

VISION

1. To inculcate values among teachers in Indian context.

2. To strive for the achievement of equity, excess and quality in teacher education.

MISSION & VALUES

- **To promote creation of knowledge rather than just acquisition.**
- **To develop high order thinking skills.**
- **To promote integration of ICT in teaching-learning and governance of the students.**
- **To strive for excellence in the educational system to meet the challenges of the 21st Century.**
- **To train the pupil teachers to become reflective practitioners.**
- **To prepare teachers for 21st century but rooted in Indian ethos, culture and values.**
- **To develop the institution as a centre of quality education so as to provide outstanding teachers with a perfect blend of human values and technical skills.**

OBJECTIVES

- To train prospective teachers through the curriculum based on emerging trends with a fusion of value orientation.
- To impart teacher training that prepares the students to meet the challenges of 21st century.
- To enable the students to address various issues prevalent in our society related to equity, access and quality.
- To promote generation of knowledge along with development of self, community and nation.
- To sensitize prospective with the issues concerning gender, religion, environment etc. by making transaction of knowledge a fun-filled activity.
- To make academically strong teachers by introducing innovations in education.
- To promote vibrant environment leading to inculcation of high order thinking skills.
- To bridge the gap between the school, home and community.
- To groom aspiring teachers not only for their subjective teaching but for application of knowledge as well.
- To initiate future teachers into the process of transformation into evolved beings

A. Profile of the Institution

1. Name and address of the institution: CHHAJU RAM COLLEGE OF EDUCATION,
HISAR

2. Website URL – www.crcoe.com

3. For communication:

Office

| Name | Telephone Number with STD Code | Fax No | E-Mail Address |
|---|--------------------------------|--------------|--|
| Principal Dr. (Mrs.) Chander Prabha | 01662-254458 9416166262 | 01662-254458 | principalcrcoehisar@gmail.com |
| Self - appraisal Co-ordinator Dr. Ramesh Sandhu | 01662-254458 9416143552 | 01662-254458 | rameshsandhu64@gmail.com |

Residence

| Name | Telephone Number with STD Code | Mobile Number |
|--|--------------------------------|---------------|
| Principal Dr. (Mrs.) Chander Prabha | 9215385228 | 9416166262 |
| Self - appraisal Co-ordinator Dr. Ramesh Sandhu | 01662-253552 | 9416143552 |

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

| MM | YYYY |
|----|------|
| 07 | 1968 |

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

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

Month & Year

2f

| MM | YYYY |
|----|------|
| 07 | 1968 |

Month & Year

12B

| MM | YYYY |
|----|------|
| 07 | 1968 |

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) | Secondary/ Sr. secondary | B.Ed. | Graduation | Degree | 2 Years | Hindi/ English |

(Additional rows may be inserted as per requirement)

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

| Level | Programme | Order No. & Date | Valid upto | Sanctioned Intake |
|--------------------------|-----------|--|------------|-------------------|
| Secondary/ Sr. Secondary | B.Ed. | NRC/NCTE/F-3/HR-04/B.Ed./2000/19308-19314 date 26 Dec 2010 | ----- | 200 |

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

YES

Mission

YES

Values

YES

Objectives

YES

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

NO

If yes,

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

NO

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

YES

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

4

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

B.Ed. (2016-17)

1st Year – 3 Core Courses + 2 pedagogy Subjects + 4 EPC

2nd Year – 3 Core Courses + 1 optional + 2 EPC + School Internship

6. Are there Programmes offered in modular form

| |
|----|
| NO |
|----|

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

| |
|-----|
| YES |
|-----|

| | |
|--------|---|
| NUMBER | 1 |
|--------|---|

8. Are there Programmes with faculty exchange/visiting faculty

| |
|----|
| NO |
|----|

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
| Yes | √ | No | |
| Yes | √ | No | |
| Yes | √ | No | |
| Yes | √ | No | |

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

| |
|--------|
| 1 YEAR |
|--------|

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 | 1 |
|--------|---|

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

1. How are 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 (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)*

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

3. Total number of students admitted (2016-17)

| Programme | Number of students | | | Reserved | | | Open | | |
|----------------------------|--------------------|-----|-------|----------|----|-------|------|----|-------|
| | M | F | Total | M | F | Total | M | F | Total |
| B.Ed. 1 st Year | 43 | 157 | 200 | 27 | 74 | 101 | 16 | 83 | 99 |
| B.Ed. 2 nd Year | 41 | 143 | 184 | 23 | 63 | 86 | 18 | 80 | 98 |

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). (2015-16)

a) Unit cost excluding salary component

| |
|------|
| 2687 |
|------|

b) Unit cost including salary component

| |
|-------|
| 86848 |
|-------|

*(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 (%) |
| B.Ed. | ----- | 50% | ----- | 45% |

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 |
|-----------------|--------|-------------------|-----------|
| B.Ed. (2016-17) | 50 | 20 | 30 |

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days

| | |
|---|---|
| 2 | 2 |
|---|---|
- b) Minimum number of pre-practice teaching lessons given by each student

| | |
|---|---|
| 2 | 0 |
|---|---|

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

| | |
|---|---|
| 1 | 0 |
|---|---|
- b) Total number of practice teaching days

| | |
|---|---|
| 1 | 5 |
|---|---|
- c) Minimum number of practice teaching lessons given by each student

| | |
|---|---|
| 2 | 4 |
|---|---|

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

| | | | |
|------------------------------|-----------|--------------------------------------|-----------|
| No. of Lessons In simulation | No. 10+10 | No. of Lessons Pre-practice teaching | No. 10+10 |
|------------------------------|-----------|--------------------------------------|-----------|

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 |
|------------|----------|----------|
| B.Ed. | 20% | 80% |

16. Examinations 2015-16

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) LCD, OHP, SLIDE-cum-FLIMSTRIP PROJECTOR etc. | √ | |

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

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

| | |
|--------|-----|
| Number | ALL |
|--------|-----|

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

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

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 (2015-16)

| | | | |
|--------|---|----|---|
| Number | 6 | 85 | % |
|--------|---|----|---|

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 |
|----------------|-------------|------------------|-----------------------|
| UGC | 83000 | 2 years | |

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

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

| |
|-----|
| NIL |
|-----|

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

 x

Teachers are provided with seed money

 x

Adjustment in teaching schedule

 ✓

Providing secretarial support and other facilities

 ✓

Any other specify and indicate

 x

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

| | Yes | No | Number |
|--|-----|----|--------|
| International journals | √ | | 07 |
| National journals – referred papers | √ | | 37 |
| Non referred papers | | | |
| Academic articles in reputed magazines/news papers | | √ | |
| Books | √ | | 02 |
| Any other (specify and indicate) | √ | | 14 |
| Proceedings of papers | | | |

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

Yes No

Number

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

| | Faculty | Students |
|--------------------------|---------|----------|
| National seminars | 80 | ----- |
| International seminars | 15 | ----- |
| Any other academic forum | --- | ----- |

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 (specify and indicate)

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

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

16. Does the institution provide consultancy services?

Yes No

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

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.)

