diet.
- ❖ College organized yoga camp to keep its PTs and staff physically fit & healthy and also College celebrated International Yoga Day (21st June) for the awareness about yoga.
- ❖ College has permanent staff (sweeper, gardener and peon) to looks after the daily hygienic cleanliness of the college building and the campus.
- ❖ College canteen also provides hygienic food to the PTs and staff. The Canteen Manager ensures that the food articles available in the canteen are fresh and healthy. The Manager also ensures the hygienic environment in the canteen and its surroundings.
- ❖ Principal frequently checks and ensures the maintenance and hygienic cleanliness of the college.

4.1.6 Is there any hostel facility for students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including Sports and games, health and hygiene facilities, etc.

Yes, College provides hostel facility with 33 Rooms on low rent to the PTs.

4.2 Maintenance of Infrastructure

4.2.1. What is the budget allocation and utilization in the last five years for the Maintenance of the following? Give justification for the allocation and Unspent balance if any. Building Laboratories Furniture Equipments Transport Vehicle.

- ❖ Building

- ❖ Laboratories
- ❖ Furniture
- ❖ Equipments
- ❖ Computers
- ❖ Transport
- ❖ Vehicle
- ❖ Hostel

The budgetary allocation is made under different heads and for specified purposes, on the basis of the last few years spending and the arisen/felt need of the recent time. The Principal as a head of IQAC and the management operate the budget and ensure the proper & optimal use of the budgetary allocations.

College continuously augments its infrastructure to keep pace with its academic growth. College has the potential and a policy of expansion and augmentation of the infrastructure to provide a learner friendly and conducive classroom and campus environment and improve it further. College has provided additional infrastructure to match the revised (upgraded) norms of the NCTE. Every year, funds are earmarked in the budget to meet the existing needs and for augmentation in library, ICT resource center, college building (for renovation and maintenance), Psychology Resource Center, Curriculum Laboratory, Health & Physical Resource Center, Art and Craft Resource Center etc. Sports and play ground are properly maintained and additional sport material and other material are made available to the PTs.

College has an ongoing plan for the up gradation of lawns as it adds more environment friendly plants and trees every year. The addition is planned and materialized by organizing Van Mahotsava in which PTs take active part in the plantation of saplings. Every pupil teacher owns and nurtures plants so planted during the tenure of stay in the college. The college staff is equally active in the upkeep and maintenance of the building of the college.

Every year members of the BOM and IQAC sit together for assessing the need for new/additional installations, instruments, equipments, psychological tests and other required infrastructure to be added to keep pace with the academic growth. Every year,

funds are earmarked in the budget to meet the existing needs and for augmentation. The Management is ever helpful and provides required funds.

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

College has a well formed mechanism to ensure optimum utilization of its infrastructure facilities. The available infrastructure meets and exceeds the program requirements and yet optimally utilized. The management and IQAC ensure smooth and regular functioning of the college. Therefore, the infrastructure remains functional and in effective use. All the resource centers are properly utilized. Psychology Resource Center is used for psychological experiments and tests. Curriculum Resource Center is frequently used by the PTs for demonstration and experiments. Health and Physical Resource Center is used for the Physical activities. ICT Resource Center is used by PTs for making ICT Projects and Assignments, Lesson Planning, Computer Aided Learning, slides on Power Point Presentation with visual effects. PTs are also trained to use OHP and DLP. Multipurpose hall is used for conducting various activities like - Cultural Programs, various Workshops, Yoga Classes, Medical Camp, Talk-Fest, Seminar and Exhibitions etc. Play ground is used for physical exercises, morning assembly, outdoor sport events, and scout-guide camp. Library is not only optimally utilized by our staff and PTs but also by the alumni, research scholars and faculty of other colleges. Our library is rich in text books, reference books, journals, periodicals, educational surveys, encyclopedias, magazines etc. which are used by the PTs and staff to enhance their knowledge. Internet facility is often used by the PTs and faculty.

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

College takes ample care to associate the environmental issues with its infrastructure. The college campus is spread in an area of One Acre of land, therefore; it has considerable open space. Such camps/activities are useful in inculcating respect and love for trees in the PTs. Thus, good qualitative attitude is sought to be incorporated

in the PT's. On 'World Earth Day' an Environment Rally was organized to create the environmental awareness among people of Partapgarh, Majhara and Kheri Markanda villages. Each pupil teacher prepared 50 Paper bags and a hoarding with environment slogan for this campaign. In this rally people were made aware to use paper bags instead of polythene bags and were also told how to save our environment. The college organizes activities like Poster and Collage Making, Extempore Speeches, Decorations, Go Green, Save Paper, Say No to Polythene, Display of Best out of Waste, Plantation and Free Distribution of Trees to the nearby villages. As a part of SUPW, PTs were encouraged to exhibit their creativity in making items with natural material, which are least expensive and very useful. Side by side this conveys the PTs the concept of making Teaching Aids out of waste material.

Co-ordination between various stakeholders like student, faculty and office staff is ensured through notices which are issued from time to time. These are regarding changes in time-table, changes in seating arrangement and conduct of co-curricular activities, various workshops including faculty development program to avoid miscommunication and ensure smooth functioning. Thus, a healthy environment and a spirit of team work are ensured.

Orientation for maintaining proper hygiene: In the beginning of the academic session, the faculty members orient the students regarding personal hygiene and the importance of keeping the premises clean by making use of dustbins, avoiding litter and garbage through proper disposal of sanitary napkins, food wrappers and left over food. All these aspects are emphasized in this orientation to develop proper habits in personal hygiene so as to maintain clean healthy environment in the campus.

Plantation program: Medicinal plants and herbs like adulsa, aloe and tulsi have been planted to create awareness regarding the importance and usefulness of these plants. A variety of potted plants are maintained that enhances the aesthetic sense of the teacher trainees and creating awareness among them to keep the environment beautiful.

The grounds of the campus are fully green and always kept clean. The sanitation staff and even the faculty and PTs always take utmost care to see that no garbage or waste

accumulates in any corner of the campus. All PTs and faculty take part in the ‘Shramdaan’ to bring awareness of and for protecting the environment. To protect the college campus from pollution, all the vehicles are parked at parking zone only near entrance gate.

4.3. Library as a Learning Resource.

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

Yes, the college has a qualified librarian Mrs. Veena Devi (M.Lib. M.Ed., M.A. Skt.) and 01 support staff for material collection and media/ computer services. Besides this, the Library Committee advises the librarian and looks after the working of the library. The Library Committee, 2015-16 is composed of the members listed below:

Sr.	Name	Designation	Position
1.	Dr. R. L. Phutela	Principal	Chairman
2.	Dr. Suman Lata	Associate Professor	Member
3.	Ms. Geeta Pali	Assistant Professor	Member
4.	Ms. Veena	Librarian	Member Secretary

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

The Library of College located at the first floor of the building. College is provided with a library and a reading room (seating capacity for 65 PTs). It contains 10401 books and 3360 titles. There are text and reference books, national journals/periodicals, encyclopedias, All India Education Surveys, Magazines specially-Edutrack and India Today. The books are available for PTs and faculty for reading and referring. There is one reading room, reference section, text book section and periodical section in the library. Library has 03 computers with internet facility, printer/scanner and photocopier for staff and PTs. The books are kept with security

and the library staff takes care of them. Besides, these facilities the library offers several add on services such as email alerts about subject specific articles and paper to the faculty.

Required details are given below:

Sr.	Name of Item	Number
1	Books	10401
2	Titles	3360
3	Reference Books	1839
4	Journals	19
5	e-journals	00
6	CD ROMs	25
7	Magazines	06
8	Newspapers	04
9	Computers	04
10	Photocopier /printer/ scanner	01
11	Library links with website and LIBZEE Software	01

(Journals/books available on internet may be browsed and downloaded by PT)

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

Yes, the institution has the mechanism to systematically review the various library resources for adequate access, relevance etc and to make acquisition decision:

Composition of Library Advisory Committee:

Library Advisory Committee	Dr. R. L. Phutela (Convener) Dr. Suman Lata Ms. Geeta Pali Ms. Veena Devi
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Mechanism of Review of Library Holdings:

Taking into consideration the needs of the faculty and teacher trainees, availability of resources in the market and budget provision, the decisions are taken qualitatively about the acquisition of books and other learning resources. For this purpose:

- ❖ Students and the faculty members give in their suggestions about required reading material which are taken into consideration.
- ❖ The Principal and the librarian take the advice and feedback of concerned faculty from time to time before purchasing the books.
- ❖ The teacher educators are requested to give their requirements about reading materials from the library.
- ❖ The book dealers are given permission to visit the library to display various educational resources.
- ❖ Teachers, Heads of Departments and Members of the Advisory Committee are given an opportunity to recommend books.
- ❖ After the purchase of books, the librarian informs teachers to take note of new arrivals and recommend them to the teacher trainees.
- ❖ Subject-wise and author wise card catalogue provide information about books to the faculty and teacher trainees.
- ❖ The library staff always guides and helps the readers to get the required reading materials.
- ❖ The advisory committee members supervise and guide library activities and practices. Smooth and effective functioning of the library is always given the first priority.

- ❖ Feedback forms and suggestions from students and faculty members are kept as records and couriered from time to time as per discussion in cell meeting, staff meeting and through direct interactions with the librarian.

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

Yes, library is computerized. The record of books and issue return of the books are maintained in the computer, **Library Management Software** is used for this purpose. Efforts are made on to deliver library services in an online manner. Email alerts about subject specific articles, papers and related knowledge of books are provided by the library for the benefit of faculty and PTs.

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.

College library have three computers with internet facility and facility of printer and photocopier. There are no specific hours for internet usage in the library. The faculty and PTs use the internet facility whenever they need.

Yes, the institution has computer, Internet and reprographic facilities. For the easy access of internet, a time slot is allotted.

For B.Ed. – Weekly once/lunch time on all days

For M.Ed. – Full afternoon for dissertation reference

For Staff Members – During all non-teaching hours/all days

Faculty frequently use computer and internet for academic purposes to access required information of various kinds regarding subjects, teaching learning process, strategies, techniques, innovations in the field of classroom interactions, teaching aids, effective use of audio visual aids, recent researches related to educational developments etc., faculty compare the educational developments of other countries with their educational practices of indigenous system. PTs use internet for the preparation of projects, PPT, seminars/workshops, assignments, micro and macro lesson plans.

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

However, College has Wi-Fi internet connectivity in the college building. Faculty and the PTs make use of the internet and Inlibnet facility for their academic requirements.

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 remains open for access during the college working days from 09.00 am to 05:00 pm all through the year. During the examinations, the library remains open for access to the PTs from 09:00 am to 05:00 pm. The library thus remains open and functional: 250 days in an academic year

- ❖ 6 days a week.
- ❖ 8 hours a day.
- ❖ 48 hours a week

The library remains closed on Sundays and national/public holidays.

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

College has a mechanism in place to keep the faculty and PTs informed of the new arrivals. Thus, information related to new arrivals in the library comes to the notice of faculty and PTs through the display in the display cabinet, announcements during morning assembly and a circular is also circulated to the classrooms, staff room and office. The librarian personally informs the Principal of the College. After numbering and labeling the new books, an exhibition is organized in the library for one week.

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, we have a book bank. The book bank facility is utilized by the economically weaker section of students, who are allowed to keep the books for a year and return the books after completing their examinations.

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

Most of the visually and challenged teacher trainees get special learning resources through external agencies. The library works as a mediator for them in exchanging the special learning resources like audio aids and Braille books. Special facilities in terms of reference resources have not been developed so far. However, facilities in exchange of books, relaxation in retention of books are also given to them. The JAWS computer software is provided to visually impaired teacher trainees.

4.4. ICT as Learning Resources

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 ensures the optimum use of the facility.

The college has the distinction of being maximum thrust on ICT Resource Centre for the teaching learning process. To provide a good exposure to our student teachers for the emerging global trends in teacher education, the college takes all responsibility to inculcate a penchant for IT tools for betterment and development.

The college has provided for required number of computers with internet facility for both the faculty members and the student teachers.

To begin with, there is a computer lab in the college. It has 30 systems, with latest configurations and internet connection. Students and faculty members use this lab for project related assignments, browsing for material related to subject matter, and for getting updates on the latest happenings around the world. Hence internet connectivity is available to the staff and students all the time.

All the faculty members are provided the upgraded computer systems with Internet facilities.

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

Yes, there is a provision in the curriculum for imparting computer skills to all students. We have Computers in Education as a compulsory Practical subject for B.Ed students and M.Ed students make use of the computer skills totally for preparation of their dissertation/field works. The students submit power point presentations for their model teaching and in teaching practices.

The students submit web analysis using internet for their practical records submission. The major skills included are:

- ❖ Microsoft excel
- ❖ Microsoft power point
- ❖ How to use the internet
- ❖ Google search
- ❖ How to send e-mail
- ❖ E-learning
- ❖ Online-learning
- ❖ Web-learning

PTs acquire skills for:

- ❖ Using computer peripherals like printers, scanners, projectors etc.
- ❖ Preparing computer assisted instruction or project based learning on power point.
- ❖ Using software skills to design instructional processes and spreadsheets to solve, analyze and represent data's on charts.
- ❖ Access Internet, retrieving information, using INFLIBNET, consulting e-libraries, sharing ideas through e-mails, face book, blogs etc.

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

College is always eager and keen to implement new technologies/ICT in the process of curricular transaction. Thus, facilities are available for preparing ICT enabled lectures, many CD-ROMs related to teaching-learning, smart class rooms and internet access for use by the faculty and the PTs.

For the purpose of using software skills to design instructional processes and spreadsheets to solve, analyze and present data's on charts, both teacher educators and PTs identify the problem/project of the curriculum after rigorous discussion with each other. Once the PTs identify the problem, they tend to know how new/recently developed technology can be used to solve out their problem. After assessing the new technologies, a rough work is carried out and checked by every pupil teacher and the teacher educator.

PTs make use of technologies for their lesson plans on power point. Almost every B.Ed. & M.Ed. PT prepares lesson plans/project based lessons during teaching practice in the schools as well as in the simulated teaching. Likewise, the faculty members transact curriculum by using different IT based equipments and accessories.

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

The PTs are motivated, encouraged and trained for making use of the modern technology for practice teaching as per details given here under.

For Developing Lesson Plans: All the PTs adopt IT in their practice teaching. Before going to deliver actual lesson plans in the schools, PTs prepare one/two lesson plans in their respective teaching methodology subjects on power point during simulated teaching. The PTs take help of the ET Lab for preparing their practice teaching lessons.

For Class Room Transaction: The PTs prepare power point presentation of their lessons at the ET lab to be delivered during simulated teaching and now College is planning to move to the Hindi medium schools with the same technology.

For Preparing Teaching Aids: The PTs prepare slides related to the curriculum, which is to be transacted in the classroom. They take help of multimedia in making different kinds of teaching aids (PPTs). The PTs prepare teaching models in the Teaching Aid Workshop to be used during practice teaching.

4.5 Other Facilities

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

College is fortunate enough to possess the essential latest modern instructional infrastructures like smart & interactive class rooms, DLP Projector, OHP etc. All these are open for use by the faculty and the PTs. Our PTs are free to use all infrastructures at the ICT Lab to prepare their own teaching-learning aids. They can take these equipments to the schools for practice teaching with prior permission of the faculty in charge. Besides this, College also uses these equipments to show the documentaries to school children and people of nearby locality. The available resources are owned/used by College only.

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?**

Various audio-visual facilities available are:

- ❖ Television
- ❖ VCD player
- ❖ LCD (Liquid Crystal Display)
- ❖ OHP & DLP
- ❖ Computer

Other materials available are:

- ❖ Educational CDs
- ❖ Educational Audio & Video Cassettes

The student teachers are encouraged to use them for practice teaching:

- ❖ By instructing them to take model lessons using technology

- ❖ By ensuring that they participate in seminars using technology
- ❖ By encouraging them to make use of the technology for cultural programmes
- ❖ By making them, use technology for their camp activities.
- ❖ By making them, use modern technology in preparation of lesson plans, in evaluation and in preparation of teaching aids.

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 facilities?

The following are the laboratories:

1. Curriculum Lab.
2. Psychology Lab.
3. ICT Recourse Centre.
4. Health and Physical Recourse Centre.
5. Art and Craft Recourse Centre

These are made available in our institution. Apparatus are added and budget is set for enhancement and maintenance.

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

- ❖ College has a multipurpose hall equipped with public address system, proper lighting, recording facility, projector, musical instruments etc. This is suitable for holding large scale functions which are duly arranged in it.
- ❖ College has a workshop having ample quantity of card boards, charts, colours, tools, different kind of papers block/ hardboards, paints and other raw materials to prepare new teaching aids.
- ❖ Indoor and outdoor sports facilities are well in place. College has big sports ground and sport room having kits of carom, cricket, volleyball, badminton, chess etc. These are maintained for facilitating physical development of our PTs.
- ❖ College has its own transport facility for faculty and girls students only.

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.

The classrooms have the facility for using equipments like mikes, projectors, OHP, screen board etc. needed for use in teaching. These equipments are fixed in the rooms as permanent fixtures. Each class room has its own bulletin board which is maintained by the PTs. College has a plan to equip all the classrooms with permanent fixtures especially projectors.

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 use of technology?

Faculty is encouraged and inclined to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology.