4000

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

- | | | | | | |
|----|---|-----|-------------------------------------|----|--------------------------|
| a) | Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) | Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) | Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) | Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) | Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) | Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

25

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year? 2015-16

As per requirements and norms

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

NIL

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

NIL

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year? (2015-16)

Rs 23,88,000

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

Yes No

9. Total number of posts sanctioned

| | Open | Reserved |
|--------------|------|----------|
| Teaching | 10 | 1 |
| Non-Teaching | 14 | - |

10. Total number of posts vacant

| | Open | Reserved |
|--------------|------|----------|
| Teaching | 04 | - |
| Non-Teaching | 03 | - |

11.

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

| | Open | | Reserved | |
|------------|------|---|----------|---|
| | M | F | M | F |
| Lecturers | - | 1 | 1 | - |
| Readers | 2 | 3 | - | - |
| Professors | - | - | - | - |

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

| | Open | | Reserved | |
|------------|------|---|----------|---|
| | M | F | M | F |
| Lecturers | 2 | 6 | - | - |
| Readers | - | - | - | - |
| Professors | - | - | - | - |

c. Number of teachers from

Same state

15

Other states

-

12. Teacher student ratio (program-wise)

| Programme | Teacher student ratio |
|-----------|-----------------------|
| B.Ed. | 1 : 25 |

13. a. Non-teaching staff

Permanent

Open Reserved

| M | F | M | F |
|---|---|---|---|
| 9 | 2 | - | - |

Temporary

| M | F | M | F |
|---|---|---|---|
| 3 | - | - | - |

b. Technical Assistants

Permanent

| M | F | M | F |
|---|---|---|---|
| - | - | - | - |

Temporary

| M | F | M | F |
|---|---|---|---|
| - | - | - | - |

14. Ratio of Teaching – non-teaching staff

5:7

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) (2015-16)

Rs 1,32,53,678 (70%)

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

9 AM TO 4 PM

On holidays

During examinations

9 AM TO 4 PM

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books

- Textbooks

20.003

- Reference books

7,963

- General Books

7,540

4500

b. Magazines

19

c. Journals subscribed

- Indian journals

15

- Foreign journals

-

d. Peer reviewed journals

e. Back volumes of journals

f. E-information resources

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

20. Mention the
Total carpet area of the Library (in sq. mts.)

Seating capacity of the Reading room

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 | |
| Power back up | √ |
| User orientation /information literacy | √ |
| Any other (please specify and indicate) | |

23. Are students allowed to retain books for examinations?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

| | |
|-------------|---------|
| by students | 14 days |
| by faculty | 1 month |

Maximum number of books permitted for issue

| | |
|--------------|-------|
| for students | 2 |
| for faculty | 4 - 5 |

Average number of users who visited/consulted per month

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

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

As per requirements and norms

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

| | I (2014-15) | | II (2015-16) | | III (2016-17) | |
|---|-------------|------------------------|--------------|------------------------|---------------|------------------------|
| | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) |
| Text books | -- | -- | -- | -- | 18 | 7800 |
| Other books | 8 | 484 | 12 | 700 | 15 | 1334 |
| Journals/ Periodicals/ Newspaper | 25 | 20981 | 22 | 16420 | 17 | 12180 |
| 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 | 2013-14 | 2014-15 | 2015-16 |
| B.Ed. | 1% | 3% | 3.5% |

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?

| |
|----|
| 30 |
|----|

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 | | |
|---|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Pass percentage | 95% | 94% | 98% |
| Number of first classes | 147 | 135 | 164 |
| Number of distinctions | -- | -- | -- |
| Exemplary performances (Gold Medal and university ranks) | -- | -- | -- |

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

| | 2013-14 | 2014-15 | 2015-16 |
|----------------------|---------|---------|---------|
| NET | 4 | 4 | 5 |
| SLET/SET | -- | -- | -- |
| Any other (HTET/CGL) | 10 | 15 | 10 |

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

| Financial Aid | 2013-14 | 2014-15 | 2015-16 |
|--|----------------|----------------|----------------|
| Merit Scholarship | 02 | 02 | 02 |
| Merit-cum-means scholarship | -- | -- | -- |
| Fee concession | -- | -- | -- |
| Loan facilities | -- | -- | -- |
| Any other specify and indicate (SC/BC) | SC-25 BC-27 | SC-26 BC-19 | SC-25 BC-19 |

(Additional rows may be inserted as per requirement)

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

| | | | |
|-----|--|----|---|
| Yes | | No | √ |
|-----|--|----|---|

9. Does the institution provide Residential accommodation for:

| | | | | |
|---------|-----|---|----|--|
| Faculty | Yes | √ | No | |
|---------|-----|---|----|--|

| | | | | |
|--------------------|-----|---|----|--|
| Non-teaching staff | Yes | √ | No | |
|--------------------|-----|---|----|--|

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

If yes, number of students residing in hostels

| | | |
|-------|---|---|
| Men | <table border="1"><tr><td>0</td></tr></table> | 0 |
| 0 | | |
| Women | <table border="1"><tr><td>3</td></tr></table> | 3 |
| 3 | | |

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

| | | | | | |
|--------------------------|---|-----|---|----|--|
| Sports fields | <table border="1"><tr><td>Yes</td><td>✓</td><td>No</td><td></td></tr></table> | Yes | ✓ | No | |
| Yes | ✓ | No | | | |
| Indoor sports facilities | <table border="1"><tr><td>Yes</td><td>✓</td><td>No</td><td></td></tr></table> | Yes | ✓ | No | |
| Yes | ✓ | No | | | |
| Gymnasium | <table border="1"><tr><td>Yes</td><td>✓</td><td>No</td><td></td></tr></table> | Yes | ✓ | No | |
| Yes | ✓ | No | | | |

12. Availability of rest rooms for Women

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

13. Availability of rest rooms for men

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

14. Is there transport facility available?

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | Organised | | | Participated | | |
|--|-----------|----|--------|--------------|----|--------|
| | Yes | No | Number | Yes | No | Number |
| Inter-collegiate | | | | √ | | 15 |
| 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 type="checkbox"/> | No | <input checked="" type="checkbox"/> |
|-----|--------------------------|----|-------------------------------------|

If yes, give the year of establishment

| |
|------|
| ---- |
|------|

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

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

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

| | Year 1 (%) 2012-13 | Year 2 (%) 2013-14 | Year 3 (%) 2014-15 |
|--------------------|--------------------------|--------------------------|--------------------------|
| Higher studies | 45 | 50 | 55 |
| Employment (Total) | 50 | 40 | 40 |
| Teaching | 45 | 30 | 35 |
| Non-teaching | --- | --- | --- |