The faculty as well as PTs adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners. The faculty uses different methods of instruction like, Discussion, Synthesis & Analysis, Problem Solving, Inductive-Deductive, Project, Brainstorming, Peer-tutoring, Role-Playing, Demonstration, Experiment etc. Further, details of these are to be reported under criterion-V. To make teaching more effective, the technologies like PPT, Transparencies and Audio-Video are used rather increasingly. College wants e-teaching/ learning to be implemented with vigor and vitality.

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

College believes that the use of PPT has been found to be a very effective communication tool in teaching-learning process. PPT makes the content covered to be demonstrated in a very articulate manner. It becomes very easy for the learners to understand the topic by the live demonstration.

Below are listed the innovative practices related to ICT that contributed to the quality enhancement:

- ❖ Making lesson plan through IT.
- ❖ Lesson delivery through PPT.
- ❖ Preparation and use of slides.
- ❖ Preparation and use of power point presentation.
- ❖ Collecting information through Internet.
- ❖ Increasing use of projectors for classrooms and seminars/workshops.
- ❖ Sharing of experiences and information through e-mail, face book, blogs and its own youtube channel also.

4.6.3. What innovations/best practices in “Infrastructure and learning Resources” are in vogue or adopted/adopted by the institution?

College considers various best practices in Infrastructure and Learning resources to be the main basis in its success. These are given below:

1. Library is the backbone of any educational institution. College is fortunate enough to have a rich and well-maintained hybrid library having internet facility and INFLIBNET. College library has been privileged to have Book Bank facility for the benefit of the PTs. The library remains open for eight hours on all working days, whereas during examination, the library working is from 9:00 am. to 5:00 pm. Such a library facility is a boon to the PTs as well as to the faculty.
2. The reading room is provided with newspapers and magazines subscribed for the PTs. There is a sports room and gymnasium having some of the basic sport facilities for the PTs.
3. Live interaction with the community at places and on different occasions make the PTs realistic about the overall milieu and environment that surrounds and sustains them.
4. The campus has a permanent volleyball court. The campus has telephone facility for common use by the PTs.

5. College ensures availability of qualified faculty and non teaching staff needed to achieve the stated objectives and the workload. Policies and practices encourage the faculty to be engaged in a wide range of professional and administrative activities.
6. The institution is situated in lush green environment and free from all types of pollution. The building of the institution is earth quake resistant.

Criterion – 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 appropriated academic and professional advice through commencement of their educational programme to completion?

Preparedness of teacher trainees:

The D.Ed., B.Ed. teacher trainees are admitted through the centrally administered admission procedure that consists of the merit based system in qualifying exam. The concern authority of centrally administered admission procedure sends the list of admitted teacher trainees to the institution. Thus, there is no way to assess the preparedness of teacher trainees before the commencement of the respective course.

Teacher trainees of M.Ed. programs are admitted through proper procedure as laid down by the affiliating University.

D.Ed and B.Ed are teacher training programs. Hence, before the commencement of the program, the institute must be aware of the teacher trainees' preparedness. Teacher trainees come from various colleges after their graduation or post graduation and it is essential to get them on the same platform for training. Therefore, the institution follows the following practice to ensure their preparedness.

- ❖ **At the Commencement of the Course:** In the first week of beginning of the Academic year an Orientation Programme is conducted to orient trainees to their responsibility and role as teachers. They are introduced to the Vision and Mission Statements of the Institution and given an overview of the core values. The teacher trainees are given information about the course. It includes orientation regarding teaching learning of course units; completion of course related practical work, internal assessment through tutorials, content enrichment program and examinations. It also includes orientation about development of teaching competency through micro teaching and practice teaching lessons for the

development of teaching competency. Orientation regarding the co-curricular and extracurricular activities to be conducted for the development of attitudes and values is also given. To unearth their hidden talents, students are divided into groups and put up various cultural activities. Once talents and skills have been identified the class representatives are elected.

- ❖ **During the Course:** A workshop is conducted for the students by the faculty before they launch on any activity, e.g. Micro-teaching, Simulated lessons, Lesson planning, Unit Test planning, Action Research, Community work and Campus interviews. Every activity whether curricular or co-curricular is followed by feedback from peers and faculty. At the end of every practice-teaching lesson trainees are provided with a prescriptive feedback in the form of remarks which makes them aware of their strengths and weaknesses and offers constructive suggestions as to how they could improve. Educational Psychology is a subject of the curriculum which includes a number of experiments to create self-awareness in the trainees and promote a better understanding of themselves. Innovative teaching-learning techniques like team teaching and co-operative learning are used to transact the syllabus for a better sharing of resources, expertise and to enhance social skills. In addition students are also provided with appropriate academic and professional advice by the Principal and staff from time to time. Each faculty member serves as a mentor to a group of students assigned to him/her. Students are guided in the choice of their elective subjects on the basis of their academic background.
- ❖ **At the End of the Course:** Trainees are makes aware of existing job opportunities. They are trained in soft skills needed to present themselves at interviews and make the right choice of a job. Nearer the examinations students are provided with academic counseling by the faculty to train them in study skills, creating the right kind of learning environment and adopting the learning strategy most suited to them. They are also given guidance on how to cope with the impending examination stress.

5.1.2. How the institution does ensure that the campus environment promotes

motivation, satisfaction, and development and performance improvement of the students?

The campus environment is so geared as to promote, motivate, satisfy, develop and ensure performance improvement of PTs. Generally, the PTs come from all nooks and corners of the state, sometimes even from the neighboring states. In such a situation, institution adopts inclusive-multicultural approach and parental attitude in getting the PTs set in and succeed in the new environment. The process starts from the day one, with the commencement of activities aimed at acclimatization and minimizing difficulties of the new entrants. Keeping in view this purpose, Dr. B. R. Ambedkar College of Education organizes a three days long interactive Orientation Program(OP) to provide ample opportunity for knowing/understanding each other and thus, building amicable inter personal relationships with the peers and the faculty. During OP, the PTs come to know about the different programs of D.Ed, B.Ed. & M.Ed. including curricular and co-curricular activities. Besides, they are familiarized with professional code of conduct and ethics of being a good teacher/human being. They come to realize that the college is a home away from home but a zero tolerance place for things like ragging, discrimination etc.

PTs are extended friendship coupled with professional code along with justice to all. With such type of care and concern available to the new entrants, right from the start of the session, the PTs are made to adjust in the new environment of the college. Same type of care remains a permanent feature of the environment throughout the session. The learner/learning friendly humane environment is nourished further in the following ways.

Guidance & Counseling Cell

Guidance & Counseling is a permanent feature of Dr. B.R.Ambedkar College of Education. Proper and timely counseling remain available throughout the year. PTs are not only made to adjust but also facilitated to enjoy in the new environment of the college. The Guidance & Counseling Cell is headed by our senior faculty Ms.Geeta Pali. The cell always remains in touch with the PTs. The management, Principal & faculty are always there to provide guidance & counseling to all the needy PTs from

time to time, as and when required. G & C Cell along with the Academic Cell organizes Orientation Program for the fresher at the opening of the new academic session.

The cell provides pre-practice teaching guidance and counseling services to the PTs to save them from reality shock , like -what is expected from them, what they are supposed to do, how / when they are supposed to do and how to tackle the different situations inside / outside the classroom. The guidance is also provided to them by workshops/ lectures given by eminent teacher educators.

Sports Events

- ❖ Institution organizes inter-house sport events at different points of time. The sport events include the inter house competitions which ensure maximum participation of PTs.
- ❖ PTs are also encouraged to participate in sports activities/event which has both.
- ❖ Indoor and outdoor games like- Badminton, Table Tennis, Chess, Carom, Kho-Kho, Tug of War, Volley Ball, Shot Put & Disc Throw etc.
- ❖ PTs are encouraged to participate in the sport events (Indoor / Outdoor) both organized by the affiliating University or other Educational Institutions.
- ❖ In this way, NCE keeps the PTs engaged in multifarious activities with their physical and socio-professional development in focus.

Cultural Activities

PTs are encouraged to participate in the various cultural events and literary events organized by the college on National days, Basant Panchami, Annual Day, Scout /Guide Camp etc. as part of the training programme. PTs are motivated by giving rewards, certificates, incentives and recognition of their efforts by showering praises on them for good performance. They are told about the importance of such activities in education and in their real life. Various cultural and literary events attended/organized by our PTs are: -

- ❖ Debate
- ❖ Quiz
- ❖ Slogan writing
- ❖ Extempore

- ❖ Flower making
- ❖ Rangoli, Mehendi
- ❖ Basant Panchmi (Alumni Meet)
- ❖ Dance-western, Indian and folk
- ❖ Best out of Waste
- ❖ Pot painting
- ❖ Poem recitation
- ❖ Collage making
- ❖ Drawing & painting
- ❖ Street play
- ❖ Badge making
- ❖ Paper bag making
- ❖ Table decoration
- ❖ Salad decoration

Inter-house competitive events are organized by the institution. Various cultural festivals and national days are celebrated in a native way so as to provide a homely-touch to participants and onlookers.

Other Co-Curricular Activities

Our PTs participated actively in the Environment Campaign which aimed at spreading awareness related to environmental issues. Environment Campaign comprised of an Awareness Rally, slogan writing, making of paper bags & its distribution to shopkeepers and hawkers with the message – don't use polythene & save environment. Awareness towards gender issues, HIV & AIDS, breast cancer and voting rights were the issues highlighted in the community through demonstration, street plays and rally.

Library Service

The library services are provided regularly to all the PTs. They are issued library cards and are enabled to borrow books. The Book Bank facility is provided to poor PTs.

Placement Cell

Institution maintains a system of monitoring the progression of PTs for suitable jobs (and higher education). The placement cell works for ensuring recruitment of the

D.Ed., B.Ed. & M.Ed. trainees after the completion of the course. Many PTs of our previous batches have got good placements in reputed schools of Kurukshetra and adjoining areas.

Alumni Association

In order to maintain a lifelong relationship with our ex-students, Institution has established Alumni Association, which is motivated enough for participating in developmental activities. This has been done in order to maintain an active relationship with the teaching community and to get feedback about the educational program provided in the college & how to improve our educational process, practices & products. With such paramount care and counseling from the very start of the session, Institution makes it's PTs feel at home in the new environment. They remain attracted and engaged in such activities which are interesting and equally educative. At the same time, adequate infrastructural facilities are provided by Institution for all round development of the PTs.

ICT

Use of ICT is a mandatory feature of teaching-learning process at the institution. The PTs are also guided to undertake a project related to training in ICT. This comprises of activities like opening an e-mail account, transferring & sharing the information, preparing lesson plans, transparencies and PPT etc.

Student Council

Student Council is a forum where the PTs can put up their problems either academic/infrastructural or related to their personal needs.

Grievance Redressal Cell

PTs can report their grievances to the Grievance Redressal cell.

Women Cell

Special care is taken for the girl PTs of the college. Counseling or help is extended to the needy girl PTs through Women Cell (WC). It is worth taking note that female-candidates do not have to face any gender-related problem at college campus.

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?

B.Ed.

Year	Enrolment		Outgoing		Drop out		Reason
	Male	Female	Male	Female	Male	Female	
2011	156	44	134	40	22	4	---
2012	135	65	124	61	11	4	---
2013	134	66	125	61	9	5	---
2014	147	53	141	52	6	1	---
2015	172	16	Continue in Current Session				

M.Ed.

Year	Enrolment		Outgoing		Drop out		Reason
	Male	Female	Male	Female	Male	Female	
2011	12	23	12	23	0	0	---
2012	9	24	9	24	0	0	---
2013	13	22	13	21	0	1	Moved to Foreign
2014	08	27	8	26	0	1	Due to Pregnancy
2015	31	13	26	13	5	0	---

Dropout rates are very less and rare.

Reasons for rare drop outs are -

1. Due to migration of students to faraway places as a result of marriage and shifting of family.
2. Due to health reasons, long and severe ill health.
3. Due to employment/appointment.

To control the drop outs we have adopted -

- Special counseling sessions for the students.

- Interaction & consultation with the parents of students is also being done if the situation demands.

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?

In our state, the B.Ed. students generally get jobs in government/aided/ private public schools. The selections to government/aided schools are made by the government. The Placement Cell (PC) of Dr. B. R. Ambedkar COE is actively involved in searching out the vacancies in different public & private schools. The subject wise vacancies are sorted out in various newspapers, classifieds etc. Even the schools place their demand for competent teachers in various subjects telephonically or by post. The PC thereafter informs the registered PTs to appear in the interview. The record of selected and rejected PTs is maintained by the PC and all the rejected PTs are later sent to other places unless they finally get absorbed elsewhere. Further, the PC of our Institution is looking forward to establish linkages with the private and aided schools through the local networking. Institution motivates the PTs for higher education and competition by organizing some special programs such as lectures on communication skills, group-discussion on current educational issues, resume/ application writing, seminar presentation, extempore, quiz etc. The information, motivation and guidelines are also provided. Institution library has up to date reference material for SLET/NET. Even teachers/research scholars from other colleges turn up to avail of this facility at our institution.

5.1.5. What percentage of the students on average goes for further studied or choose teaching as a career? Give detail for the last three years?

Since B.Ed. and M.Ed. are professional courses, almost all choose teaching as their career.

Mostly the U.G. students go for higher studies. Nowadays P.G. students also go for higher studies such as M.Phil. & Ph.D., because there is much the demand from all

universities for the teaching profession.

Year	Total Students	% For Higher Studies	For Teaching Career
2014-15	235	38%	87
2013-14	235	36%	76
2012-13	235	33%	65

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.

Yes, the institution provides training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other sources available to the student teachers after graduating from the institution, whenever they are in need.

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, our institution provides placement services after completion of the examination. Students are provided with the necessary inputs and soft skills in preparing their bio-datas and familiarized with the code of conduct in presenting themselves at interviews. They are also guided in making the right choice of school in keeping with their professional qualifications and work experience. Reputed institution conducts campus selection. Displaying the number of vacancies available in various local and outside reputed schools. Some institutions conduct interview, viva in the college immediately after examination.

5.1.8. What are the difficulties faced by the placement cell? How does the institution overcome these difficulties?

There are some major problems faced by the placement cell in previous years as follows:

- (i) Poor Communication Skills.
- (ii) Poor knowledge of ICT.
- (iii) Tough competition in every area.
- (iv) Less number of government advertisements/selections.
- (v) The admission procedure is centralized. Teacher trainees from various districts or states are admitted in the institution. After they pass out, they move back to their native place. If they are called for jobs that are on the part time or on clock hour basis they are not able to attend the calls due to distance and salary issues.
- (vi) Female candidates have limitations to join the job due to family responsibilities and transport problem. They appear for the interviews but do not join the duties.

To overcome these problems, the placement cell tries its best to give maximum job opportunities to the teacher trainees. The senior authorities of English medium schools are communicated for the appointment of Hindi medium teacher trainees to teach Hindi subjects and those who have good communication skills in English for interviews in English medium schools. Thus, this becomes a win-win situation for the teacher trainees and schools as well. Institution also developed ICT resource centre where teacher-trainees can get adequate knowledge of IT.

5.1.9. Does the institution have arrangement with practice teaching schools for the placement of the students' teacher?

Yes, we send the students to different secondary/senior secondary schools for practice of teaching. It includes both government, aided and unaided private schools. The placement process by walk in interview from private management schools, choose our students after their examinations on selective basis.

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

- ❖ The placement cell is given budgetary allocation to provide transport, hospitality and miscellaneous expenditure to conduct campus recruitment.

- ❖ The placement committee takes keen interest to make arrangements for the interview, testing etc with the help of office members.
- ❖ The placement committee also gives technical support to the visiting team.

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?

A term plan for all the activities to be conducted is prepared. In this comprehensive plan, curricular, co-curricular and extracurricular activities are also mentioned. The academic Calendar is planned by the Year Planning Committee of the college which consists of following members:

S. No.	Name of the Member	Designation in the Committee
1.	Dr. Rattan Lal Phutela	Convener
2.	Dr. Suman Lata	Member
3.	Ms. Geeta Pali	Member
4.	Mr. Neetu Verma	Member
5.	Mr. Vikram Pal Singh	Member

The following procedure is followed to prepare the plan.

- ❖ Feedback from faculty is noted at the end of the academic year meeting.
- ❖ Tentative plan discussion is done at the beginning of an academic year taking into consideration the feedback received at the academic year end meeting.
- ❖ Course wise tentative dates are given to the year's plan committee.
- ❖ Compilation of year's plan is done through discussion with faculty:
 - Finalization of term plan by IQAC
 - Finalization of department wise plan
 - Implementation
 - Revision if required.

The prepared plan is displayed on the notice board for teacher trainees and copies are circulated to faculty members. The preparation of academic calendar is as follows:

❖ **PLANNING AND EVALUATION OF CURRICULAR ACTIVITIES (TEACHING – LEARNING PROCESS) INCLUDING TEACHING & TRAINING:**

For the effective planning & implementation of the curricular activities of the college academic activities planning committee ensures the inclusion of every aspect of the curriculum in the academic calendar. University academic calendar provides guidelines and path for the planning of various activities. The academic calendar of the institution includes various aspects from admission process to the annual examinations of the B.Ed. courses. Periodically the academic calendar is discussed in the staff council and if need arises necessary modifications have been made. Both teaching & training activities are planned simultaneously which includes:

1. Planning and implementation of micro, mega and discussion/criticism teaching sessions.
2. School Experience Programme for practicing the teaching in real situation for 30 days are planned and student's teachers are sent to various schools (both Govt. & private).
3. Completions of various units of the syllabus through lectures, seminars, practical work, project work etc. are planned and evaluated regularly.
4. House Examinations, Viva-voce for internal evaluation, class tests etc. are well planned and reviewed regularly.