23. Is there a placement cell in the institution?

Yes No

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

| 1 | 2 | 3 |
|-----|-----|-----|
| --- | --- | --- |

24. Does the institution provide the following guidance and counselling 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 | College is under District Administration |
| Staff council | Monthly |
| IQAC/or any other similar body/committee | Quarterly |
| Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) | Construction & Purchase Committee Library Development Committee Curriculum Transaction Committee |

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 (Staff Quarters, Dress, EPF, PF, Maternity Leave, Duty Leave)

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | | |
|----|--|----|
| -- | | -- |
|----|--|----|

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

| |
|----|
| 03 |
|----|

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

National

| | | |
|----|--|----|
| -- | | -- |
|----|--|----|

International

| | | |
|----|--|----|
| -- | | -- |
|----|--|----|

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

| | | |
|----|--|----|
| -- | | -- |
|----|--|----|

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

| | | |
|----|--|----|
| -- | | -- |
|----|--|----|

e. Research development programmes attended by the faculty

| | | |
|----|--|----|
| 01 | | -- |
|----|--|----|

f. Invited/endowment lectures at the institution

| | | |
|----|--|----|
| -- | | -- |
|----|--|----|

Any other area (specify 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 indicate)

| | | | |
|-----|--|----|---|
| 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

| |
|----------|
| 10 Hours |
|----------|

8. Provide the income received under various heads of the account by the institution for previous academic session (2015-16)

| | |
|----------------------------------|----------------|
| Grant-in-aid | Rs 1,62,82,092 |
| Fees | Rs 23,88,000 |
| Donation | ----- |
| Self-funded courses | ----- |
| Any other (specify and indicate) | ----- |

9. Expenditure statement (for last two years)

| | Year 1 (2014-15) | Year2 (2015-16) |
|---|---------------------|--------------------|
| Total sanctioned Budget (Rs) | 1,90,31,623 | 1,86,70,092 |
| % spent on the salary of faculty | 87 | 87 |
| % spent on the salary of non-teaching employees | 22.93 | 18.31 |
| % spent on books and journals | 0.08 | 0.14 |
| % spent on developmental activities (expansion of building) | 0 | 0 |
| % spent on telephone, electricity and water | 0.61 | 0.85 |
| % spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. | 0.22 | 0.62 |
| % spent on maintenance of equipment, teaching aids, contingency etc. | 1.24 | 1.46 |

| | | |
|---|-------------|-------------|
| % spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.) | 0 | 0 |
| % spent on travel | 0.23 | 0.11 |
| Any other (Audit fee, Postage, EPF, Stationary, Advocate Fee etc.) | 3.26 | 3.95 |
| Total expenditure incurred (Rs) | 1,77,23,208 | 1,79,98,212 |

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. |
|---------|--|----------------------------------|
| 2013-14 | <input type="text" value="17,66,999"/> | <input type="text" value="NIL"/> |
| 2014-15 | <input type="text" value="1,75,453"/> | <input type="text" value="NIL"/> |
| 2015-16 | <input type="text" value="8,90,396"/> | <input type="text" value="NIL"/> |

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 | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Finance | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Student Records | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Career Counselling | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Aptitude Testing | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

| | | | | |
|--|-----|-------------------------------------|----|-------------------------------------|
| Examinations/Evaluation/ Assessment | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Any other (specify and indicate) | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

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 has 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? (2016-17)

| | Category | Men | % | Women | % |
|---|-------------------------|-----|------|-------|------|
| a | SC | 25 | 6.5 | 46 | 11.9 |
| b | ST | -- | -- | -- | -- |
| c | OBC | 25 | 6.5 | 91 | 23.6 |
| d | Physically challenged | 1 | 0.02 | 1 | 0.02 |
| e | General Category | 34 | 8.85 | 162 | 42 |
| f | Rural | -- | -- | -- | -- |
| g | Urban | -- | -- | -- | -- |
| h | Any other (specify) | -- | -- | -- | -- |

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

| | Category | Teaching staff | % | Non-teaching staff | % |
|---|-----------------------|----------------|----|--------------------|----|
| a | SC | 01 | 14 | 01 | 9 |
| b | ST | -- | -- | -- | -- |
| c | OBC | 01 | 14 | 01 | 9 |
| d | Women | 04 | 57 | 02 | 18 |
| e | Physically challenged | -- | -- | -- | -- |
| f | General Category | 05 | 71 | 09 | 81 |
| g | Any other (specify) | -- | -- | -- | -- |

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

– N.A.

| Category | At Admission | | On completion of the course | |
|-------------------------|--------------|----------|-----------------------------|----------|
| | Batch I | Batch II | Batch I | Batch II |
| SC | | | | |
| ST | | | | |
| OBC | | | | |
| Physically challenged | | | | |
| General Category | | | | |
| Rural | | | | |
| Urban | | | | |
| Any other (specify) | | | | |

Part II: The Evaluative Report

Criterion-Wise Analysis

Criterion I: Curricular Aspects

1.1 Curricular design & development

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

- To train prospective teachers through the curriculum based on emerging trends with a fusion of value orientation.
- To impart teacher training that prepares the students to meet the challenges of 21st century.
- To enable the students to address various issues prevalent in our society related to equity, access and quality.
- To promote generation of knowledge along with development of self, community and nation.
- To sensitize prospective with the issues concerning gender, religion, environment etc. by making transaction of knowledge a fun-filled activity.
- To make academically strong teachers by introducing innovations in education.
- To promote vibrant environment leading to inculcation of high order thinking skills.
- To bridge the gap between the school, home and community.
- To groom aspiring teachers not only for their subjective teaching but for application of knowledge as well.
- To initiate future teachers into the process of transformation into evolved beings.

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

It is the prerogative of affiliating university to frame and develop it. However suggestions from various stake holders are sought for by the university. After due consideration and contemplation, curriculum comes in final shape. Our faculty members made significant contribution in this direction by providing their valuable inputs in framing curriculum (Annexure attached).

Feedback/suggestions regarding curriculum from students, alumni, employers, experts are also encourages.

Our faculty members also contribute in curriculum development process as member of BOS, A.C. & other statutory academic bodies (Annexure attached).

- Existing curriculum is a testimony to current global trends. Earlier syllabus was in consonance with the trend prevalent at that time and by extending duration of B.Ed. from 1 to 2 years. Major reshuffle was reflected in the form of introduction of new courses and topics in 2015. For example, course 4(A) and 4(B) were entirely new for the learners in this form. Similarly course 5 i.e. Gender, School and Society helped the students to understand psychological & sociological perspectives of sex and gender. Another course namely Reading and Reflecting on Text (EPC-I) enables the students to have effective communication skills.

- EPC-2 i.e. Drama and Art in Education develops aesthetic sensibilities in students.

- Curriculum is entirely in harmony with the current demands as one of the courses is understanding self, which is one of the major human needs.

- Concept of Inclusive School is one of areas in the present syllabus along with optional courses.

- National and global issues are addressed in the current curriculum in the form of Environment Education, Peace Education, Yoga, role of media.