❖ **CO-CURRICULAR AND EXTRA CURRICULAR ACTIVITIES:**

Co-curricular activities (CCA) and extra-curricular activity are planned in coordination with curricular activities. An assortment of co-curricular & extra – curricular activities including extension lectures, community participation, organization of morning assembly, time table, examination schedule, sports meet, celebration of important days such as Diwali, Holi, Lohri, International Women's Day, International Aids Day, Science Day, Republic Day, Environment Day, Earth Week etc., are well planned in

advance by the committee in the beginning of the session. In spite of all the various competitions like Talent Hunt, Inter House Quiz competition, Speech, Poetry Recitation, Drama / Skit, drawing & painting etc., are also planned in advance and all this planning is communicated well in time to the students, teachers and administration for their reference. Feedback on the academic calendar is invited from the teachers in staff council meeting and from students is through tutorial meetings & suggestion box. Extra-curricular activities prove to be helpful for teacher trainees to be competent and committed teachers in their profession as teachers. Several activities and programs have proven to be useful in developing the personality of teacher trainees.

The institution provides indoor, outdoor sports equipment to teacher trainees for games like badminton, carom, chess, volleyball, cricket and dodge ball. Teacher trainees are motivated to participate in inter collegiate competitions for debates, elocutions, street plays and essay writing.

All the curricular, co-curricular and extra-curricular activities are evaluated in terms of the fulfillment of objectives for which they were planned.

❖ EXECUTION OF THE ACADEMIC CALENDAR:

For effective execution of the curricular, co-curricular and extra-curricular activities mentioned in the academic calendar various committees are constituted by the institution. Each committee is headed by a convener and to assist him/her there are teacher-educators as members.

The various committees constituted for the purpose are:-

S.NO.	COMMITTEE	MEMBERS
1.	IQAC	Dr. R. L. Phutela (Head/Principal) Dr. Mohan Lal (Co-ordinator) Dr. Suman Lata Ms. Geeta Pali Mr. Vikram Pal Singh Mr. Randhir Singh Ms. Veena Devi Mr. Yogesh Punia

S.NO.	COMMITTEE	MEMBERS
2.	Anti Ragging Committee	Mr. Mohan Lal (Convener) Mr. Vikram Pal Singh Ms. Geeta Pali Ms. Neetu Verma
3.	Admission Committee	Dr. R. L. Phutela (Convener) Ms. Geeta Pali Ms. Neetu Verma Ms. Renu
4.	Discipline Committee	Dr. Usha Rani (Convener) Ms. Neetu Verma Mr. Vikram Pal Singh Ms. Rajni
5.	Teaching Practice	Dr. Sikha Tyagi (Convener) Ms. Geeta Pali Mr. Hukam Chand Ms. Suresh
6.	Library Advisory Committee	Dr. R. L. Phutela (Convener) Dr. Suman Lata Ms. Geeta Pali Ms. Veena Devi
7.	Cultural Activities cum Education Tour Committee	Dr. Manisha (Convener) Ms. Pooja Ms. Neetu Verma Ms. Sudesh Rani
8.	Women Cell	Ms. Pooja (Convener) Ms. Renu Mr. Rajesh
9.	Sadan/House Constitution <ul style="list-style-type: none"> • Radha Krishnan Sadan • Vivekanand Sadan • Ambedkar Sadan • Sarojani Naidu Sadan 	Ms. Neetu Verma Mr. Ajay Kumar Sharma Mr. Neeraj Kumar Sharma Dr. Manisha
10.	Literary/Seminar/Discussion/Wall Magazine Committee	Ms. Neetu Verma (Convener) Ms. Rupanshi Gautam Mr. Vikram Pal Singh Ms. Veena Devi

S.NO.	COMMITTEE	MEMBERS
11.	Academic Planning & Management Committee	Dr. R. L. Phutela (Convener) Dr. Suman Lata Ms. Geeta Pali Mr. Hukam Chand Ms. Renu
12.	Time Table Committee	Ms. Sudesh Rani (Convener) Ms. Geeta Pali Ms. Neetu Verma Mr. Hukam Chand
13.	Examinations Committee	Ms. Geeta Pali (Convener) Mr. Vikram Pal Singh Ms. Rupanshi Gautam Ms. Sudesh Rani
14.	Guidance & Counseling Cell	Ms. Sudesh Rani (Convener) Ms. Neetu Verma Ms. Rupanshi Gautam
15.	Games and Sports	Mr. Vikram Pal (Convener) Mr. Suresh Dr. Manisha Ms. Veena
16.	Placement Cell	Ms. Geeta Pali (Convener) Mr. Hukam Chand Ms. Pooja
17.	Scholarship Committee	Ms. Neetu Verma Ms. Geeta Pali Mr. Rajesh Mr. Parmod Kumar
18.	News Letter Publication Committee	Mr. Vikram Pal (Convener) Mr. Hukam Chand Dr. Usha Rani
19.	Academic Linkage & Community Services Cell	Dr. Mohan Lal (Convener) Dr. Suman Lata Mr. Hukam Chand
20.	Secretary Staff Council	Dr. Mohan Lal

21.	LAB INCHARGE	
	Curriculum Lab	Ms. Sudesh Rani
	ICT Resource Centre/Comp. Lab	Mr. Vikram Pal Singh
	Psychology Lab	Ms. Neetu Verma
	Art & Craft Resource Centre	Ms. Rajni
	Health & Physical Resource Centre	Ms. Pooja
	Resource Centre cum First Aid Room	Mr. Hukam Chand

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

- ❖ The institution follows the policy of inclusion. Physically challenged teacher trainees are admitted in the institution. No concessions are given to complete their academic work. Completion of practical and practice teaching lessons have to be fulfilled like that of the general teacher trainees.
- ❖ Ramp & wheel chairs are provided to physically challenged teacher trainees. These teacher trainees are allotted those schools which are nearby their residence places.
- ❖ During practice lessons, they are permitted to take help of other teacher trainees for putting up teaching aids and for taking assistance for writing on the blackboard. Tape recorder, Cassettes and Software are also provided to visually challenged teacher trainees.
- ❖ Extra time is given during examinations as per the University rules and regulations.
- ❖ Challenged teacher trainees are encouraged and motivated to participate in co-curricular activities.

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

Yes, the college does have a provision for mentoring students. Mentoring is done in different ways:

- ❖ The Principal follows the open door policy wherein students can approach him with their problems and seek help and guidance for the same.
- ❖ Faculty act as mentors to students. Each faculty member makes a conscious attempt to be alert to the needs of the teacher trainees assigned to them. Mentor and students meet once a week to redress any grievances faced by the students, be it academic or personal. The faculty persuades the students to put in their best efforts and boosts their morale constantly to set higher standards of achievement for themselves. After every activity, be it curricular or co-curricular the faculty offers personalized feedback to the teacher trainees.
- ❖ The institution has introduced House system from the beginning of the college. There are mainly four houses constituted i.e. Radha Krishnan Sadan, Vivekanand Sadan, Ambedkar Sadan and Sarojini Naidu Sadan. All the students of B.Ed. are assigned to different houses (Sadan) according to their roll numbers having two or more house in-charge (Teacher Educators). Every week a house on duty organizes the various activities of the week including daily Morning Assembly, Displaying News, Thoughts and Current Events etc. Regular house meetings are provisioned in the time table to discuss & plan the activities of the week. Students are encouraged to participate in the various activities and competitions of the college in these house meetings by the mentor teachers.

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

- ❖ The institution has a fully qualified and experienced faculty which is always ready to enhance the effectiveness in teaching, research and extension.
- ❖ Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. Meetings are also conducted to discuss the

changes in the new syllabus or for orienting about a new topic/concept introduced by the university.

- ❖ College level workshops, extension lectures and seminars are organized on new trends, new syllabus for enhancing the effectiveness of faculty in teaching. Workshop on Micro teaching is organized every year before the orientation programme of the Micro teaching.
- ❖ The faculty members are also encouraged to attend and participate in various National, International Seminars, Workshops and Conferences for their professional development.
- ❖ Regular use of power point presentations in the classroom by the faculty members makes the teaching learning process effective. There is provision of unlimited internet access to the faculty members for updating knowledge. The institution's rich library resources are also useful for effective teaching and mentoring.

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 a website <http://www.amikurukshetra.org>. The following information has been posted on the website:

- ❖ Vision/Mission Statement, the goals and objectives of the Institution.
- ❖ Programme Offered.
- ❖ Eligibility Criteria for Admission.
- ❖ Admission Policy and Process.
- ❖ Academic Calendar.
- ❖ Examination and Other Assessment Schedules and Procedures.
- ❖ Infrastructural Facilities available for Teaching/Learning.
- ❖ Sports, Residence, Research and Recreation.
- ❖ Scholarships given by the State and the Institution.
- ❖ Fee Structure.
- ❖ Details of Faculty (Teaching & Non-Teaching).

- ❖ Details of Laboratories and Library Facilities.
- ❖ Image Gallery of Various Functions.
- ❖ Latest News and Upcoming College Activities.
- ❖ Links with Affiliating University/Board/Department of Higher Education etc.
- ❖ Contact Details & Guide Map of the College.
- ❖ Exam Results.
- ❖ A student corner is also maintained by the college on website on which the student can post their views, suggestion, articles etc.
- ❖ The college website is updated regularly time to time.

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

The institution has a remedial program for academically low achievers.

Low achievement in teaching skills

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

A report from the observer after observation lessons is given to the method in-charge regarding the unsatisfactory performance of a teacher trainee. Thereafter, the method in charge guides the weak teacher trainee and interacts with the observer teacher educator for the further progress of the teacher trainee.

Low achievement in theory course

Low achievers in tutorials, internal tests and content enrichment program are identified as well. Teacher trainees are encouraged to solve previous exam papers that are checked so as to diagnose their problems. They are given suggestions and guided for further improvement so as to ensure that they achieve the expected levels.

5.2.7. What specific teaching strategies are adopted for teaching?

Specific teaching strategies have been adopted in the institution as following:

Advanced Learners

- ❖ Theory lectures are conducted through interactive sessions.
- ❖ Co-operative learning plays a significant role in co-curricular activities.
- ❖ Instructional input program strategy is adopted for advanced learners.

Slow Learners

- ❖ Orientation, guidance and counseling is given to teacher trainees whose overall performance is below the expected level.
- ❖ Opportunity is given to teacher trainees to improve their performance in the form of more practice in written assignments.
- ❖ Repetition of course contents with slightly limited quantum is the technique adopted in case of slow learners.

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

At the Time of Admission

Admission is done through centralized counseling at the university level but an internal admission committee of the institution including faculty members provides guidance & counseling to guide the student-teachers about making right choice of subject combination, chooses right option, transport facility etc. and also elucidate any query of the students.

At the Inauguration of Session

Every year in the beginning of the session academic-counseling and orientation to the newly admitted teacher-trainees is provided in orientation programme to acquaint them with the various subjects and options in the course. The need and importance of these options are explained in detail by the concerned teacher educator.

During the Session

- ❖ Teacher trainees are guided to be self independent.
- ❖ Information is given to the teacher trainees regarding the need and benefits of further education.

- ❖ The counseling service is useful to those teacher trainees who need inputs for psychological adjustments and improvements in self image.
- ❖ Personal interviews help the faculty to find out the causes of maladjustment in some teacher trainees. The faculty is able to provide the right kind of counseling and feedback to these teacher trainees.
- ❖ Teacher trainees are constantly motivated to focus in their studies.
- ❖ Tutorial groups and house meetings are organized to solve the individual problems of the students.

Guidance & Counseling Cell

- ❖ Guidance is given about job opportunities, application procedures and interview preparation to the teacher trainees.
- ❖ Guidance & Counseling Cell also informs the teacher-trainees about various competitive examinations conducted by the state and central government for filling in various teaching and administrative posts in the education departments.
- ❖ Intra & Interpersonal behavior of teacher-trainees guided by the cell.

Women Cell

Women Cell helps female student-teachers to solve their problems and provide guidance in different areas.

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?

The grievance redressal mechanism for personal and common grievances has been set up in the institution. Tutorial Groups, Houses, Women Cell, Guidance & Counseling Cell are established for grievance redressal of the students. All the problems of the students are reported and entertained through these cells. Suggestion box is there in the mechanism to record the grievance if any of the students. The grievances are being addressed with proper care and redressed to the satisfaction of the teacher-trainees.

Major grievances redressed in the last 2 years range from personal to academic issues, change in the time table (due to a hectic schedule) and health problems. Besides the

academic issues, the college also deals with legal, health, financial and family issues faced by the teacher trainees. The library timings have also been adjusted according to the needs and convenience of the students. Library working hours have been extended to 8 hours a day. Vernacular students have the benefit of using the language laboratory to step-up their competency in spoken English. Students are encouraged to use the computer lab as and when required for various reasons. Students facing space and family constraints to study at home are also permitted to use the premises of the institution beyond college hours and on public holidays during the preparatory leave for University and College Examinations. There is also a wheel chair to support physical challenged students in the institution. Beside this, there were some simple grievances like water facility, canteen facility, teacher's methodology etc. which were redressed easily.

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

- ❖ As per requirements of Kurukshetra University Kurukshetra, the institution is required to conduct internal assessments during the period program.
- ❖ Formative evaluation for theory is done through tutorials, internal tests, term end and preliminary examinations.
- ❖ Teaching competency is a vital aspect of the teacher training program. To achieve this, micro lessons, integrated lessons, school lessons are conducted during the internship and block teaching sessions where the progress of the teacher trainees is minutely and carefully monitored.
- ❖ Unsatisfactory progress and achievement of teacher trainees is seriously looked into by the faculty. Intensive practice, orientation, feedback and guidance is given to low achievers for them to achieve the required level of competency.

5.2.11. How the institution does 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?

PRE-PRACTICE TEACHING

- ❖ For each micro lesson, intensive orientation is provided about the micro skills, their component sub-skills, the need and significance of each skill.
- ❖ Use of audio visual aids and proper guidance for developing lesson plans is given to the teacher trainees.
- ❖ Lesson plans are carefully corrected and suitable modifications are suggested.
- ❖ Micro lessons are observed using rating scale. Feedback is provided by the faculty and peers.
- ❖ After the teach session, re-teach sessions are conducted. Only after the re-teach lessons indicate desirable improvement, the next skill is introduced.
- ❖ Thereafter, mega and discussion/criticism lessons that integrate the sub-skills of micro-teaching are conducted and evaluated. These serve as a link between micro lessons and classroom practice lessons.

PRACTICE TEACHING

The teacher trainees are provided with follow up support during the practice teaching program which includes guidance and feedback from the guides and observers as follows:

- ❖ Quality of Lesson Plans.
- ❖ Planning of Different Stages in the Lesson.
- ❖ Proper use of Micro-Skills.
- ❖ Teaching-Learning of Core Elements and Values.
- ❖ Teacher Trainee's Preparation, Confidence and Delivery of Content Knowledge.
- ❖ Teacher Trainee's Effectiveness.
- ❖ Unanimity in Planning and Actual Performance.

5.3 Student Activities

5.3.1. Does the institution have alumni association? If yes.

- i) List the current office bearers.
- ii) Give the year of last election.
- iii) List activities of last two years.

- iv) Give details top ten alumni occupying prominent possible.
- v) Give details on the contribution.

Yes, the college has its alumni association. The current office bearers are listed below:

Composition of the Alumni Committee

Designation	Name
President	Ms. Rupanshi Gautam
Vice President	Ms. Monika
Secretary	Ms. Ritu Handa
Joint Secretary	Mr. Vikas Chapra
Treasurer	Ms. Asha
Members	Mr. Ravindar Kumar

Every year we elect office bearers.

Alumni activities of last two years:

- ❖ Donating used books to library.
- ❖ Donating old used dresses to orphanage.
- ❖ Serving one day meal to orphanage.
- ❖ Planted saplings.
- ❖ Donated color mike and DVD player to the institution.

List of Alumni:

Sr.	Name	Post
1	Rupanshi Gautam	Assistant Professor
2	Monika	Lecturer
3	Dharamendar	Lecturer
4	Renuka	Lecturer
5	Virendar Kumar	TGT
6	Chanchal Sharma	TGT
7	Sandeep	TGT
8	Pooja	TGT
9	Balwindar	TGT
10	Deepak	TGT
11	Sachin	Coaching Centre
12	Ravidar Bhagwania	Clerk

For growth and development of the institution alumni play vital roles,

- ❖ In admission process.
- ❖ In community activities.
- ❖ In placement.

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievement of students.

The institution encourages the Teacher-Trainees to participate in the extra-curricular activities as college competitions and functions. Prior to the organization of extra-curricular activities, the faculty identifies the talents of teacher-trainees when the groups for micro teaching are formed. Competitions like debates, essay writing, elocution, poetry, drama, skit, art and sports are organized. Emphasis is laid on activities related mostly to educational based topics. Ample amount of time is given for practice. The faculty encourages and guides the teacher trainees to perform suitable entertaining programs of music and dance during the annual gathering of the institution. After their participation they are encouraged by providing:

Certificate	:	For participation
Prizes	:	I, II, III and consolation
Trophy	:	for Group event
Medals	:	for sports activities

Students are also encouraged to participate in intra-college functions and competitions and their names are displayed on display boards and announced in the morning assembly with their achievements which provide motivation to other student-teachers.

5.3.3. How does the institution involve and encourage students to publish materials, like catalogues, wall magazines and other materials? List major publications.

Teacher-trainees are motivated and encouraged to publish their written material in the annual magazine 'Parasmani', online publications and newsletters in Hindi and English language of their choice:

1. Students' articles, thoughts, poems, jokes, stories etc. are invited for different sections of the college magazine. They submit all the material to respective subject editors (Teacher In-charge).
2. Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.
3. Further students get chance to present their view in the activities organized by various clubs such as Science Club, Language Club, Mathematical Club, Eco-Club etc.
4. Beside all this various exhibitions like charts & model exhibition, Teaching aids exhibition, Best out of waste material exhibition, Paper cutting & Card Board Molding Exhibition, Rangoli competitions, Drawing & Painting competitions etc. are also organized to provide an opportunity to the students to exhibit their talent.

5.3.4. Does the institution have a student council or any similar body?

The institution has made students council for every academic session to give the representation to the student teachers. The students' council shall be constituted as per following procedure:

For the selection of students' representative, a committee of Principal and three other teacher-educators from the faculty is constituted. The committee shall notify to invite nominations from the top five student-teachers of each section. The criteria for nomination shall be on the previous academic records. Out of these twenty student teachers, six student teachers shall be selected as students' representatives on the basis of their capabilities exhibited in various spheres of academic, sports and cultural activities. From these representatives, one has nominated as president unanimously for the students' council. In case of divided opinion, the principal reserves the power to nominate one student from the students' council for the president. The constitution of the association comprises six members i.e. President, Secretary and four Representative Members.

The council shall be responsible for planning, organizing and executing the overall activities of the institution. The council will suggest from time to time ideas to

improve the academic atmosphere of the institution. In this regard, it will organize debates, quiz, essay competitions, inter-house competitions and other extracurricular activities at the institutional level. Any grievance from students regarding academic matters may also be considered by the council for its amicable solution. With a view to provide family atmosphere, the council shall prepare proposals for improvement in the basic facilities by the institution. The council shall take steps to maintain discipline among the students. The council may suggest ways and means to promote various social activities by the students in and around the campus such as literacy, cleanness, health and hygiene. The council may suggest the facilities to be provided to the students to improve games and sports activities. It will also motivate the students to participate in different activities. The funding of association is from the collection of fine from the student teachers.

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

Optimum opportunities are given to teacher-trainees for their representation in academic and administrative bodies.

Types	Bodies
Academic	Social Service
	Health Proramme
	Study Groups
	Internship Group Leader
Administrative	Anti Ragging
	Grievance Redressal
	Placement
	Extra Mural
	Anti Ragging Cell
	Alumni
	Student Welfare

We give maximum opportunities to the teacher trainees to represent the academic and administrative bodies. For this purpose institution has house/sadan system in which there are four houses and from each house two teacher-trainees are elected as house representatives. These house representatives are consulted every time when any decision has to be taken for the students whether it is selection of uniform or organizing educational tour or organizing any function of the institution etc. The various committees which have students' representative on it, are:

1. Alumni Association
2. Sadan/Houses
3. Science Club
4. Mathematics Club
5. Social Studies Club
6. Language Club
7. Eco Club
8. Discipline Committee

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 a mechanism for the same. Informal feedback and data is collected by the institution from the teacher-trainees at the end of the academic year for future curricular planning, implementation, growth and development. Feedback is collected from the teacher-trainees, alumni and other stake holders as following:

- Student Feedback on Teachers.
- Students' overall Evaluation of the Programme and Teaching.
- Feed back on curriculum.
- Feedback from practice teaching schools.

Suggestion Box is also provided where students can put their suggestions & feedback with or without their names. Issues related to the growth and development, are discussed with the faculty to improve the implementation of the program. The management supports the faculty as well as the non-teaching faculty regarding

administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the Institution.

5.4 Best Practices in Student Support and Progression

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

IQAC records and monitors the quality measure of the institution and acts as a nodal agency of the institution for quality-related activities. IQAC usually prepares Annual Plan of Action and try to implement these. Action plan gives the direction to the whole system of education for student support and progression. Monitoring of the working of the Departments is done through meeting of the IQAC and this directs the future course of action. It is the responsibility of the IQAC to motivate and to maintain the daily record of work done by the faculty members. It helps in ensuring quality of teaching and accountability. IQAC monitors that teachers are preparing and teaching according to the academic plan (Calendar) in which syllabuses have been unitized. Teaching-learning process is the main activity in any TEI. The same old syllabus & teaching methods are replaced by some new updated items of teaching and learning centric methods of teaching such as group discussion, project work, field visits, case study, debates, extempore, etc. as supplement to students support & progression.

In addition, some of best practices for Student Support and Progression are as mentioned below:

- ❖ **Information Services:** The Institute has a transparent student information system which makes available to students detailed information on the programmes on offer, availability of choices, minimum entry requirements, admission policy, fee structure, refund policies, examination system, promotion and detention rules and avenues for financial support available to students. This information is made available in the form of the prospectus, on the college website and also in the students' hand book.
- ❖ **Placement Services:** The institution guide and provide proper counseling of the students for job opportunities in the area of education. Also, college organizes

campus interviews for the aspiring teachers to acquaint them with available job opportunities in schools.

- ❖ **Students Welfare Services:** Merit scholarships/freeships are provided by the State Government, Haryana for OBC, SC, ST students. This covers expenses incurred by way of tuition fees and exam fees.
- ❖ **Book Bank Facility:** Every year reference books needed for the different subjects are issued to students. To maximize their use rotation and sharing are advocated.
- ❖ **Channelizing Student Potential:** The students' talents were tapped by giving them an opportunity to plan and organize different types of co-curricular & extra-curricular.
- ❖ Guidance and Counseling Cell.
- ❖ Women Cell.
- ❖ Suggestion Box.
- ❖ Tutorial and Sadan System.
- ❖ College Magazine.
- ❖ Alumni Association.
- ❖ College Website.
- ❖ Teachers-Trainees Representatives.
- ❖ Placement Cell.
- ❖ Student Council.
- ❖ Mentor System.

The institution strives to provide quality education to the Teacher-Trainees with the facilities of internet, books and new strategies of teaching and use of ICT. Students are provided with the opportunities to acquire learning through various modes, group discussions, cultural activities, sports and games thereby leading to an all round development of the personalities of the students.

Criterion 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 Dr. B. R. Ambedkar College of Education has its clear humane purpose, definite distinct vision and a pious mission, values and objects.

Vision of the Institution

“To become the center of academic excellence in the area of teacher education by providing quality teacher education programmes at par with the national and international standards to the rural youth inculcating in them our culture, heritage and values along with complete education.”

Mission of the Institution

- ❖ Serving the humanity.
- ❖ To prepare the teachers capable of responding to the global social demands and meeting the challenges in Education.
- ❖ To rejuvenate the teaching – learning process with ICT and value imbedded education in the context of modernization and social change.
- ❖ To address to the ever emerging issues and problems of school and teacher education and discover the remedial measures.
- ❖ To ensure the contribution of all stakeholders in the all pervasive sustainable development of the society.

Values of the Institution

The institution promotes the following core values:

- ❖ Developing a sense of universal brotherhood by inculcating the eternal values.
- ❖ Building an academic environment where excellence in knowledge, skills and competence contribute to national development.

- ❖ Integration of information and communication technology with ancient wisdom of Indian education system.

Objectives of the Institution

- ❖ To recognize, promote and develop the capabilities and universal values in the student teachers needed for cohesion and welfare of society and nation
- ❖ To make aware, inspire and enable the student teachers to integrate the ICT with ancient Indian educational philosophy for a quality academic environment.
- ❖ To stimulate, educate and enable the student teachers for excellence in teaching, learning, research and innovation.
- ❖ To develop attitude, competence and core skills, essential to teaching learning process among the student teachers.
- ❖ To encourage the student teachers to derive an everlasting capacity of realizing and executing their roles and responsibilities in learner's holistic development.
- ❖ To provide an enthusiastic, motivating, inspiring and equally accessible teaching - learning environment, conducive to the professional growth of teacher educators and student teachers.
- ❖ To invent, adopt and practice the knowledge of ICT for teaching, learning and training of student teachers to meet the emerging issues, needs and problems of the school education system in global context.

The institution's stated purpose, vision, mission and values are made known to various stakeholders and to the prospective student teachers through college publication in newsletters, information brochure, website and teacher- parents meeting during admission and functions organized in the institution. Vision and mission statements are prominently displayed at the entrance of the institution.

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

Mission is to form our students as person of competence, conscience, compassion and commitment, to develop the leadership qualities of our students so that they become committed teachers. The mission includes the institution 'goals and objectives in terms

of assessing the needs of the society, the students it seeks to serve the school sector, education institution's traditions and value orientations.

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

Dr. B. R. Ambedkar College of Education was established by the Ambedkar Education Society, Kurukshetra with a vision to empower peoples in our country by training them to be world class teachers. The top management comprises of members of the Ambedkar Education Society. The President of the college is Ch. Ishwar Singh. The Principal, Dr. R. L. Phutela, through his steadfast nature and expert dedication, oversees the day-to-day activities of the college with a keen eye and broad perspective. The BOM, being the main committee, monitors and evaluates the overall functioning of the Institution. It meets twice a year, once at the beginning of the academic session and again towards the end of the academic year for thorough evaluation and planning. The composition of the BOM is given as mentioned below:

Composition of Board of Management (BOM)

S. No.	Office Bearer	Status	Designation
1.	Ch. Ishwar Singh	Chairman	Chairman
2.	Mr. Randhir Singh	Social Worker	Secretary
3.	Mr. Naresh Kumar	Social Worker	Treasurer
4.	Mr. Roshan Lal	Teacher (Retd.)	Executive Member
5.	Mr. Surendra Singh	Business Man	Member
6.	Mr. Ram Pal	Agriculturalist	Member
7.	Prof. K. K. Sharma	Pro. V. C. (Retd.)	Member
8.	Dr. Hari Singh	Educationalist (Retd. Professor)	Member

Functioning of BOM:

The BOM in coordination with IQAC monitors and supervises the overall quality and functioning of the institution. Management always accepts the suggestions for the excellence given by IQAC & all the representative of teaching and non-teaching staff of the institution. Management always provides sufficient and good infrastructure, qualitative human resources and funds for the development of the institution. The management regularly conducts meetings and monitors the functioning of the institution. The managing council Secretary is regularly in contact with the Principal & IQAC for procuring information about teaching competence of the faculty. The management works in a democratic manner, decision making is transparent and participatory. The dedication and commitment of the management indeed contributes to the efficiency and excellence of the institution.

Enumerate the Top Management's Commitment; Leadership Role and Involvement are as under:

- ❖ Planning the year mark curricular activities: Leader of the institute takes initiatives to plan out the curricular programmes. He takes the help of faculty members to find out the academic and non academic needs of the beneficiaries. Keeping in mind the core of five values set by NAAC feasible activities are proposed. It is shared in the GB meeting of the institute.
- ❖ Setting goals: In order to meet the needs of the student teachers academic body of the institute finalize the goals.
- ❖ Staffing: Management of the institute is responsible to appoint the suitable staff to implement the programmes.
- ❖ Direction and Motivation: Staff requires constant direction and motivation accomplish the set plan.
- ❖ Organizing: Activities are organized in such a way so that they become helpful to achieve the goals.
- ❖ Reporting: Curricular activities are reported to concerned bodies of management and to the stakeholders. It is constantly reported to the newspapers.
- ❖ Coordinating: All the activities need to be coordinated.

- ❖ Budgeting: To implement plans and activities of the institution budgeting is an important role of a leader.
- ❖ To develop this college as a centre of excellence in the field of teacher education.

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 Principal in consultation with the Chairman distributes work load to each member of the staff keeping in view their strength-weaknesses, predilection and potentiality. She ensures that all the staff members work as a team and maintain harmonious relationship between them and with the PTs providing an environment that is conducive for effective functioning of the college. Each faculty is actively involved in curricular and co-curricular activities according to their potential, taste and need. Each of them are assigned some 'in charge ships' to look into specific area of the college like discipline, assembly, examination, work experience, co curricular activities etc. Communication with the staff which is so crucial remains very clear and direct. It is established by issuing circulars/notices/orders, and by conducting formal and informal meetings from time to time, and as and when needed. Minutes of the meeting are recorded. There is informal interaction between principal and staff members in order to sort out daily problems. The management looks after the working in totality and supplements the financial needs. The day to day functioning of the college is looked after by the Principal.

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 management and head of the institution make use of Feedback of the students.
- ❖ Educators provide self appraisal report to the management.
- ❖ Face to face and common evaluation is conducted to review the activities.
- ❖ Through personal meeting with the faculty.
- ❖ Through IQAC & Other Practices.

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

- ❖ The management identifies and addresses the barriers through personal contacts.
- ❖ Through evaluation sessions.
- ❖ Heads of various practice teaching schools.
- ❖ Through stakeholders.
- ❖ Through student teachers.
- ❖ Old student teachers.
- ❖ Through feedback and data analysis.

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?

The college management through IQAC encourages and supports the staff for their professional growth. Management permits teaching staff to attend and participate in seminars, workshop and refresher courses. It also appreciates achievement in the form of felicitation through the local management committee. The faculty is also felicitated in the annual program for their achievement and contribution in the field of education.

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.

Leadership role of the Head of the Institution, Prof. Rattan Lal Phutela may be described as under:

- ❖ **Governance and Management of the Curriculum:** Keeping in view the vision, missions and goals of the institution, the Principal, Prof. Rattan Lal Phutela always looks to enrich the curriculum so that students who pass out from the institution bear the distinctive seal of their alma mater. To this end, the Principal encourages suggestions from students and staff. The time-table schedule is flexible so that seminars, educational visits, talks by eminent resource persons and other co-curricular activities can be incorporated. The staff is also encouraged to experiment and try out new teaching-learning processes.

- ❖ **Administration:** Various committees are formed to ensure delegation of responsibilities to all stake-holders and to create a participatory organizational culture. The Principal, Prof. R. L. Phutela works in her capacity as administrator to oversee the functioning of the various committees and also to convey to the manager the needs of the college. The Principal has to liaise with the university authorities on various issues pertaining to administration. To that end he has to regularly represent the college at official meetings. He also has to interact with principals of other B.Ed. colleges to facilitate smooth decision making. Along with the discipline committee, he ensures that the rules and regulations prescribed by the university and stated in the handbook are adhered by the students. Preparation of the academic calendar ensures smooth administration and organization of activities during the academic year.
- ❖ **Allocation and Utilization of Resources:** Decisions regarding the financial aspect of allocation and utilization of resources are taken by the Principal in the capacity of Chairperson of IQAC in consultation with the Board of Management (BOM). A careful needs analysis is undertaken through the feedback received from faculty and students. Accordingly, resources are then allocated for the enhancement of the infrastructure and other related activities. The multipurpose hall along with other rooms, are used for the different events and functioned organized by institution time to time. The computer laboratory is made available after college hours for the needy students to prepare their assemblies, notes, projects, lesson plans, presentations and project work. A well-equipped Language laboratory is set up for the students weak in English so that they can improve their spoken English competency. The management also encourages collaboration with bodies like the NGO(s), University, NCTE, SCERT etc.

6.2 Organizational Arrangements

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

For the management of different activities, various committees have been formed which that work with clear and definite objectives and functions.

- ❖ Internal Quality Assurance Committee
- ❖ Steering Committee
- ❖ Purchase Committee
- ❖ Finance
- ❖ Infrastructure
- ❖ Faculty

The college encourages participatory management practices and team work between the different components of the college. To assist the principal in academic work various sub-committees are constituted. These committees plan, execute and co-ordinate the activities in their respective areas, of the college.