- Use of ICT has been emphasized through EPC-3 i.e. Critical Understanding of ICT. Along with this course, all other courses demand the students and teachers to make use of ICT in their teaching and learning.

- Use of ICT in the admission process and administration.

- Correspondence via Internet with UGC, NCTE, DGHE (Deptt. of Higher Education) concerning various issues.

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

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

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

Reflection of Global Trends in Teacher Education Curriculum

| S. No. | Paper | Nomenclature | Contemporary Issues |
|--------|-----------------|--------------------------------------|--|
| 1 | Course I | Childhood & Growing up | <ul style="list-style-type: none"> ➤ Issue of marginalization, urbanization & economic change. ➤ Role of media in deconstruction of significant events |
| 2 | Course II | Contemporary India and Education | <ul style="list-style-type: none"> ➤ Issues of diversity, inequality & marginalization in Indian society. |
| 3 | Course III | Learning & Teaching | Teaching strategies and learning paradigms |
| 4 | Course IV (A) | Language Across the Curriculum | Polishing communication skills (Reading, writing and other linguistic skills) |
| | IV (B) | Understanding disciplines & subjects | Paradigm shift in teaching of different disciplines in relation to content & methodology with a focus on inter-disciplinary approach. |
| 5 | Course V | Gender, School Society | Understanding sex & gender in sociological & psychological perspective |
| 6+7 | Course VI & VII | Pedagogy of Tg-subjects | <i>Current trend are supplemented such as use of TCT,</i> |
| 8 | Course | EPC – 1 Reading & Reflecting on Text | Developing insight into the linguistic skills through the exposure to different types of texts |

| | | | |
|----|--------------------|--|---|
| | | EPC – 2 Drama & Art in Education | Developing aesthetic sensibilities through the use of art in teaching –learning |
| | B.Ed. (II year) | | |
| 9 | Course VIII | Knowledge & Curriculum | Impact of thoughts of great educationalist system of Education on child |
| 10 | Course IX | Assessment for Learning | Developing assessment tasks & tools |
| 11 | Course X | Creating an Inclusive School | Understanding culture, policies & practices to create an inclusive school |
| 12 | Course XI | Environment Ed. | Sensitizing the global environmental problems |
| | | Peace Education | Dynamics of transformation of violence into peace |
| | | Health, Physical & Yoga Education | Concept of Health, Physical & Yoga Education |
| | | Guidance & Counselling | Assessing testing & non-testing techniques |
| 13 | Course | EPC – 3 Critical Understanding of ICT | Skill of operating computer & integrating technology into class-room teaching –learning strategies |

1.2 Academic Flexibility

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

There is ample scope of flexibility in the following aspects:

- Freedom to choose any options out of many.
- Choice of medium – English/Hindi.

- Freedom to choose school for practice-teaching.
- Freedom in the selection topic for discussion lessons, mega lessons, micro lessons and final lessons.
- Choice for selecting any topic for case study.
- Choice of taking up any assignment/practicum out of many options.

College time-table is framed keeping in mind the distance, a student has to cover for reaching the institute.

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?

Schedule and academic plan undergoes change as and when required. Flexibility and variation is maintained by managing curricular aspects in the following ways:

- Orientation Programme (for 3-4 days)
- Regular Classes (According to time-table)
- Micro-Teaching Classes
- Mega-Teaching
- Simulated Teaching
- Practice Teaching
- Regular Teaching
- House-Tests
- Annual Examination

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..

Apart from above mentioned scheme, other activities (co-curricular, cultural, sports, competitions) run side by side.

- Pupils enjoy seeing themselves in different roles at different times i.e. sometimes as a student & other times as a teacher.
- Participation of students in different programmes helps them to absorb theoretical portion spontaneously.

- Practicum/sessional work prescribed for the students makes them realize their true implications and thus helps them to reflect & critically examine the tasks.
- Case-studies, study on effect of media on a child are some of the issues on which students work and come up with their own perspective.
- During the last three years, curriculum has undergone tremendous changes. Many new courses (previously mentioned) have been introduced to enable the students to be an effective communicator, socially more responsible and techno-savvy.

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

(i) Interdisciplinary/Multidisciplinary

We have an inter-disciplinary curriculum, Psychological theory of teaching, learning development, concept of individual differences constructivism etc have direct implications on other subjects.

(ii) Multi Skill Development

Wide range of skills are learnt and thus used by the students:

| | |
|-------------------------------|-----------------------------|
| Skill of questioning | Communication skills |
| Skill of introducing a lesson | Life skills |
| Skill of explaining | Thinking Skills |
| Skill of illustration | Skill of stimulus-variation |
| Skill of using chalkboard | Skill of using ICT |
| Skill of Classroom Management | Skill of Reinforcement |

(iii) Inclusive education

Inclusive education is one of the courses in the current curriculum.

- Slow learners, gifted children, differently abled children and other children having difficulties in spellings, calculation etc. have been the part of syllabi.
- Ours is a co-educational institute having both male and female students in each section.
- Admission forms of our college are its example where the students are asked to give the information of their gender whether one is male/female/transgender.

(iv) Practice teaching

- Practice teaching schedule starts with model micro-lessons by the teacher educators.
- Practice of micro-teaching by the students in their respective groups in college campus.

- Coverage of all the required skills by the pupils in both the teaching subjects.
- Model Mega lesson by the teacher educator.
- Practice by the students

(v) School experience/internship

Exposure at schools

- Earlier students were required to stay at their allotted schools for a period of 4-5 weeks under the supervision of a teacher educator.
- They had to deliver 15 teaching lessons 2 discussion lessons, 2 criticism lessons, 20 observation lessons along with school report.
- The above mentioned practice continued till 2015. Under revised curriculum, apart from the schedule just mentioned, students are required to take up internship for at least 16 weeks' duration during their 2nd year.
- In addition to teaching classes, their participation in the activities of the school is mandatory. Preparation of students for different cultural, academic, sports programmes/functions enables them to learn a variety of skills needed for a modern teacher.
- Separate record is kept for all these supplementary activities.
- Unit-planning.
- Preparation of achievement tests
- Use of PPT/Model and other teaching aids.

(vi) Work Experience/SUPW

Previous syllabus had 'Work Experience' as one of the courses. It had following options:

- Drawing & painting
- Chalk board writing
- Candle making
- Interior decoration
- PTA (Preparation of teaching aids)

Revised syllabus included community based projects.

- SSA (Sarva Shiksha Abhiyan)
- MDM (Mid Day Meal)
- Polio drive and first aid

- Organizing parent-teacher meeting

In order to broaden the mental horizon of students a separate paper on participation in co-curricular school based activities existed in the previous syllabus. It had following options:

- Communication skills
- Bharat Scouts & Guides
- Literary Activities
- Cultural Activities
- Celebration of International and National Days Sports Activities

1.3 Feedback on curriculum

1. How does the institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other stake holders with reference to the curriculum?