The constituted committees and their meetings details held during the session 2015-2016 are as under:

S. No.	Committee	No. of Meetings	Meetings held on
1.	Admission Committee	04	18.10.2015, 10.11.2015, 15.12.2015, 15.01.2016
2.	Discipline Committee	05	10.08.2015, 26.10.2015, 16.11.2015, 15.02.2016, 15.03.2016
3.	Teaching Practice	03	20.10.2015, 25.11.2015, 14.01.2016
4.	Library Advisory Committee	02	20.08.2015, 15.10.2015
5.	Cultural Activities/Educational Tour Committee & Community Service Cell	05	11.08.2015, 18.09.2015, 17.11.2015, 04.12.2015, 08.02.2016

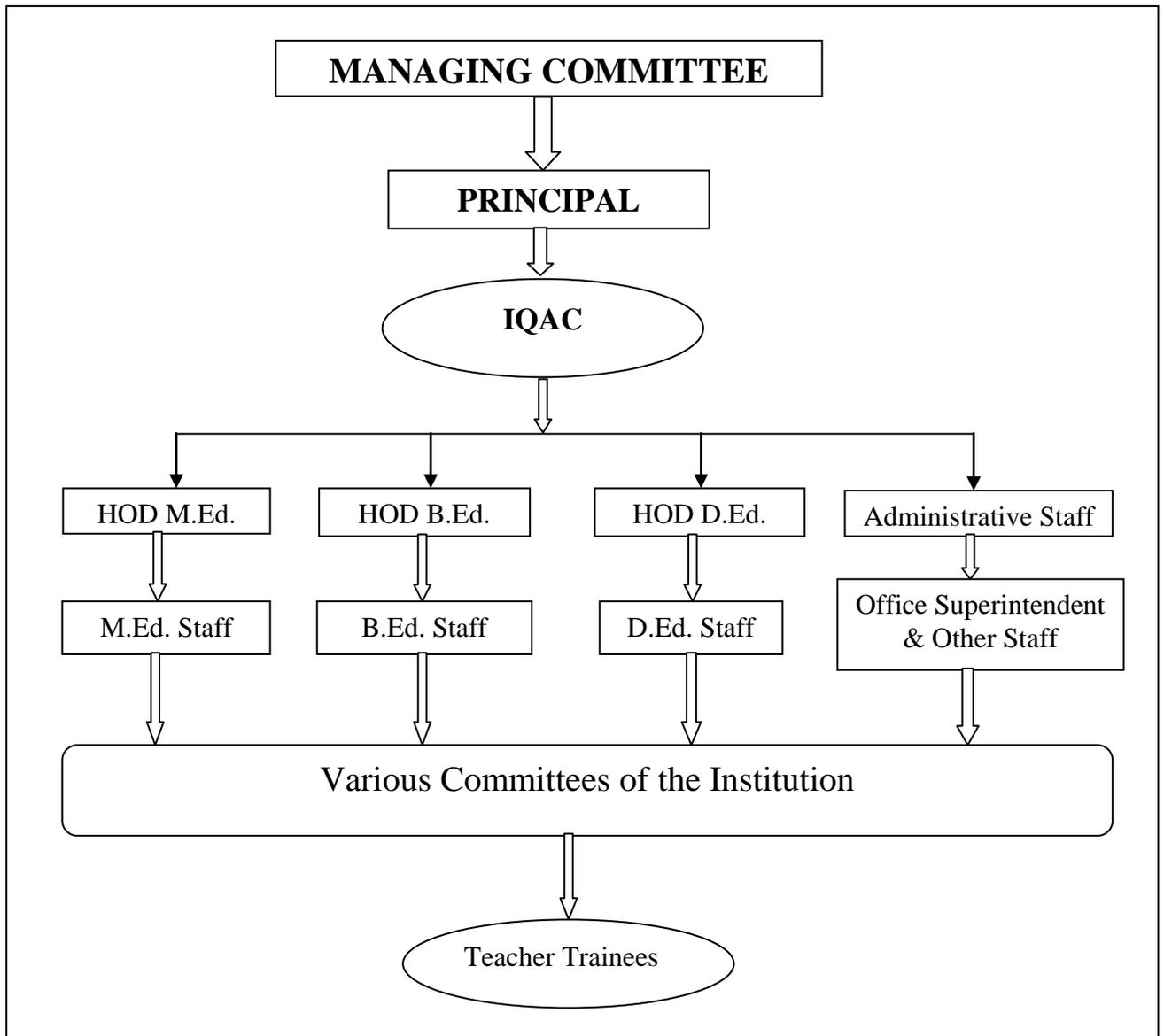
S. No.	Committee	No. of Meetings	Meetings held on
6.	Sadan/House Committee	01	14.01.2015
7.	Literary/Seminar/Discussion/Wall Magazine Committee	05	17.08.2015, 05.10.2015, 27.12.2015, 16.01.2016, 26.02.2016
8.	Academic Planning & Management Committee	03	07.08.2015, 12.10.2015, 02.12.2015
9.	Time Table Committee	05	15.09.2015, 24.09.2015, 06.10.2015, 21.10.2015, 22.01.2016
10.	Examination Committee	05	27.11.2015, 30.12.2015, 27.01.2016, 18.03.2016, 19.04.2016
11.	Games and Sports	02	19.11.2015, 23.02.2016
12.	IQAC	06	07.10.2015, 13.10.2015, 11.11.2015, 14.12.2015, 24.02.2016, 18.05.2016
13.	Women Cell	04	14.09.2015, 28.10.2015, 03.12.2015, 29.01.2016
14.	Guidance & Counseling Cell	03	19.11.2015, 22.12.2015, 16.02.2016
15.	Placement Cell	02	21.11.2015, 23.04.2016
16.	Scholarship Committee	01	05.01.2016

Major Outcomes of the Meetings:

- ❖ The strategies were finalized for implementing the orders of the Honorable High Court of Haryana, State Govt., University etc. regarding the admission in D.Ed., B.Ed. & M.Ed. course by Admission Committee.
- ❖ Rules and regulations were framed by the discipline committee.
- ❖ Schedule regarding orientation about skills, micro-teaching and practice teaching was finalized.
- ❖ Library committee reviewed the library resources and decisions were taken regarding up gradation the library facilities. New editions and volumes of books and journals were recommended by the committee.
- ❖ Schedule of various literary and extension activities to be organized by the institution were finalized by the literary committee.
- ❖ The board of residence & health took decisions for improvement in the facilities of canteen services. Rate list of various items available at the canteen were also finalized.
- ❖ Schedule for Organizing Talent Search Competition, celebrating eco friendly Diwali, Lohri function, women's day celebration and others cultural activities for the session 2015-16 were finalized by the cultural committee.
- ❖ Academic plan of the year was finalized by the academic planning and management committee.
- ❖ Duties of the faculty members were reallocated for conducting house examinations. Layout was prepared for conducting the annual D.Ed., B.Ed. and M.Ed. examinations by examination committee.
- ❖ Guidance and Counseling Cell was established in staff council meeting.

The Principal convenes the meetings with the staff members to discuss about the academic calendar, syllabus, examination and implementation of various decisions regarding student-teachers related issues, administration and finance issues.

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



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

The administration is decentralized to the extent that a number of committees are formed to look into the daily functioning of the college. The tenure of a particular staff member on each committee is not for a specific period. He/she may or may not be adjusted in the different committees according to the requirements of the institution.

The committees comprise of senior as well as junior staff members. The seniors groom the juniors to help them take effective charge of their responsibilities and possibly lead the committee in future. Each teacher is appointed as a member of more than one committee; this promotes active involvement and co-operation across the board. The functions of each committee are well defined to ensure the administrative decentralization. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Principal which arrives at final decisions. The decisions of the Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees. Since the Principal takes an active part in ascertaining the achievements of each staff member, personal attention and direct feedback is provided which act as motivating factors leading to improved performance. Moreover, transparency is maintained in every aspect of the college's functioning, thus enabling every member to contribute openly to the success of the Institute.

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

The Dr. B. R. Ambedkar College of Education has D.Ed., B.Ed. and M.Ed. sister departments working in the same campus. Besides, our college collaborates and interacts with other institutions as per details given below:

- ❖ Institution collaborates with neighboring schools during teaching practice programme and encourages them to make suggestions for quality improvement and for making teaching an effective process. Before internship, a meeting is arranged between the Principal and school representatives to discuss ways and means for improving the quality of teaching-learning.
- ❖ Institution organizes seminars/workshops etc. in collaboration with Council for Teacher Education (CTE).
- ❖ Institution has an understanding with schools to convey state directives related to the teaching learning including curriculum changes. This helps to orient its PTs with the latest changes taking place.

- ❖ Institution collaborates with DIET, Palwal (Kurukshetra) in getting certain CD's/study materials on teaching and other subjects related to education.
- ❖ Institution collaborates with other institutions affiliated to the University/other universities for different programs i.e. seminar, workshop, conference, sports etc.

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 college uses various data and information from feedback in decision making and performance improvement. Institution gets feedback from subject experts and academic peers to find out faults, wastage of resources and under performance. To sort out the problems, remedial measures are used which are as follows:-

- ❖ Organizing staff development programs.
- ❖ Meetings.
- ❖ Suggestions & comments from senior members and colleagues.
- ❖ Feedback from practice teaching school.
- ❖ Organizing discussion sessions.
- ❖ Arranging outside experts for workshops guest lecturers etc.

6.2.6. What are the institution's initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/ providing conducive environment).

Dr. B. R. Ambedkar College of Education promotes cooperation and sharing of knowledge among the faculty and across the institutions. It is mentioned under 6.2.4. as to how our institution cooperates and shares knowledge across the institutions. Before commencement of the session every faculty does a presentation by using innovative methods of teaching on topic of its interest which is attended by all faculty members. After presentation frequent discussion takes place among the faculty members. Institution always endeavors to see that the faculty gets favorable environment and opportunities for knowledge-skills enhancement. The institution encourages its faculty to attain higher degrees in education, particularly in the field of research. It may be noted that faculty members have been working on their Ph.D.

dissertations and studying to obtain higher degrees. It has already been mentioned that the institution provides facilities and amenities to its faculty who are involved in creative research work and in preparing presentations in the seminars. Whenever any faculty member attends workshop/seminar/orientation/refresher course, he/she has to present a report and share the experiences and skills with the other faculty members.

6.3 Strategy Development and Deployment

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

The IQAC utilizes the MIS. It collects data and information about administration, curriculum transaction, internal and external assessment, extension activities and welfare services to teacher trainees. This data is used for strategy development and deployment.

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

Allocation of human resources is ensured by principal through various committees in the institution. Financial resources are managed by the management committee and resources are made available according to the need of the programmes.

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

For implementation of the missions and goals, the principal and the management prepare a plan in accordance with the rules and regulations of the university and the governmental bodies. The management has made ample arrangements of faculty members, supporting staff, infrastructure and financial commitments to achieve the mission and goals. As and when required, additional staff and logistics are provided from the sister department/institutions managed by the Society.

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

process?

At the end of an academic year, a special meeting of principal, faculty members and non-teaching staff is organized. Suggestions and observations offered by student teachers, faculties and non-teaching staff, a healthy discussion is carried out and required innovations/improvements are planned out for effective execution of academic and administrative operation of the institution for the next academic year. Annual schedule is prepared according to the guideline of the principal of the institution and inputs received from the principals of practicing schools. At the beginning of the new academic session, the principal plans out various activities and shares the planning with faculties and assigns various tasks to the concerned faculty which are changed every year by rotation. Various committees formed at the beginning of the year, list the activities to be carried out throughout the year with tentative schedule. Then academic calendar come into existence in printed form.

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

Major decisions are taken during staff council meeting. The information is passed to the staff members through circulars and it is displayed on notice board for students. The communication and deployment approach of the institutional objectives is individualized. It adopts a hierarchy top to bottom. The objectives of the institution are communicated to the pupil teachers through prospectus, orientation classes, events organized, and meetings of tutorials, web site, and wall magazine and specifically through the display of the vision, mission and objectives in the institution. The management, the Director & the Principal deploy the faculty and pupil teachers to achieve the objectives by organizing meaningful events, along with its curricular, co-curricular and extra-curricular activities.

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

Vision, mission and implementation plans are monitored, evaluated and revised by IQAC as following:-

1. Academic committee carries out a monthly review whether all activities are going on as per planed or not. If required, then suitable changes are made and other remedial measures are taken in consideration with IQAC.
2. Every year staff council meeting is held to monitor the Vision, Mission and Implementation.
3. Staff is contacted periodically by the management committee/IQAC to ensure and improve their efficiency in teaching.
4. Achievements are monitored by the secretary, principal and the staff members through IQAC.

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

The institution has a well equipped computer laboratory for developing computer skills and for conducting computer technology based practical. In today's age of technology, the institution has been trying to inculcate proper attitude for using it for teacher trainee's professional and personal development. Internet facility is provided in the computer lab, library and office and in the technology room. Teachers, trainees and office staff use this facility in their day to day work.

The institution has O.H.P., L.C.D., Desktop, Laptops, Xerox machine and digital video camera that is used for curricular transaction and office related work. The institution always tries for the optimum utilization of this technology in teaching, learning and research process.

After the purchase of new advanced gadgets, a demonstration session is organized. Teachers use laptops and projectors for presentations while conducting lectures. The teacher trainees use laptops during internship program to conduct technology based lessons and practical.

6.4 Human Resource Management

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

The needs of faculty development and career progression of the staff is identified by –

1. Performance of the students.

2. Feedback from the students is analysed and used for identify the needs of faculty development and career progression of the staff.
3. Faculty development programmes arranged by the Principal of the institution.
4. Career progression is done by encouraging the faculty to grow academically.

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

The ways to evaluate the performance of the faculty and the staff are:

1. Feedback from the students.
2. Personal appraisal reports of the supervising officers.
3. Self appraisal report from staff.
4. Personal report given by the Principal for the faculty members.
5. Encouraging the teaching and Non-teaching staff for higher studies i.e. academic training programmes.

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)

Welfare measures provided by the institution for the staff and faculty –

1. **Financial Help** - Through fees concession for staff children, loan facility etc.
2. **Transport Facility** - By providing free bus services to reach college from home and vice-versa.
3. **Duty Leaves** - Duty leave is sanctioned for faculty members attending seminars, workshops, examination duties, Pre-Ph.D. Courses/Orientation and Refresher courses etc.
4. **Study Leave** - For higher studies, Ph.D. works etc.
5. **Medical Leave** - In case of serious illness, faculty members are provided medical leaves.
6. **Special Increment to Salary** - Special increments to the salary are granted for deserving faculty.

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.

Institution has conducted staff development programme for skill up-gradation and training of the teaching and non-teaching staff. These include:

- ❖ Using tools for making teaching aid.
- ❖ Computer Literacy Programme.
- ❖ Training on Use of Smart Classrooms.
- ❖ Effective use of ICT Lab.
- ❖ On Class Observations.

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.)?

Rules and regulations established by NCTE, UGC and University for recruitment policy, service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers of national repute, one is of English and other of Hindi. Applications are invited and then interview is conducted by the duly constituted selection committee of the university. All the norms and guidelines prescribed by the affiliating university are followed. Keeping in view the long term development of the institution the increments are provided by the management to retain the qualified young faculty.

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

No. Part Time/Adhoc Faculty is appointed.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for

staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

- ❖ The institution has the policy of sending all faculty members On Duty to attend seminars/workshops. For the purpose, TA/DA is provided by the institution to the faculty members.
- ❖ The institution permits staff members to do their higher education and give financial support.
- ❖ We support the university, higher education council and involve our staff members in activities like paper valuation and external examiners for practical examinations etc.
- ❖ Support for being an active member in supporting activities of local, state, national and international professional associations.

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 college has adequate physical infrastructure as per norms of NCTE. The physical facilities provided to faculty members are:-

- ❖ Well furnished staff room.
- ❖ Well furnished administrative setup.
- ❖ Highly modernized ICT resource center, psychology lab, educational technology lab, science lab and workshops for Art & Craft room.
- ❖ Library facility is available to staff members. Where they can get books, reference books, journals magazines, e-resources and internet facility.
- ❖ Computers are provided to prepare the class work and for access to the internet.
- ❖ Study facilities are provided in the Library.

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

- ❖ A suggestion box is kept for the students, staff and visitors in which they drop their grievances and suggestions.

- ❖ The Principal conducted a midterm review and Exit meeting with the students at the end of the year in which students express their views regarding the efficiency through which the teachers express the course content, guidance services etc.
- ❖ College website is uploaded with to provide all information.
- ❖ All notice and information are pasted on the display board which is placed at the entrance gate and outside the office.

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.

- ❖ Various committees, cells and clubs are organized that encourage faculty for professional and administrative activities including, teaching, and research, assessment, mentoring, and working with school and community engagement.
- ❖ Through admission committee and examination committee the faculty members learn administrative procedures and get placements as examiners.
- ❖ Alumni association and placement cell helps the faculty members to have public relations.
- ❖ Grievance cell, women cell and students counseling enrich the faculty members as friends, philosophers and guides.
- ❖ Community extension services and working with schools help them to have aptitude towards research activities, social adjustment and civic sense.

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

Yes, the institution has mechanism to reward and motivate its teacher educators for their hard work, dedication etc.

- ❖ For best results of the college.
- ❖ For publishing paper, book etc.
- ❖ For organizing seminars etc.
- ❖ Encourage them to do better in their professional life.

- ❖ Academic freedom.
- ❖ Funding for seminars/workshops.
- ❖ On Duty for attending seminars /workshops.
- ❖ Incentives for best results.
- ❖ Permission to do higher studies.

6.5 Financial Management and Research 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?

The institution does not get financial support from the government. It is a self financing college. The source of revenue and the income generated is only through the fee collected from the students of D.Ed., B.Ed. and M.Ed. programmes and Management contributions.

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

The college does not indulge in donations or capitation fee.

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.

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).

To fulfill the missions and to offer quality programme the budgetary resources i.e. the fee collected from the students is enough. But, the fee is almost constant while the expenditure is continuously increasing day by day.

BUDGET ALLOCATION FOR THE LAST FIVE YEARS

YEAR	INCOME	EXPENDITURE	SURPLUS	DEFICIT
2010-11	13543754.00	15396344.37	---	1852590.37
2011-12	16597116.00	16540624.65	56491.35.00	---
2012-13	21308969.00	18144354.00	3164615.00	---
2013-14	20998648.00	17690983.81	3307664.19	---
2014-15	21301759.00	17119325.52	4182433.48	---

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

There is the practice of ensuring the audit of the accounts internally. Internal control is done by the management through its own resources. The accounts are also regularly audited annually by the Chartered Accountant duly approved by the Board of Management. The account is audited at the end of every financial year. There has been no audit objection.

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

Yes, the institution has computerized its finance management system and all the accounts are managed by the Chartered Accountant.

6.6 Best Practices in Governance and Leadership

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

Best Practices in Governance and Leadership:

- ❖ Follow up of Vision, Mission and Objectives.
- ❖ Academic freedom for innovative methods.
- ❖ Academic Planning and Execution.
- ❖ Faculty Development Programmes.

- ❖ Management support for activities of professional associations.
- ❖ Motivation and support to faculty by management.
- ❖ Qualitative and Quantitative improvement is done through Internal Quality Assurance Cell.
- ❖ Collaboration with CTE, Haryana State capture to foster the professional growth of PTs.
- ❖ Regular meetings of the staff are organized for the upliftment of the academic performance.
- ❖ Formation of Committee and cells.
- ❖ Establishing Democratic Governing Body.
- ❖ Alumni Association.
- ❖ Decentralization.
- ❖ Delegation.
- ❖ Participatory Approach.
- ❖ Accountability.
- ❖ Consultancy.

Criterion – VII

Innovative Practices

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 college established internal quality assurance cell (IQAC) in February 2010 so as to respond to the changing social and educational demand. Its composition is:

Composition of IQAC

S.No.	Name of Members	Designation
1.	Dr. R. L. Phutela	Head/Principal
2.	Dr. Mohan Lal	Co-ordinator
3.	Dr. Suman Lata	Staff Member
4.	Ms. Geeta Pali	Staff Member
5.	Mr. Vikram Pal Singh	Staff Member
6.	Mr. Randhir Singh	Management Nominee
7.	Ms. Veena Devi	Librarian
8.	Mr. Yogesh Punia	Alumni

- ❖ The cell looks after and assesses different aspects of the functioning of the college. This cell also examines and addresses the suggestions received through different models such as verbal, written, suggestion box or through some other channels. Its major activity includes monitoring, administration & examination.
- ❖ Establish benchmark for academic and other activities of the college.
- ❖ Facilitating the conducive atmosphere to its learners.
- ❖ To provide feedback responses from students, school teachers, parents & other stake holders.
- ❖ Dissemination of information from top level of management to subordinates as per hierarchy.

- ❖ Organization of seminar, workshops, conferences in the institution.
- ❖ Development and maintenance of database through MIS for enhancing the institutional quality.
- ❖ To make sure about preparation of documents of various activities to be conducted in college premises.
- ❖ Development of quality culture atmosphere.
- ❖ To ascertain all round development of students.
- ❖ All committees and cells are being developed with the consent and consultation of IQAC members.

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

Dr. B. R. Ambedkar College of Education has a mechanism to evaluate the achievement of goals and objectives. The implementation process is carried through the implementing committees which collects the feedbacks and other such data. It examines and evaluates the following to see the extent to which the goals are achieved:

- ❖ Preparation of Annual Report and subsequent discussion on it by the Program.
- ❖ Advisory Committee.
- ❖ Faculty appraisal by Principal.
- ❖ Self appraisal by faculty.
- ❖ Feedback from PTs about institution, faculty and the teaching-learning process.
- ❖ Ensuring the authenticity of the testimonials required for admission and selection of eligible candidate as per the norms set by affiliating body by Admission Committee.
- ❖ Dealing with the problems faced by the PTs and suggestions made by the PTs via Student Council.
- ❖ Creating a strong network of communication with reputed educational institutions and providing information regarding job opportunities to PTs through Placement Cell.

- ❖ Enabling the PTs to follow the rules & the code of conduct as laid by the Discipline Committee of the Institution.
- ❖ Maintaining congenial environment at the institution and organizing activities pertaining to women's issues in the society by the Women Cell.
- ❖ Co-curricular Activities Cell develops a feeling of co-operation, mutual existence and a sense of emotional integrity in PTs through its multiple programs that could lead the way to National Integration.
- ❖ Monitoring the activities of various Committees and Cells i.e. G&C Cell, ICT Cell, Examination Committee etc.

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

Dr. B. R. Ambedkar College of Education is sensitive to the quality of education as well as to the changing educational, social and market demands. The college has Implementing Bodies (Academic Council or Quality Enhancement/Assurance Cell, Women Cell, Grievance Redressal Cell, Student Council, Co-curricular Activities Cell, Research Cell, Placement Cell etc.) which conducts meetings twice/thrice a year to assess the performance of the programs approved by it. The quality is reflected in the implementation of the academic programs and quantum of targets achieved. Institution takes utmost care in planning and implementation of the academic programs.

To sustain the quality of its academic programs, feedback from the stakeholders & experts and the previous year's results remain the benchmark for further improvement.

To sustain the quality of its academic program:-

- ❖ Ensures adherence to academic calendar with the help of time table for all curricular and co-curricular activities.
- ❖ Supervises content delivery by faculty through Principal and experts.
- ❖ Ensures high performance of PTs in internal examination and other academic activities.
- ❖ Maintains and ensures stock verification and invites new proposals for advancement in infrastructure.

- ❖ Makes sure the conduction of Seminars, Workshops, Excursions, Social Surveys, Exhibition and Debate etc. for the enrichment of faculty and PTs.
- ❖ Arranges remedial classes for low achievers.
- ❖ Timely feedback on one to one basis and support rendered to improve student teachers educational performance.
- ❖ Use of ICT, conducting of workshops, using innovative teaching methods.
- ❖ Organization of debates and quiz competitions related with the subjects.
- ❖ Micro teaching is organized to develop all the skills of teaching pupil teachers.
- ❖ Demonstration lessons of practice teaching lessons by students.
- ❖ Guest lectures are organized to give more knowledge to the pupil teachers as well as teacher educators so as to update their knowledge.

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

The institution through IQAC ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. The institution has well-qualified and experienced administrative staff. The quality initiatives on financial management are like,

- ❖ Preparation of annual statement of accounts by the management.
- ❖ Annual auditing through Chartered Accountant.
- ❖ By constituting the Finance Committee
- ❖ The institution has categorized human resources into two categories teaching and non-teaching (administrative staff members, account section and fourth-grade employees).
- ❖ Feedback from the faculty and PTs.
- ❖ Transparency in the matters related to finance and administration.
- ❖ PTs feedback and its analysis.
- ❖ Through Alumni Forums.
- ❖ Grievance Redressal Cell and Suggestion Box.

If any complaint regarding the non-teaching staff comes up, then it is discussed in the Grievance Committee and the suggestions are passed on to the Principal for implementation.

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

In this institution governing body appoint the head of the institution as a principle. Principle got every right to manage the institution. Every decision, what the principal takes, is for only the betterment of institution. Financial budget is only taken by the principle which is approved by governing body.

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

Institution sustains some of the good practices in the day-to-day working and throughout the academic year. Some of such good practices followed are given below:

- ❖ Frequent mutual interactions occur in the meetings and identified good practices are praised by management/Principal either in the assembly or at the time of functions.
- ❖ Organizing a National level seminar/conference for the enrichment of the teacher educators.
- ❖ Cultural events-sports/games-Outreach programme provide yet another opportunity.
- ❖ Values and Inclusiveness: PTs display a thoughtful quote on the college notice board; good quote hoardings are placed in the college building. In the prayer session, a PT gives a thought of the day and expresses his/her views before the morning assembly. Portraits of national leaders, scientists, literary personalities, etc. are displayed in the college building.
- ❖ Multiple-Spirituality: Prayer session marks the beginning of the day. Prayers comprehend all religions; religious festivals of different communities are celebrated. On National days, Sarva Dharma Prayer is organized.

- ❖ Environment, Dignity of Labour and Humane Outlook: Tree plantation (Green Doon), Van Mahotsava and Campus cleaning campaigns are arranged at regular intervals. Blood Donation Camps are arranged in collaboration with Red Cross Society. In these events, all constituents of society remain active.
- ❖ Inclusion of SIP (Simulated Internship Programme).
- ❖ Usage of ICT in TLE Process.
- ❖ Promotion of Research activities.
- ❖ Inculcation of Scout and Guide and Yoga Camps for developing professional ethics.
- ❖ Development of concern towards deprived/disabled children.
- ❖ Transparent admission process.
- ❖ Thrust to practical components, skills (hard & soft) development, career counseling and placement.
- ❖ Academic flexibility.
- ❖ Uplifting PTs support service and facilities (physical, academic and financial).

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?

The institution sensitize teachers to issues of inclusion by –

- ❖ Focusing on design and development of pedagogy activities.
- ❖ By creating awareness among teachers.
- ❖ By organizing different types of seminars based on moral education and democratic values.
- ❖ Conducting discussion sessions for the teachers and students on various aspects.
- ❖ Conducting classroom seminars on learning disabilities.
- ❖ By sending them to attend seminars, conferences and workshops on inclusive education.
- ❖ By collecting and keeping paper cuttings in the library from dailies.
- ❖ By supplying the sources like various journals and university news.
- ❖ Through interactive academic committee meetings.

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?

- ❖ The student-teachers study about exceptionalities as well as gender differences in their core subjects.
- ❖ Under guidance and counseling (Electives) they study about special children and the methods of teaching.
- ❖ Consequent to these some student-teachers choose special education as their area of higher studies and few do social services like reading for blind and writing exams as scribes.
- ❖ The male students learn to respect and rescue women at the time of need, through the activities of women cell.
- ❖ PTs are sensitized on the issues relating to gender-based disparities and prevailing misconceptions and their overall impact on growth of humans and society. Counseling is provided on gender issues by the Women cell.

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

- ❖ Institution strives to promote value-based education, social justice, social responsibilities and good citizenship amongst its PTs community. The following are some of the activities that are undertaken for creating learning environment that may foster positive social interaction, active engagement in learning and self motivation among PTs.
- ❖ Practice teaching and Internship program provides opportunity to trainees for interaction with school community. During this period teacher-trainees come in contact with students of all social stratum.
- ❖ During practice teaching every PT has to deliver lessons and take part in all the activities going on in the school i.e. morning assembly, P.T., attendance call, filling teacher's diary etc.
- ❖ Seminars and workshops provide ample opportunities for self-expression as well as self motivation.

- ❖ Assignments/problem based learning, projects, outreach activities, group discussions, quiz, and Computer Assisted Learning foster motivation among students.
- ❖ Participation in inter-college/inter-house competitions inculcates healthy competitive spirit amongst PTs of different social stratum.
- ❖ Institution provides remedial classes to slow achievers in order to keep pace with the average achievers. The tutorial groups are so designed that the slow and average achievers are being guided by the high achievers. This motivates the PTs to excel in their studies.
- ❖ PTs individually or in group have to take part in all curricular & co curricular activities through the year.
- ❖ Every PT has to contribute for the college magazine in the terms of writing poems, articles, drawing/paintings, puzzles, riddles etc.
- ❖ Each PT has to prepare and present PPTs on lesson plan and content in their two methodology subjects and compulsory papers.
- ❖ Apart from application of ICT in classroom, Dr. B. R. Ambedkar College of Education encourages the PTs to refer the e-books, e-journals, writing blogs, exchanging views on facebook and establish linkages with the experts in the subject and various top universities.

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

The institution provides orientation to the student-teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:-

- ❖ Making the student-teachers aware of the characteristics of children with diverse background.
- ❖ Student-teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.

- ❖ Student-teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.
- ❖ Conducting case studies of children with special needs belonging to diverse backgrounds.
- ❖ Conducting action research by the student-teachers.
- ❖ Observing and reporting about some behavioral aspects of an exceptional child.

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

- ❖ Efforts are being made to provide more facilities to the physically challenged and differently abled students.
- ❖ Integrated education is given to them.
- ❖ Library facility made accessible to these students.
- ❖ Instructional material was provided to these students.
- ❖ Extra classes are organized for such students.
- ❖ Their seating arrangement in the class is in the front line.
- ❖ By giving extra-care by faculty members (individual attention).
- ❖ By making the peer groups support them and help them.
- ❖ By giving them proper guidance and counseling.
- ❖ Provision of special seating arrangement.
- ❖ Provision of free health check up.

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)?

Gender sensitive issues are responded by the institution in the following ways:

- ❖ Active functioning of women cell
- ❖ Direct involvement of the principal in handling issues
- ❖ Involvement of ward-tutors in solving problems
- ❖ Involvement of class teachers in solving issues
- ❖ Gender sensitive and empowerment workshops have been conducted for women student.

- ❖ Social awareness programmes are arranged.
- ❖ Counseling for academically weak student.
- ❖ Guidance and counseling for the family issues.
- ❖ Counseling for stress problem of girls.

7.3 Stakeholders Relationship

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 organizational performance (Academic and Administrative) to the stake holders in the following manners:

- ❖ The institution displays information about its achievement pursuits and excellence of its students in college magazine, news letter, National and local newspaper and on its website.
- ❖ Students are participated in academic programs as far as learning and evaluation activities are concerned.
- ❖ Website is updated time to time.
- ❖ Time to time feedback from the students, parents and alumni.
- ❖ For weak students remedial teaching measures are also applied.
- ❖ Local as well as state newspapers and magazines also serve as a source of information to be accessed by the stakeholders.
- ❖ Maintains year wise Internal Assessment Record (curricular and co- curricular both) of PTs.

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 involves following steps to evaluate the performance -

- ❖ Shares the information/data with the families (parents or students).
- ❖ Shares the information/data with the management.
- ❖ Uses the information/data for improving infrastructure and campus amenities.

- ❖ Uses the information/data for future academic plans and administrative procedures.
- ❖ Necessary rectification /modification of teaching methodologies.
- ❖ Through community participation and alumni association.
- ❖ Time to time different meetings organized by the Institution.
- ❖ Suggestions extended by stakeholders are welcome and these suggestions are reviewed from time to time.
- ❖ Suggestions are accepted from the suggestion box and proper action is taken to remove the weak points.
- ❖ Active participation of the students to organize seminars, workshops etc.

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

The institution uses the information/feedback for quality improvement,

- ❖ Feedback questionnaires from students on course content.
- ❖ Feedback questionnaires on teachers.
- ❖ Feedback questionnaires on campus amenities.
- ❖ Evaluation ratings by students on performance and teaching.
- ❖ Self appraisal form from teachers.
- ❖ Performance appraisal form from peer groups /higher authorities.
- ❖ Feedback form from school head masters.
- ❖ Feedback form from Alumni.
- ❖ By improving teaching methodology and making it more effective.
- ❖ By improving the campus amenities.
- ❖ By enhancing the professional aptitude of faculty members.
- ❖ By creating learner-friendly environment for teaching-learning.
- ❖ By developing all round personality of student-teachers.
- ❖ Feedback from practice teaching schools etc.
- ❖ Feedback on the course subject, syllabus, infrastructure and basic facilities.
- ❖ Feedback from the alumni by organizing alumni association or meeting.

- ❖ Feedback from the pupil teachers regarding teaching of teachers or faculty members.
- ❖ The data of feedback performance are processed and if some weakness are identified; proper action is taken through discussion with staff members.

ANNEXURE - I

Scenario of Teacher Education in Haryana

Haryana is one of the most developed states in India. The literacy rate in Haryana is 76.64 percent (2011), which is more than the All India Average of literacy rate (74.04%). The government has launched various schemes for developing the scenario of education in the state. Special importance is given to the spread of school education and women education.

Education is free for female candidates up to graduation level. Haryana has gradually been emerging as one of the states offering good educational and career opportunities.

In the emerging global scenario of competition-focused environment the need of improved levels of educational participation for overall progress is well recognized. The key role of educational institutions in realizing is reflected in a variety of initiatives taken to transform the nature and function of education both formal as well as non-formal.

Haryana has a large chain of educational institutions: more than 3200 high schools, 2000 middle schools, 1500 senior secondary schools and 12000 primary schools. The state of Haryana has seven state universities, one Central University and one Health University, in which five state universities are providing Bachelor and Master degree in teacher education.

Several teacher education courses are being run by different Colleges/Departments/Centers of Education. These are B.Ed, M.Ed, B.El.Ed, Diploma in Primary Education (D.Ed) and Diploma in Nursery Teacher Training (NTT). Some institutes also offer courses in Diploma and Degree in Special Education, Master of Education (Special Education). Facilities of doing M. Phil. and Doctorate in education are likewise available.

Three types of teacher education institutions are there in Haryana: Government Managed, Government Aided and Self-financed. Haryana has two Government Colleges of Education. All the colleges are affiliated under different state universities. The Universities, Colleges of Education, DIETs run the Pre-service Teacher Education and In-service Teacher Education programmes. There are more than 500 Government/Government Aided and Self-financed Colleges and Departments of Education in the State. The Kurukshetra University, Kurukshetra has 168 B.Ed. colleges in which 04 college are maintained/government aided and other colleges are self finance colleges.

Haryana has also the provision of providing teacher education through distance mode to in-service candidates. The Kurukshetra University, Kurukshetra, Maharishi Dayanand University, Rohtak, Devi Lal university, Sirsa University and IGNOU provides training facility through distance mode.

The colleges/departments of education have to abide by the policies and the rules, regulations issued by the State, Affiliating University and the NCTE. Inspection of the colleges regarding infrastructure facilities, quality of education, availability human resources, is the regular feature of the university.

Kurukshetra University (NAAC A grade University) is the affiliating University of our college. University is regularly in tune with its affiliated colleges to maintain the standard and quality of teacher education. The Dr. B. R. Ambedkar College of Education always follows the guidelines; rules and regulations laid down by the affiliating University, Government of Haryana and NCTE for maintain quality and smooth functioning of the college.