The institution encourages feedback and communication from different stake holders with reference to the curriculum by asking them:

- To fill the data given in the annexure.
- To give their suggestions verbally/in writing.
- By holding meetings

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

After thoroughly analyzing the received information, we discuss the required changes and these are then communicated to the university for further implementation.

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

The institution's contribution to the development of curriculum is worth mentioning. Our faculty member keep on sending suggestions as and when required and felt. Many faculty members have been the members of BOS. Major and minor amendment (Annexure) regarding the content and the design of the curriculum are discussed by them with other members and officials at university level.

Many issues have found a place in the curriculum during the last five years.

1.4 Curriculum Update

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

Almost all the courses have been revamped. New issues have been supplemented along with the deletion of the obsolete portion.

- Some courses like course IV (A) and IV (B) and Course V are new in the present form.
- Introduction of four courses under EPC is a welcome step in the direction of making our teachers better in communication, aesthetics and technology.
- As mentioned earlier, extension of period of stay for internship at school for full day is definitely a rich and first hand learning experience for our pupil teachers.
- One more course under EPC ‘Understanding the Self’ helps to make a teacher a good person first.
- Course VIII & IX enrich the understanding and reflective level of prospective teachers.

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

- The strategies adopted by the institution for curriculum revision and update have already been mentioned under point 3 of 1.3

1.5 Best Practices:

Many teachers of our institution contributed significantly in the development of new curriculum. The college provide facilities like rich library, ICT resource centre, art and craft lab, psychology lab, health and physical resource centre, science resource centre etc. for maintaining quality continuous feedback is taken is from students.

Educational technologies and varied instructional aid materials are used to enhance the effectiveness of teaching and learning.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile.

1. Give details of the admission processes and admission policy (criteria for admission,

adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Admission policy is in accordance with policies of the state government as well as affiliating University. Earlier entrance test was the admission criteria. Presently it is done on the basis of merit. There is 100% transparency in the 5050 | Page admission process. Reservation policy of the state is adopted in the allotment of seats for different categories.

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

Information regarding the admission schedule is provided to students by means of notice board displays and official websites of university as well as of college.

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

We provide complete updation to the university on daily basis regarding filled up and vacant seats during the process of admission.

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

All the students are divided in different sections irrespective of their background, gender, religion or culture. All are treated equally. Students are provided with the choice of taking any language as medium of examination. Medium of instruction is also selected as per the need of students. Celebration of important days as well as cultural and religious festivals caters to the diverse needs of students. Moreover scholarship to Sc & BC students is also a step in this direction. Wherever and whenever needed, weaker students are given remedial teaching. Students coming from far-off places are given the facility of bus-passes.

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

Assessment of students' knowledge, needs and skills is done meticulously. Our new session starts with the organization of orientation programme where students are made familiar with major aspects of the curriculum and B.Ed. programme. Here mental level of the students is

assessed. Previous knowledge and background of students become essential criterion or choice of teaching subjects.

2.2 Catering to Diverse Needs

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

The institution makes untiring efforts to create an overall conducive environment. By giving demonstration lessons in the micro and mega form to the students. It enables the students to understand the technique of delivery of good lessons that they are required to present later on at the campus and at different schools.

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

Diverse learning needs of the students are met by holding discussions, question-answer sessions and the use of instructional materials. Efforts are made to simplify complex topics by referring to the current happenings thereby updating their general knowledge too.

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

Different programmes and activities like Talent Search Competitions, extension lectures, social visits, tours, field trips etc are encouraged to provide exposure to students and fulfill their diverse needs. selection of any topic .

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

Teacher-Educators are well-qualified and experienced. They are selected after thorough screening and proper interview. Even after appointment, institute takes care that they attend different in-service courses to enrich their knowledge and skills. Every possible effort is made by the teachers to listen to the problems and difficulties of students and thus to remove them. Moreover books are provided to students in hindi and English medium both. Magazines and Journals on different themes are also made available to students to satisfy their diverse needs.

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

Through all the activities organized by the institution at the campus and in the field, students develop knowledge and skills essential to meet the diverse needs of their students in real school

situations. Later on, this is applied in classroom situation during their internship as a teacher or during their stay at the campus as a pupil-teacher.

2.3 Teaching – Learning Process

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

Facilities like book-bank, educational journals, newspapers, magazines, text books, reference books etc are made available to the students in the library. Teachers guide students to visit beneficial educational sites via internet NCERT, SCERT, CBSE etc. Students prepare PPT of their respective subjects. There is provision of assignments and projects in every course for active contribution of students. Techniques like simulation, role playing, peer teaching are part and parcel of practice sessions of our students.

2. How is ‘learning made student-centered’? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self-management of knowledge, and skill development by the students?

Students are encouraged for discussion on different current social issues and issues related to their curriculum. Different competitions for the development of all the three domains viz. cognitive, affective and psychomotor are organized such as slogan writing, mehendi competitions, essay writing, community campaigns, visits and excursions, debates, quizzes etc.

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

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

Enriched learning experiences are provided to the students by using demonstrations, laboratory work, projects, assignments, discussions etc.

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

Teaching is a complex activity and to make students proficient in teaching skills, micro teaching strategy is used effectively. Students are divided in small groups. An overall view of all the

teaching skills is given to students. Specifically five major skills namely Introduction, Stimulus variation, Explanation, Questioning, Illustrating with examples are practiced to the maximum extent. Demonstration lessons based on each skill are delivered by the concerned subject teacher to provide a realistic application of the skill. After demonstration phase, discussion is organized to clarify the concept to the students. Students prepare two lessons on every skill related to each teaching subject. Individual guidance is given to the students to prepare their micro lessons. Feedback is provided to the students after their micro lessons. After getting sufficient exposure and practice they switch over to mega lessons.

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

Practice teaching is very important phase of our institution. Firstly, schools are identified, their consent is taken and then the list of schools is finalised. List of the selected schools is displayed on the notice board to give freedom to the students to opt the school of their choice. After this, schools are allotted to the students. On the first day orientation programme is organized to provide guidance to students regarding teaching practice phase. Duties of Assistant Professors and Associate Professors are fixed for different schools. First day in the school is the planning day for allotment of classes, time table etc. Next day practice teaching commences. Student has to prepare & present at least two lessons everyday, which are then observed by the teacher incharge as well as by peers. Feedback is given daily side by side. During the practice teaching phase, students plan and present different types of lessons viz. discussion, criticism etc.. They also write down a report on school complex. A record of all these activities is maintained in a separate file which is, on completion, certified by the institution.