ANNEXURE - II

DR. B. R. AMBEDKAR COLLEGE OF EDUCATION

Opp. Bus Stand, Kurukshetra (Haryana)

ACADEMIC CALENDAR (2015-16)

SR.	ACTIVITIES	DATE
1	Inauguration of B.Ed. Session	10 th August, 2015
2	Orientation of New Entrants and Announcement of Theme of the year – Students Progression	10 th Aug. – 12 th Aug.
3	Rakhi Making & Mehadi Competitions	28 th Aug.
4	Formation of Houses/Sadans	1 st Sept.
5	Poem, Skit & Speech Competitions	14 th Sept.
6	Senior Citizen Day Celebration	1 st Oct.
7	Orientation of M.Ed.	19 th Oct.
8	Rangoli & Diya Making Competition	29 th Oct.
9	Best Out of Waste & Diya Making Competition	10 th Nov.
10	Talent Hunt	19 th Nov.
11	Brain Thrusting Programme	24 th Nov.
12	College Level Seminar on Mental Hygiene	30 th Nov.
13	Demonstration of Micro Teaching Skills	1 st Dec. – 5 th Dec.
14	Presentation of Micro Teaching Skills	7 th Dec. – 17 th Dec.
15	Demonstration of Simulated Teaching	18 th Dec.
16	Presentation of Simulated Teaching	19 th Dec. – 24 th Dec.
17	Lohri Celebration	13 th Jan. 2016

SR.	ACTIVITIES	DATE
18	Extension Lecture on Memory Enhancement	20 th Jan.
19	Extension Lecture on It's Possible	22 nd Jan.
20	Unit Test of M.Ed.	24 th Jan. – 28 th Jan.
21	Rally on Polio Awareness	25 th Jan.
22	Real Teaching of B.Ed.	1 st Feb. – 1 st March
23	National Science Day Celebration	28 th Feb.
24	Sports Meet	5 th March – 6 th March
25	Awareness Rally on 'Beti Bachao – Beti Padhao'	8 th March
26	Final Exams of M.Ed.	8 th March – 22 nd March
27	Unit Tests of B.Ed.	9 th March – 16 th March
28	Salad Making Competition	22 nd March
29	Orientation of M.Ed. 2 nd Semester	25 th March
30	Seminar on the Problems of Education Colleges in Present Scenario	11 th April
31	Celebration of Dr. B. R. Ambedkar Jayanti	14 th April
32	House Examinations	21 st April – 5 th May
33	Internal Practical Examinations	10 th May – 11 th May
34	World Environment Day	5 th June
35	Final Theory Examinations	1 st July, 2016 onwards
36	Final Practical Examinations	After Theory Exams

PRINCIPAL

WORKING DAYS AND HOLIDAYS (2015-16)

MONTH	WORKING DAYS	SUNDAYS/HOLIDAYS
AUGUST	10,11,12,13,14,18,19,20,21,22, 24,25,26,27, 28,31/08/2015	SUNDAYS- 2,9,16,23,30/8/15 HOLIDAYS 15/8/15- INDEPENDENCE DAY 17/8/15- TEEJ 29/8/15- RAKSHA BANDHAN
SEPTEMBER	1,2,3,4,7,8,9,10,11,12,14,15,16, 17, 18,19,21,22, 24,26,28,29, 30/09/15	SUNDAYS- 6,13,20,27/9/15 HOLIDAYS 5/9/15- JANMASHTAMI 23/09/2015- HARYANA HEROES' MARTYRDOM DAY 25/09/15- ID-UL-JUHA
OCTOBER	1,3,5,6,7,8,9,10,12,14,15,16,17, 19,20,21,23,24,26,27,28,29, 31/10/2015	SUNDAYS- 4,11,18,25/10/15 HOLIDAYS 2/10/15- GANDHI JAYANTI 13/10/15- MAHARAJA AGARSEN JAYANTI 22/10/15- DUSSEHRA 30/10/15- KARVA CHAETH
NOVEMBER	2,3,4,5,6,7,9,10,13,14,16,17,18 19,20,21,23,24,26,27,28 & 30/11/2015	SUNDAYS- 1,8,15,22,29/11/15 HOLIDAYS 1/11/15- HARYANA DAY 11/11/15- DIWALI 12/11/15- VISHVAKARMA DAY 25/11/15- GURU NANAK BIRTHDAY
DECEMBER	1,2,3,4,5,7,8,9,10,11,12,14,15, 16,17,18,19, 21,22,23,24/12/2015	SUNDAYS- 6,13,20,27/12/15 HOLIDAYS 25/12/15- X-MAS DAY 26/12/15- UDHAM SINGH JAYANTI
JANUARY	11,12,13,14,15,16,18,19,20,21, 22,23,24,25,27,28,29,30/01/16	SUNDAYS- 3,10,17,24,31/01/16 HOLIDAYS 26/01/16- REPUBLIC DAY

MONTH	WORKING DAYS	SUNDAYS/HOLIDAYS
FEBRUARY	1,2,3,4,5,6,8,9,10,11,13,15,16, 17,18,19,20,23,24,25,26,27 & 29/02/2016	SUNDAYS- 7,14,21,28/02/16 HOLIDAYS 12/2/16- BASANT PANCHMI 22/2/16- GURU RAVIDASS JAYANTI
MARCH	1,2,3,5,8,9,10,11,12,14,15,16, 17,18,19, 21,22,25,26, 28,29 & 30,31/03/16	SUNDAYS- 6,13,20,27/03/16 HOLIDAYS 4/03/16- MAHARISHI DAYANAND JAYANTI 7/03/16- MAHA SHIVRATRI 23/03/16- SHAHIDI DIVAS 24/03/16- HOLI
APRIL	1,2,4,5,6,7,8,9,11,12,14,16,17, 18,19,21,22,23,25,26,27,28,29, 30/04/16	SUNDAYS- 3,10,17,24/4/16 HOLIDAYS 13/04/16- VAISAKHI 15/04/16- RAM NAVAMI 20/04/16- MAHAVIR JAYANTI
MAY	2,3,4,5,6,7,8,10,11,12,13,14,16, 17,18,19,20/05/2016	SUNDAYS- 1,8,15,22,29/5/16 HOLIDAY 9/05/16- LORD PARSHURAM JAYANTI

PRINCIPAL

ANNEXURE – III (A)

TIME TABLE **B.Ed. Session (2015-16)**

Period Section	9:00-9:20	9:20-10:00	10:00-10:40	10:40-11:20	11:20-12:00	12:00-12:40	12:40-1:00	1:00-1:40	1:40-2:20	2:20-3:00
Section A	MORNING ASSEMBLY	P-I (1-6) Mr. RAJESH	P-II (1-6) Ms RENU BALA	P-111 (1-6) Mr. RAJESH	P-1V(A) (1-3) MS. MANISHA	P-V (1-6) Ms. SHIKHA TYAGI	R E C E S S	Tg. Of SANSKRIT (1-6) Ms. MANISHA	Tg. Of Hindi (1-6) Ms.USHA	P-VIII(A) (1-2) G-I Ms. SUDESH ----- P-VIII(A) (3-4) G-II Ms. SUDESH
Section B	MORNING ASSEMBLY	P-I (1-6) MR. AJAY SHARMA	P-111 (1-3) Ms.USHA	P- II (1-6) Mr. SAROJ	P-1V(A) (1-3) MS,RAJNI	P-V (1-3) Ms. SANDHYA		Tg. Of S.St (1-6) G-I Ms.RENU BALA	Tg. Of S.St (1-6) G-II Mr. RAJESH	P-IX (4-6) G-III MR.AJAY SHARMA -----

PRINCIPAL

TIME TABLE
B.Ed. Session (2015-16)

Period Section	9:00-9:20	9:20-10:00	10:00-10:40	10:40-11:20	11:20-12:00	12:00-12:40	12:40-1:00	1:00-1:40	1:40-2:20	2:20-3:00
Section C	MORNING ASSEMBLY	P-II (1-6) Mr. SAROJ	P-I (1-6) Mr. AJAY SHARMA	P-1V(A) (1-3) Ms. RENU BALA <hr/> P-IV(B) (4-6) MR. NIRAJ SHARMA	P-111 (1-3) MS. USHA	P-V (1-3) Mr. NIRAJ SHARMA	R E C E S S	Tg. Of Phy.Sci. (1-6) Ms. SANDHYA	Tg. Of Life Sci.. (1-6) Ms. SANDHYA <hr/> Tg of Commerce Ms. NEETU VERMA	
Section D	MORNING ASSEMBLY	P-I (1-6) Ms. MANISH A	P-II (1-6) MR. RAJESH	P-V (1-3) Mr. HUKAM CHAND <hr/> P-IV(B) (4-6) Ms. SANDHYA	P-1V(A) (1-3) MS. RENU BALA	P-111 (1-3) MS. SUDESH			Tg of Maths (1-6) Ms. SUDESH	

PRINCIPAL

ANNEXURE - III (B)

TIME TABLE
M.ED. SEM II Session (2015-17)

Period	9:00-9:20	9:20-10:00	10:00-10:40	10:40-11:20	11:20-12:00	12:00-12:40	12:40-1:00	1:00-1:40
	A S S E M B L Y	P-VII (1-6) MS. GEETA PALI	P-VIII (1-6) MR. VIKRAM PAL SINGH	P-IX (1-6) MS. SUMAN LATA	P-X (1-6) MS. NEETU VERMA	B R E A K	P-XI (1-6) MS. RUPANSHI GAUTAM	P-XII (1-6) SYNOPSIS

PRINCIPAL

TIME TABLE
M.ED. SEM I Session (2015-17)

Period	9:00-9:20	9:20-10:00	10:00-10:40	10:40-11:20	11:20-12:00	12:00-12:40	12:40-1:00	1:00-1:40
	A S S E M B L Y	P-I (1-6) MS. NEETU VERMA	P-II (1-6) MS. RUPANSHI GAUTAM	P-III (1-6) MS. GEETA PALI	P-IV (1-6) MR. VIKRAM PAL SINGH	B R E A K	P-V (1-6)	P-VI (1-6)

PRINCIPAL

ANNEXURE – IV (A)

Syllabus Layout B.Ed. (Two Years)

KURUKSHETRA UNIVERSITY, KURUKSHETRA
SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED TWO YEAR
REGULAR COURSES TO BE IMPLEMENTED FROM THE SESSION 2015-16

Year - 1								
Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Hours per Year	Credits
		Total	External	Internal/ Practicum				
Course 1	Childhood and Growing Up	100	80	20	6	3hrs.	137.6	10
Course 2	Contemporary India and Education	100	80	20	6	3hrs.	137.6	10
Course 3	Learning and Teaching	100	80	20	6	3hrs.	137.6	10
Course 4(A)	Language across curriculum	50	40	10	3	1:30hrs	68.8	5
Course 4(B)	Understanding, Disciplines and subjects	50	40	10	3	1:30hrs	68.8	5
Course 5	Gender, School and Society	50	40	10	3	1:30hrs	68.8	5
Course 6	Pedagogy of a School Subjects- I	100	80	20	6	3hrs.	137.6	10
Course 7	Pedagogy of a School Subjects- I	100	80	20	6	3hrs.	137.6	10
Course -12 EPC 1	Reading and Reflecting on Text	50*	25	25	3	1:30hrs	68.8	5
Course EPC 3	Critical Understanding of ICT	50*	25	25	3	1:30hrs	68.8	5
Course 13 (A& B)	School Internship	Four weeks						
	Total	750	600	150				75

* External Exam for this course will be held at the end of 2nd Year.

Year - 2

Paper	Nomenclature	Maximum Marks			Periods per week**	Exam Hour	Hours per Year	Credits
		Total	External	Internal/ Practicum				
Course 8	Knowledge and Curriculum	100	80	20	12	3hrs.	156	10
Course 9	Assessment for Learning	100	80	20	12	3hrs.	156	10
Course 10	Creating an Inclusive School	50	40	10	6	1:30hrs	78	5
Course 11	Optional Course	(Any one of the following)						
I	Environment Education	50	40	10	6	1:30hrs	78	5
ii	Health and Physical Education	50	40	10	6	1:30hrs	78	5
iii	Peace Education	50	40	10	6	1:30hrs	78	5
iv	Guidance and Counselling	50	40	10	6	1:30hrs	78	5
Course-12	Drama and Art in Education	50	25	25	6	1:30hrs	78	5
EPC 2								
EPC 4	Understanding the Self	50	25	25	6	1:30hrs	78	5
Course 13 (A & B)	School Internship	16 weeks						25
	Pedagogy-I	175	100	75				
	Pedagogy-II	175	100	75				
	Total	750	520	230				65

ANNEXURE – IV (B)

Syllabus Layout M.Ed. (Two Years)

(As per Curriculum Framework: Two Year M.Ed. Programme, as approved in the NCTE Regulation Norms and Procedure, 2014)

The duration of the course leading to the Degree of Masters of Education (M.Ed.) will be two academic years i.e. four semester.

(Detailed Scheme)

Paper No.	Nomenclature of the Paper	Credit	Total Marks	Ext. Asst.	Int. Asst.
Semester – I					
I	Psychology of Learning & Development	4	100	70	30
II	History and Political Economy of Education	4	100	70	30
III	Education Studies	4	100	70	30
IV	Introduction to Research Methods	4	100	70	30
V	Communication Skills & Expository	1	25	25 (Ext-15 & Int-10) (Joint Evaluation by Internal & External Examiner)	
VI	Self Development	1	25	25 (Ext-15 & Int-10) (Joint Evaluation by Internal & External Examiner)	
Semester – II					
VII	Philosophy of Education	4	100	70	30

VIII	Sociology of Education	4	100	70	30
IX	Curriculum Studies	4	100	70	30
X	Teacher Education: Pre-Service & In-Service	4	100	70	30
XI	Dissertation	2	50	50 (Ext-35 & Int-15) (Joint Evaluation by Internal & External Examiner)	
XII	Internship in a TEI	4	100	100 (Ext-70 & Int-30) (Joint Evaluation by Internal & External Examiner)	
Semester – III					
XIII	Specialisation Course – I (Stage Specific) (Student can opt any one stage in Paper XIII & XIV) (A) Elementary Education (B) Secondary & Senior Secondary Education	4	100	70	30
XIV	Specialisation Course – II (Stage Specific) (Student can opt any one stage in Paper XIII & XIV) (C) Elementary Education (D) Secondary & Senior Secondary Education	4	100	70	30
XV	Advanced Educational Research	4	100	70	30
XVI	Teacher Education: Perspective, Research and Issues in Teacher Education	4	100	70	30
XVII	Internship	4	100	100 (Ext-70 & Int-30) (Joint Evaluation by Internal & External Examiner)	

				Examiner)	
XVIII	Dissertation	2	50	50 (Ext-35 & Int-15) (Joint Evaluation by Internal & External Examiner)	
XIX	Academic Writing	2	50	50 (Ext-35 & Int-15) (Joint Evaluation by Internal & External Examiner)	
Semester – IV					
XX	Specialization Course (Student can opt any three)	4	100	70	30
	A. (i) Education: Policy, Economics and Planning (At Primary Level)	4	100	70	30
	A. (ii) Education: Policy, Economics and Planning (At Secondary Level)	4	100	70	30
	B. (i) Management & Administration of Education (At Primary Level)	4	100	70	30
	B. (ii) Management & Administration of Education (At Secondary Level)	4	100	70	30
	C. (i) Inclusive Education (At Primary Level)	4	100	70	30
	C. (ii) Inclusive Education (At Secondary Level)	4	100	70	30
	D. (i) Education Technology (At Primary Level)	4	100	70	30
	D. (ii) Education Technology (At Secondary Level)	4	100	70	30
	E. (i) Educational Measurement & Evaluation (At Primary Level)	4	100	70	30
	E. (ii) Educational Measurement & Evaluation (At Secondary Level)	4	100	70	30
	F. (i) Comparative Education (At Primary Level)	4	100	70	30
	F. (ii) Comparative Education (At Secondary Level)	4	100	70	30

	G. (i) Guidance & Counseling (At Primary Level)	4	100	70	30
	G. (ii) Guidance & Counseling (At Secondary Level)	4	100	70	30
XXI	Dissertation	4	100	100 (Ext-70 & Int-30) (Joint Evaluation by Internal & External Examiner)	

Duration: Each credit in the taught course is equated to one hour of teaching or two hours of seminar/group work/tutorial/laboratory/field work/workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities.

ANNEXURE - V

FEE STRUCTURE OF B.ED. COURSE

1. Govt./Govt. Aided/University Maintained College of Education Rs. 12,000/-

2. Self-Financing College of Education Rs. 44,000/-

Note: The above fee is subject to revision by State Admission & Fee Committee, Haryana. In addition to the above fee, other annual charges as prescribed by the University are given below:

S. No.	Name of the Head	Self-Financing College		Govt./Govt. Aided/department of Education	
		Students from other Universities	From K.U.K.	Students from other Universities	From K.U.K.
a.	Development Fund	1000	1000	1000	1000
b.	Examination Fees	500	500	500	500
c.	Youth Welfare	500	500	100	100
d.	Sports	120	120	120	120
e.	Alumni	100	100	100	100
f.	Dr. R.K. Foundation	70	70	70	70
g.	Youth Red Cross Fund	60	60	60	60
h.	Holiday Home	10	10	10	10
i.	Registration	1000	-	1000	-
j.	Eligibility Fee	100	-	100	-
k.	Migration	100	-	100	-
l.	Continuation	-	500	-	500
	Grand Total	3560	2860	3160	2460

ANNEXURE - VI

K.U.K. B.Ed. Result 2015-16

ROLL.NO	REGN.NO	NAME	F.NAME	RESULT
0911001	09-SNM-284	SUNITA DEVI	SUBHASH CHAND	0574
0911002		MUNISH KUMAR	BABU RAM	RPR
0911003	08-DMK-127	RAJ KUMARI	SHAMBHU LAL	0617
0911004	04-PC-22034	MENKA DEVI	RAMSWAROOP	0547
0911005	08-BP-35	DEEPAK SHARMA	RAJENDER PRASAD	0609
0911006	10-UC-677	SOHAN LAL	JEET RAM	0549
0911007	07-DMK-374	PAYAL SAINI	MOHINDER SINGH	0656
0911008	08-DMK-36	PINKI DAHIYA	RAMPAL DAHIYA	0563
0911009		NEETU	JAGDISH RAM	REP RPR
0911010	12-UGG-9	RAGHUVIR	GHANSHYAM	0532
0911011	05-GKL-507	JITENDER KUMAR	PUNNA RAM	0602
0911012	09-UC-1020	DEEPAK KUMAR	BALBIR SINGH	0653
0911013	09-UC-160	RAVINDER KUMAR	RAM CHARAN	0588
0911014	09-UC-292	NAVEEN KUMARI	SUKHDEV SINGH	0628
0911015		VIRENDER SINGH	SUCHA SINGH	0561 RPR
0911016	11-UC-232	DARBARA SINGH	DHARAM SINGH	0600
0911017	06-RK-270	ISHWAR SINGH	GULAB SINGH	REP
0911018	10-IP-693	PUSHPA KUMARI	RAM AWADH	0600
0911019	04-SS-224	PARKASH CHANDRA	BALRAM	0565
0911020		PREM KUMAR GIRI	BHAGWAN GIRI	REP RPR
0911021		SANDIP KUMAR GIRI	SURENDRA GIRI	0600 RPR
0911022	09-UC-697	PARMOD KUMAR	FARANGI RAM	ABSENT
0911023	09-DMK-408	RUCHIKA SHARMA	SURESH KAUSHIK	REP
0911024	11-UC-699	REKHA DEVI	RAMESH KUMAR	0600
0911025	09-DMK-187	SONAM RANI	DHARAMPAL	0587
0911026	11-JL-221	EKTA GOYAL	RAM NARAYAN	0614
0911027	11-JL-114	PROMILA DEVI	DHARAM SINGH	0619
0911028	08-UD-826	NAVEEN	RAJKUMAR	0653
0911029	09-UCK-304	REETU ANTAAL	SOMARAM	REP
0911030	08-DMK-195	REETU SAINI	AMARNATH SAINI	0565
0911031	11-UC-208	POOJA PANCHAL	PAWAN KUMAR	0584
0911032	10-UC-524	AJAY SINGH	RAJENDER SINGH	0580
0911033	11-UC-439	SURJIT SINGH	HIMMAT SINGH	0600
0911034	09-PCD-25027	PARAMJEET KAUR	BALDEV SINGH	0609
0911035	11-JL-95	MAMTA SUNGROYA	DHARAMPAL	0654
0911036	09-DAP-120	RAJENDER SINGH	RANJEET SINGH	0562
0911037	09-PCD-23267	KAVITA BHORIA	JATI RAM	0600
0911038	00-GKL-6	HISAM SINGH	KARTAR SINGH	0567
0911039	09-DMK-135	SEENU DEVI	RAMMEHAR SINGH	0572
0911040	09-DMK-133	REENU DEVI	RAMMEHAR SINGH	0555

ROLL.NO	REGN.NO	NAME	F.NAME	RESULT
0911041	08-DAC-265	GURMEET SINGH	BHALLA RAM	0580
0911042	09-DMK-55	NISHU JINDAL	MANMOHAN JINDAL	0603
0911043	09-UC-534	AMIT JOLLY	AMARPAL	0567
0911044	09-UC-801	HIMANSHU	RAMESH CHANDER	0575
0911045	08-DMK-136	KAMAL JEET	MAYA RAM	0607
0911046	09-UC-218	NEHA GUPTA	SATISH GUPTA	0600
0911047	09-UC-244	SANGEETA	DHARAM PAL	0583
0911048	08-UC-632	SURAJ KUMAR RANGA	CHATTAR SINGH	0589
0911049	10-SDA-243	HARISH KUMAR	RAM KISHAN	0600
0911050	09-UC-1037	VINAY KUMAR SAINI	DHARAMPAL SAINI	0649
0911051	11-GKL-1405	SWEETY SHARMA	GOVERDHAN SHARMA	0689
0911052	08-UC-1067	CHANDER SHEKHAR	RAMESH CHANDER	0563
0911053	09-JL-142	ALPEE DEVI	KRISHAN LAL	0600
0911054	11-RK-1363	SANDEEP	RALRAJ SINGH	REP
0911055	07-DSK-783	HIMANSHI	BISHAMBER	0629
0911056	08-DAC-304	SURENDER SINGH	GYANI RAM	UMC
0911057	09-AKS-394	NEETU DEVI	HUIKAM SINGH	0600
0911058	08-DAC-93	RAHUL KUMAR	JAINARAYAN	0601
0911059	06-GWA-62	HARMANDEEP KAUR	KULJEET SINGH SANDHU	0660
0911060	09-UC-49	AMARJEET SINGH	SAMINDER SINGH	REP
0911061	09-UC-516	POOJA RANI	RAJENDER KUMAR	0651
0911062	08-UC-295	SANJEEV KUMAR	BALDEV SINGH	0582
0911063	08-DE-1833	NAVTEJ SINGH	SANTOKH SINGH	0583
0911064	11-JL-195	POOJA DEVI	MOHINDER SINGH	0648
0911065	08-DGY-545	MAMTA RANI	SOM NATH	0589
0911066	01-PC-10441	BAHTERI DEVI	CHHOTU RAM	0547
0911067	10-PCD-28723	SAPNA DEVI	MEHAR SINGH	0550
0911068	08-DAC-74	GURJANT SINGH	SWARAN SINGH	0573
0911069	11-MY-1044	SAURABH PANCHAL	OM PARKASH	0604
0911070		LOVINA ARORA	INDER MOHAN SINGH	REP
0911071		RANJEET KUMAR	UPENDRA MANDAL	REP
0911072	11-UC-936	VIDHI KUMARI	ARVIND KUMAR	0668
0911073		DILIP KUMAR MANDAL	SHYAM MANDAL	0548
0911074		BALRAM KUMAR PANJIYAR	KRISHNA MOHAN PANJIYAR	0600
0911075		SUJEET KUMAR	YOGENDRA MAHTO	REP
0911076		UMESH KUMAR	BYAS PRASAD	REP
0911077		BIMALESH KUMAR MANDAL	ROHIT LAL MANDAL	RPR
0911078		AJIT KUMAR SAH	PRABHU SAH	0582

ROLL.NO	REGN.NO	NAME	F.NAME	RESULT
0911079		ALLAUDDIN	AMIR MIAN	UMC
0911080		AJIT KUMAR ANAND	BRAHAM DEO PASWA	REP
0911081	07-DAP-459	RANDEEP KAUR	PRITAM SINGH	0616
0911082		BRIJMOHAN MAHATO	JAINARAYAN MAHATO	0562
0911083		POOJA KUMARI	BIJENDER SINGH	0563
0911084		KUMOD KUMAR MANDAL	BISHWANTH MANDAL	REP
0911085		NAGENDRA MAHATO	JITA MAHATO	REP
0911086		OM PARKASH SINGH	KASHI	REP
0911087		UDAY SHANKAR PRASAD YADAV	RAM PRASAD YADAV	0580
0911088		MANOJ KUMAR MANDAL	ANANT LAL MANDAL	REP
0911089		MUNNA KUMAR MANDAL	CHHEDI LAL MANDAL	0574
0911090		NIRAJ KUMAR YADAV	MURARY PRASAD YADAV	0580
0911091		DHANESWAR NAYAK	HARUSHIKESH NAYAK	0584
0911092		SANJAY KUMAR MANDAL	MURLI MANDAL	REP
0911093	09-GJ-22	DILBAG	RAMKARAN	0600
0911094		RITESH KUMAR	VIDYA NAND SINGH	REP
0911095		RAJEEV KUMAR SINHA	AWADHESH KUMAR SINHA	REP
0911096		ANUPAM KUMAR	CHANDRA DEO PASWAN	REP
0911097		DIPANJAN ROY	SANKAR ROY	0600
0911098		GURU DEV CHAUDHARY	RAMANAND CHAUDHARY	REP
0911099		BIPIN KUMAR MISHRA	RASIK BIHARI MISHRA	0573
0911100		RAKESH RANJAN	MATHURA PANDIT	REP
0911101		RAVINDRA KUMAR BISHWAS	LAXMI KANT BISHWAS	0536
0911102		DIPANJAN PODDER	NANDA DULAL PODDER	0626
0911103		MANAB MAITI	MIHIR MAITI	0625
0911104		SUBHADIP SAMANTA	GUNADHAR SAMANTA	0579
0911105		MILAN JAHA	SRIHARI KUMAR JAHA	0576
0911106		ARIJIT DAS	ASIT KUMAR DAS	0600
0911107		RAMANATH SAHOO	KAMAL LOCHAN SAHOO	0605

ROLL.NO	REGN.NO	NAME	F.NAME	RESULT
0911108		AJAY KUMAR SAHU	SRIKANT SAHU	0600
0911109	09-GKL-123	SOHAN LAL	MAHENDER SINGH	0633
0911110	08-GH-1191	MANAK HANS	RAM KUMAR	0624
0911111	09-AKS-462	PRIYANKA	SOM PRAKASH	0647
0911112		SANKAR KUMAR NAIYA	PRAFULLA NAIYA	RLA
0911113		TAPAS JANA	CHANCHAL JANA	0583
0911114		HAKDAR ALI	ABDUL HALIM	0553
0911115		SIBCHARAN GHARAMI	BADAL GHARAMI	REP
0911116		TAPAS KAPAT	SAHADEB KAPAT	0624
0911117		DINES GAYEN	BHUPATI GAYEN	FAIL
0911118	04-GCJ-241	SATISH KUMAR	RAJENDER SINGH	0587
0911119		PRAMOD KUMAR	BALI RAM DUBEY	RLA
0911120		PRAKASH MISHRA	SHANKAR MISHRA	0507
0911121		ANUP PRAMANIK	ARUN PRAMANIK	REP
0911122		RAM KUMAR DUTTA	ANAND DUTTA	0578
0911123		VISHAL SRIWASTAVA	BIDESH KUMAR LALL	0525
0911124		SADANAND PRASAD	MAHENDRA PRASAD SINGH	0542
0911125		SANT KUMAR RAY	SUNIL RAY	0583
0911126		RAJU KUMAR	RAM PRAVESH SINGH	REP
0911127		EBRAR AHMED	NAZIR AHMED	0544
0911128		MD HELAL ANSARI	MD KHEYAR ANSARI	REP
0911129		ALOK KUMAR CHATURVEDI	OM PRAKASH CHATURVEDI	0554
0911130		RAJ KUMAR GAUTAM	SHIVAKANT GAUTAM	UMC
0911131		AMIT CHATTERJEE	ASHOK KCHATTERJEE	0567
0911132		TAPAN MONDAL	GOUR CHANDRA MONDAL	0600
0911133		PUNIT SONKAR	DEEPAK SONKAR	REP
0911134		ROHIT PATEL	KAMLESH PATEL	REP
0911135		SANDIP PARIARY	RAMKRISHNA PARIARY	REP
0911136		BIPLAB PAUL	SURAJIT PAUL	0536
0911137		SHYAMAL KUMAR SAMAI	SANKAR PRASAD SAMAI	0600
0911138		MANORANJAN SAHOO	GOURASNGA CHARAN SAHOO	RPR
0911139		RAMESH CHANDRA SAHOO	BRUNDABAN SAHOO	REP
0911140		ARVIND PETER LAKRA	SATYA PRAKASH LAKRA	0559
0911141		HARENDRA RAY	GAYA RAY	0576

ROLL.NO	REGN.NO	NAME	F.NAME	RESULT
0911142		NAVEEN KUMAR PANDEY	JAYANAND PANDEY	0561
0911143		KRISHANU NAG	DILIP KUMAR NAG	REP
0911144		ABHISHEK KUMAR	ANAND KUMAR SINHA	UMC
0911145		UDAY KUMAR PASWAN	BISWA NATH PRASAD	REP
0911146		BAIDYANATH GOPE	SHAMBHU GOPE	REP
0911147	05-CC-13387	PARVEEN KUMAR	SHIV RAM	0564
0911148	09-UC-759	NISHA SAINI	BRAHAM DEV SAINI	0682
0911149	09-PCD-25113	MEENAKSHI SODHI	PRITAM SINGH	0569
0911150	09-DE-20842	GAGANDEEP BHALLAN	NACHHATER SINGH	0600
0911151	09-DAP-578	ARVIND KUMAR	RATTAN LAL	0562
0911152	11-UC-150	VIKRAM SINGH	FATEH SINGH	0610
0911153	10-PCD-21176	KULDEEP SINGH	DHARAM SINGH	0581
0911154	09-DMK-68	KIRAN RANI	INDERPAL	0632
0911155	11-UC-497	SANDEEP	RAMESH	0585
0911156	06-MY-365	RISHI PAL	GURNAM SINGH	0600
0911157	02-DAP-259	SANDEEP KUMAR PUNIA	VED PARKASH PUNIA	0617
0911158	12-UHI-1	REKHA DEVI	ROSHAN LAL	REP
0911159	10-GC-1047	GURNEK SINGH	MEER SINGH	0614
0911160		VISHAL MAAN	RAMESH KUMAR	0579
0911161	03-PC-4303	NEETU RANI	LAXMAN SINGH	0552
0911162		POOJA DEVI	RAJBIR SHARMA	RPR
0911163	06-PCD-18223	MUKESH DEVI	DHARM SINGH	0603
0911164	11-MY-1043	ABHISHEK RANA	SATISH KUMAR	0553
0911165		RUPKATHA GHOSH	SHEKHAR GHOSH	0575
0911166		SANDIPAN SENGUPTA	JASOBATA SENGUPTA	0631
0911167	11-DAC-345	GURMUKH SINGH	RAM CHANDER	REP
0911168		RENU LATA	NEK RAM	0608
0911169	10-DAP-522	AMITA CHOUDHARY	MEHTAB SINGH	0609
0911170	10-UC-312	JAGDEEP KUMAR	KARAN SINGH	REP
0911171	09-UC-667	DEEPAK	RAJKISHAN	0636
0911172	05-PCD-39123	SARITA DEVI	SOM NATH	0574
0911173	01-CC-1988	PRATIMA	KAMLESH VERMA	0552
0911174		DIYENDRA KHATAIT	BALESWAR KHATAIT	REP
0911175		TAPAS DAS	NITYANANDA DAS	0545
0911176		MIRINAL KANTI DEY	BIMAL KUMAR DY	0607
0911177		RAJIB MONDAL	JITENDRA NATH MONDAL	0565
0911178		NILOTPAL BASU	NIRMALENDU BASU	0560
0911179		ATANU JANA	SANKAR JANA	0512

ROLL.NO	REGN.NO	NAME	F.NAME	RESULT
0911180		SANTU MATI	MADAN MOHAN HATI	0528
0911181		SUDBHENDU SAMANTA	JAYDEB SAMANTA	0557
0911182		SHIBASHISH MOHAPATRA	AJIT KUMAR MOHAPATRA	UMC
0911183		GANESH KUMAR THAKUR	DILIP KUMAR THAKUR	REP
0911184		MANISH KUMAR SINGH	BHUTKI PRASAD SINGH	0523
0911185		SARVJEET KUMAR SINGH	RAM DAYAL SINGH	REP
0911186		SUVENDU JANA	HARKRISHNA JANA	0529
0911187		RAHUL HALDER	NARAYAN HALDER	0579
0911188		SHOUMODIP GHOSH	ASHOK KUMAR GHOSH	0553
0911189		SUNIL KUMAR MISHRA	KRISHNA DEO MISHRA	0557
0911190		ARINDAM PAL	PRADIP KUMAR PAL	0559
0911191		RATAN CHOWDHURY	JITENDRA NATH CHOWDHURY	REP
0911192		RAMDEO PRASAD RAMAN	SHIVNAND PRASAD YADAV	REP
0911193		RAKESH KUMAR BARIK	PARSH CHANRA BARIK	REP
0911194		AWRITY KUMARI	DURGA PRASAD GUPTA	0549
0911195	11-DMK-653	GEETA SHARMA	KHARILAL	REP
0911196		ARCHANA KUMARI	AWADHESH KUMAR	0622
0911197		DEEPAK KUMAR SRIVASTAVA	CHADESHWAR PRASAD SRIVAST	REP
0911198		090490PRIYUANKA CHAUDHARY	ROSHAN LAL CHAUDHARY	0617
0911199	08-DMK-131	RITU SAINI	PAWAN KUMAR	0571
0911200	11-DAP-422	LOVEJEET SHARMA	RAM KUMAR	0531