7. Describe the the process of block teaching/internship of students in vogue.

In order to hone the teaching skills of pupil-teachers, the institution provides them conducive and genuine learning experience in the form of Internship/Block Teaching for 16 weeks. On the very outset, District Education Officer is taken into confidence and his/her permission is sought. After getting the consent, various government schools are consulted for the distribution of students in different groups. Students, too, are asked about the school of their choice. Finally schools are allotted and the practice begins. Students are told in advance to stay at the school for the entire

day where they have to participate in all the activities along with routine teaching work. Use of teaching aids, PPT, models and real objects is preferred. Participation of students in every type of school type is recorded in a separate file. Their lessons are observed by the teachers present in the schools. Thus the students remain in the strict supervision of the school staff. Of and on visits by the faculty members of the institution keeps them on their toes. Personal visits are also supplemented by telephonic conversation with the school authorities. Wherever and whenever difficulties arise, solutions are provided sympathetically. Almost after one month of their internship, feedback session is organized so that grievances are addressed and minimized and removed ultimately. Number of lessons written and delivered by the pupil teacher is as per the norms prescribed in the syllabus. Unit-plan, preparation of achievement-test, critical analysis of text-books and the syllabus are some of the activities that they are required to do. At the end of stipulated time, a certificate is issued by the school regarding the satisfactory completion of internship.

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.

The entire schedule of teaching practice entails cooperative effort of school staff, mentor and pupil teachers. Pupil teachers select and prepare their lessons and activities under the guidance of school teachers and teacher educator. As mentioned earlier, school teachers supervise all the activities be that teaching, cultural and sports. Thus school teachers and mentor teachers both guide and direct the prospective teachers collectively.

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

For managing the diverse learning needs of students in schools, student teachers are prepared well in advance by giving demonstration lessons, by placing them in micro and mega teaching groups and through critically examining their lessons. Peers and mentor teachers give their feedback on the spot and thus the lessons are improvised. Along with it, group discussions & diverse methods used for different types of students help them to cater the demands of different

groups. Moreover, allotment of schools is done keeping in mind the medium of language in which student – teacher is comfortable.

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

ICT is one of the compulsory subjects for students of B.Ed. Before going to the schools for real teaching experience, they are given sufficient exposure to ICT in teaching. They prepare ppt, use internet to enrich their lessons. Moreover preparation of ppt on different topics is an important part of practicum of their teaching subjects. Many times when our students participate in different competitions, they make sufficient use of ICT.

2.4 Teacher Quality

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

- Practice teaching phase is a joint venture of school and the institution where both act and interact to make really fruitful and genuine learning experience. Each and every activity mentioned below requires the cooperation of school staff and they do it gladly:
 - Information about the syllabus to be covered
 - Information regarding the types of text books
 - Preparation of time table for student teachers
 - Seeking participation for curricular & co-curricular activities
 - Student's preference for the classes is kept in mind
 - Many times, instructional material, if available in the school, is made available to students.
 - School teachers observe the teaching lessons and give regular feedback.
 - Attendance register is maintained (from the current session 2016) exclusively for the

second year interns by the schools.

- Overall help is provided, whenever needed.
- During their first year, students' attendance record at school is maintained by the teacher educators themselves.

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

The schools, for practice teaching, are selected on the basis of number of male and female students, medium of language, distance a student has to cover for school and the strength of school students in a particular school. After finalizing all these issues, student teacher are sent to the respective schools along their mentor-teachers. Approximately ten schools are selected for carrying out practice teaching programme. The whole exercise is undertaken for the First year. For Second year internship, the criterion of selection, allotment and the duration has already been mentioned.

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

Feedback to the students is given effectively in multiple ways

- i) Unit tests, house tests, practical work, assignments, project work etc.
- ii) Teacher educators guide students in choosing their subjects by keeping in mind their educational background.
- iii) Feedback mechanism during the class sessions involves discussion, question-answer technique and by quoting stimulating situations.
- iv) During their micro teaching sessions and teaching practice phase, feedback in verbal as well as in written form is provided continuously.
- v) Feedback after the completion of various competitions is provided to students by telling their deficiencies and ways of improvement. Certificates, monetary prizes, mementoes are given to students for encouragement.

- vi) Practice sessions are organized for their final teaching lessons before the commencement of their final skill in teaching examination.
- vii) There is provision of periodic and continuous feedback for all the activities.
- viii) Information related to results and organizations of various competitions is published in newspapers, displayed on website of the college to encourage students.

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

- Student teachers are updated on the policy directions and educational needs of the schools by arranging extension lectures of experts.
- Latest policies and related news items are circulated and displayed on the notice-boards.
- Through various projects and assignments on Mid Day Meal, Sarva Shiksha Abhiyan, our students feel the educational needs of school students and give their concrete suggestions to make such programmes more effective.
- Our faculty members along with students participate in programmes related to policy directions Recently our members of faculty along with some students participated in national seminar on Framing of New Educational Policy(2016) held at Govt. College, Hisar

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

To keep pace with the recent developments in the school subjects and teaching methodologies, faculty members keep themselves abreast by visiting educational websites and consulting standardized books and journals. By incorporating these new techniques in their own teaching method, by teacher educators are enthused to adapt themselves to latest knowledge and devices.

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 teaching staff of the institution is given full support by sending them for orientation courses, refresher courses, faculty development programme etc. Further many members of our faculty do contribute significantly in seminars, workshops and conferences at state, national and international level. The institute organizes many programmes for the personal & professional development of teachers like seminars, workshops, extension lectures. Promotional policies are time bound and promotions are being granted on the fulfillment of specified promotional criterion.

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

Verbal motivation by authorities is provided.

2.5 Evaluation Process and Reforms

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

Students are free to approach the head of the institution as well as all the staff members to discuss their educational as well as personal barriers. A considerate view is always taken to resolve their problems. Moreover, a suggestion box is also installed to know about their problems. Tutorial groups are also formulated to give personalized attention to the problems of students. College makes arrangement to issue the bus passes for transportation. Book bank facility is there and books are provided for the entire academic session. There is provision of ICT lab well equipped with internet facility. RO is also installed to provide quality drinking water to students. Different committees and cells are also constituted to resolve students' problems such as Grievance & Redressal Cell.

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

Comprehensive and continuous assessment techniques are used. Unit tests, formative and summative tests are taken to evaluate student's performance. Various co-curricular activities, sessional work, project work, assignments etc. also serve the basis of evaluation. Different types of competitions are also organized by the college from time to time and throughout the academic session. Competency in teaching skills is assessed by means of different techniques such as micro lessons, discussion lessons and their delivery of lesson during teaching practice and internship.

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction ?
4. How is ICT used in assessment and evaluation processes?

Feedback for teaching performance is provided verbally as well as in written form. All the tests conducted are evaluated by teachers concerned. Teachers give suggestions, make corrections, provide marks and then they are handed over to students for their self analysis. Prizes are distributed for the best performance of students in various co-curricular activities and competitions.

2.6 Best Practices in Teaching-Learning and Evaluation Process

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

Criteria III :

Research, Consultancy and Extension

3.1 Promotion of research

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

- The institution provides the facility of journals in library.
- The institution provides the facility of computer with internet so that they can search the learning material from the internet & take up research.
- The institution motivate its teachers to apply for UGC project . One of our Associate Professor Dr. Ramesh Sandhu got a minor project form UGC.
- Establishment of a research and innovation centre.
- Circulation of notice among the staff members regarding the invitation of research paper for the journal eg. K.U. Journal of Art & Humanities

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

- Quality in education, secondary, higher & teacher education.
- Continuous professional development of teachers
- Autonomy and excellence in higher education.
- Science education
- Critical and creative thinking (Higher Order thinking skills)
- E- learning \role of ICT In Higher Education
- Job satisfaction
- Learning community
- Innovative strategies in teacher education
- Educational psychology (study habits, teacher effectiveness etc.

3 Does the institution encourage Action research? If yes, give details on some of the major out comes and the impact.

- Yes, the institution encourages action research among teacher educators & pupil teachers.
- Major out comes have been categorized into two parts (i) Academic (ii) Administrative

(i) Academic (outcomes of teacher educators)

- Some pupil – teachers lack the skill of writing lesson plan despite the demonstration by teacher educator.
- Some pupil – teachers have the tendency to copy the lesson plans of last year students.
- Some pupil- teachers are irregular in attending the classes
- Minimum use of teaching aids by pupil teachers.
- Poor hand writing , poor communication skill
- Faulty pronunciation

Academic outcomes of pupil teachers

- Grammatical mistakes in writing of the school students.
- Pronunciation problem in writing of the school students.
- Pronunciation problem, school students have Haryanavi accent/ intonation in both English & Hindi words pronunciation.
- Some Govt. school students lack some basic skills like reading ,writing & arithmetic.

Administrative

- In Govt. schools, students do not attend the school after recess and use of abusive language
- Lack of concentration of among students

4 Give details of the conference/ seminar/workshop attended and/ organized by the faculty members in last five years.

- The faculty members organized a national seminar sponsored by Director, Higher Education, in the college (2012). About 200 delegates participated & presented their papers.
- The faculty members have attended and presented their papers in various seminars/ conferences/workshop at national and international level. The details are given below.
- Dr Chander Prabha presented/attended five papers at national level seminars
- Dr. Urmila Malik presented/ attended three papers at national/ international level seminar papers at international level.
- Dr. Ramesh Sandhu presented one paper at international conference in Scotland (UK), 28 papers at National Level Seminar, ten papers at International level seminar, one paper presented at International level symposium, five days' workshop attended at BPS University Khanpur Kalan (Sonipat), ten workshops were attended.

- Sh. Prem Sukh presented/ attended three papers at national level seminars.
- Dr. Shalini Gupta presented / attended eight papers at national level seminar/ conference .
- Dr. Poornima Devi presented / attended 30 papers at national level seminar/conference and attended five workshops.
- Dr. Ajit Singh presented / attended 20 papers at national level seminars, ten papers at international level seminars and attended two workshops .

3.2 Research & Publication output

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

- Development of transparencies used in over Head projector
- Development of teaching learning material in ICT form.
- Use of internet in the classroom
- Models, real objects.

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

- Books & Journals in the library.
- Computers with internet facility in the college.
- Room for preparing teaching aids.
- Educational Technology/ Computer Laboratory.

3 Did the institution develop any ICT/ technology related instructional material during the last 5 years? Give detail

- Yes, the institution developed ICT/technology related instructional material.

- Downloading pdf material for the purpose of writing research papers.
- Preparing a book with the help of students
- Preparation of e-content

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

4.1 Organized by the institution

4.2 Attended by the staff.

4.3 Training provided to the students

- Dr . Ramesh Sandhu attended a workshop (7 days) on the IT application in teaching learning process w.e.f.

27 Feb. 2013 to 5th March 2013 organized by Academic Staff College BPS University Khanpur Kalan (Sonipat).

- One day workshop was organized by our college on the topic "Development of instructional material by collaborating with others (online) through use of ICT" by Dr Surender Singh from TIT Bhiwani acted as the resource person. All teachers & students attended it. One day workshop cum training programme was organized by our college on the topic How to prepare teaching aids (charts, models, transparencies for OHP & ppt for LCD)." A team of our teachers acted as resources persons.

A training programme of two days on the topic Development of e– resources (E- learning/ on Line learning)" was organized by our college. All the teachers & students were actively involved in it. Dr. Ramesh Sandhu, Associate Professor of our college acted as the resource person.

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

5.1 *Parview*

5.2 *Parkash*

5.3 *Gyan Aahuti*

5.4 *International Journal of Multidisciplinary Educational Research*

5.5 *International Journal of Research in Engineering ,IT and Social Sciences.*

5.6 *International Journal of Education*

5.7 *Review of Research Journal*

5.8 *Indian Stream Research Journal.*

5.9 *International Journal of Research in Engineering ad Social Sciences.*

5.10 *Golden Research Thoughts*

5.11 *International Journal of research in Management. Economics & Commerce.*

5.12 *International journal of Futuristic Research*

5.13 *Kurukshetra University Journal of Arts and Humanities*

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

-Dr.Poornima Devi received Best Motivator Award by RAAH Group Foundation.

7 Give details of minor/major project completed by the staff members of the Institution in last five years.

UGC granted a Minor Research Project to Dr. Ramesh Sandhu Associate Professor in our college on 8-12-2015 (Vide Letter no. 8-4 (33)/2015/MRP/NRCB).

The topic of the project is Professional development of school teachers: Rhetoric Versus Reality'' The grant sanctioned is Rs 83,000/- out of which Rs 59,000/- have been received in the college. The project is in process and will be completed within stipulated time of two years duration.

3.3 Consultancy

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

a. The college provides consultancy services to

i.C.R.Public Senior Secondary School, Hisar

i.Govt. Middle School, Mini Secretariat ,Hisar

i.Jat Senior Secondary School, Hisar

in the following areas:

A. Improving the methodology of teaching of school teachers

- B. Integration of ICT in classroom
- C. Preparation of lesson plan & unit plan
- D. Training the teachers in Action Research

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

Yes, The staff is fully competent to undertake consultancy .Area of competency is given below:-

| | |
|--------------------------------------|---|
| Action Research – | Dr. Chander Prabha Dr. Ramesh Sandhu Dr. Shalini Gupta Dr. Poornima Devi |
| School Administration & Supervision | Dr. Ramesh Sandhu Sh. Prem Sukh |
| Educational & Vocational guidance | Dr. Poornima Devi, Dr. Ajit Singh |
| Professional Development of Teachers | Dr. Ramesh Sandhu, Dr. Urmila Malik |

- Steps initiated by the institution to publicize the available expertise

- a) Letters were sent to different schools of Hisar District
- b) Letter was sent to District Education Officer DEO, Hisar.
- c) Publication on our websites.

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

All the consultancy work is performed through voluntary services and no fee is charged .Therefore, no revenue is generated.

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

There is no culture of charging fee for consultancy . It is considered a social service and is done voluntarily by the staff members. Thus no revenue is generated through consultancy.

3.4 Extension Activities

1. How has the local community benefitted from the institution? Contribution of the institution through various extension activities, Outreach programmes, Partnering with NGO's and GO's.

- a. The college campus remain open for Morning (4:00 am) & Evening (8:00 pm) Walk and Yoga for general public. The surrounding community is getting health benefit from green lush environment of the college campus.
- b. The young children play games in the evening.
- c. Participation of students in *Swachha Bharat Abhiyan*.
- d. Participation of our students and faculty members in blood donation campaign.
- e. Participation of our students in Indian Red Cross Society (Rishikesh & Panchkula)
- f. Participation of students in Polio Drop programme
- g. Adoption of a village
- h. Adoption of a School: The Intuition has adopted a near by school
- i. Tree Plantation Programme

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

- a. Our College building was constructed through the financial donation of community members(Stones have been installed before each room for donors)
- b. A governing body is elected through majority mandate of the community.
- c. Institution and community is linked through its governing body. The institution caters to the need of community that has contributed in its development
- d. The institution is linked with school through D.E.O. Hisar. The institution sends its pupil-teachers for practice teaching (B.Ed.Ist) in about 10 schools and in about 30 government schools for internship (B.Ed.IInd). Thus there is strong institution –schools net working.

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

- a. Remedial teaching by our pupil teachers to weak students of school.
- b. Spreading the awareness about AIDS/ HIV, Blood donation, various diseases related to women
- c. Legal rights awareness programme of women
- d. Digital literacy
- e. Providing guidance to 10 + 2 Student about educational & vocational & skill development opportunities.
- f. Forming the learning community
- g. Involving the community into education
- h. Taking & solving the educational problems of the community members

4. Is there any project completed by the institution relating to the community development in the last 5 Years? If Yes, Give detail.

- a. Awareness about health problem of women by our girl student
- b. Awareness about the psychological problem (Stress Management) of women in nearby village.
- c. Solving the educational problem of disadvantaged children

5. How does the institution develop social and citizenship values and skills among the students?

- a. Through training in Indian Red Cross Camp organized at Haridwar & Panchkula.
- b. Through organization of different activities and functions in the college
- c. Through internship of the student.

3.5 Collaborations

1. Name the national Level organization if any, with which the institution has established linkages in the last five years. Details the benefit resulted out of such.

a. The Institution has established linkage with NCERT in the field of educational technology through their control Institution CIET. recently w.e.f 2016-17. We are in the nascent stage and try our best to get maximum benefit through their collaboration.

b. The Institution is linked with AIAER since last 5 years .The AIAER is sending its journal to the college and sending invitation to Principal & staff to present their papers in national & international seminars. They suggest reference books time to time through their e-mail. These books are very valuable and beneficial to staff & students. Several staff member are also life members of AIAER.

2 Name the International Organizations with which the institution has established any linkage in the last five years. Details the benefit resulted out of such linkage.

c. Three faculty members of our institution (Dr Chander Prabha & Dr. Ramesh Sandhu, Dr. Poornima Devi) are associated with International Professional Development Association (U.K.) for the last two years. Dr. Ramesh Sandhu has presented three Papers in international conferences /Symposium that were organized in collaboration with IPDA (U.K). He actively interacted with resource persons Prof. Ken Jone, editor of a Journal *Professional Development in Education* Published by IPDA (U.K) and Prof. Margery Mc Mohan University of Glasgow (U.K) Prof. Ken Jones is Dean of Humanities , Swansea Metropolitan University, Swansea (U.K). Three Faculty Members are getting quarterly issue of their IPDA Published Journal namely *Professional development in Education*. Thus our faculty members got the international exposure of journals and got inspiration to write quality research papers. Dr. Ramesh Sandhu presented a research paper in the International conference organized by IPDA (U.K) on 25th & 26th Nov. 2016.

2. How did the linkage, if any, contribute to the following?

a. Curriculum Development:

The linkage helped us to incorporate appropriate learning experiences in the curriculum so as to produce effective and competent teachers.

b. Teaching:

It helped us to give more emphasis on learner based teaching. The focus has shifted from lecture method to blended teaching incorporating ICT in teaching learning process. It helped to emphasize on constructivist approach in teaching. Pupil teachers were guided to write some reflective thoughts on the basis of their practice -teaching experience in the schools. Cooperative group and peer tutoring techniques were applied in the classroom. Our faculty members are regularly reading the International journals: Professional Development in Education and as a result got a minor project from UGC.

c. Training:

Due to these linkages, our faculty members present their papers in international & national seminar/Conferences and learn new techniques of training the pupil teachers e.g. developing communication skills through the use of ICT/Digital movie, camera, group discussion, feedback from peers, observing online effective teachers in the classroom, micro-teaching and most importantly self analysis by pupil teacher.

d. Practice teaching

e. Pupil teachers are given opportunity to use e-resources in their classroom during teaching practice.

f. Pupil teachers are given tips for developing their communication skills with school student, faculty & principal.

g. Pupil teachers are given a suitable environment to hone their leadership qualities.

h. Pupil- teachers are trained to improve their teaching competency through action-research & self analysis of their own teaching.

i. Research

j. We have been benefited by the self study of International Journal published from U.K Professional Development in Education in preparing the proposal for Minor Project of UGC.

k. We seek guidance from the above said journal and interaction with editor of their journal in

preparing a paper for presentation at international conference organized by IPDA (U.K) at Scotland

l. Our faculty members have got opportunity to discuss various issues related to writing research papers and clearing various doubts with Prof. Ken Jones & Prof .Magency . Now our faculty members have begun writing research papers /articles for various national & international journals. They are members of various editorial boards.

m. Consultancy:

Our faculty members discussed the topic of action research at length with these two professors (mentioned above) and consequently trained the school teachers in conducting action research in their classroom for improving their competency & capability.

Use of Media & ICT learnt from NCERT was shared with school teachers and school teachers are now comfortable in using e- resource in their classroom.

n. Extension

o. our faculty members visited the village, got maximum information from various stake holders like Gram Panchayat ,parents, young boys& girls about the problems faced by these villagers. Plan were prepared with them and executed with these community members. After completing the project, a report was evaluated and the deficiencies were removed in the next project.

n. Publication:

Our faculty members got a lot of knowledge about various techniques of publication of research papers in national and international journals

a. Student placement

Our faculty members discussed their issues also with Sh. Amender Bahera from NCERT and above mentioned professors from U.K. They provided some effective tips for successfully executing this project of student placement. Various students of our college are well placed in schools.

3. What are the linkages of the institution with the school sector? (Institution School Community)

Our Institution has adopted a school in a nearby village Gangwa (Hisar).Through this school, our institution got linked with parents and Gram Panchayat .We contacted the Sarpanch of the village

who cooperated with us and exchanged the ideas about various issues and problems of school education in his village. Our faculty members along with students visited the village time to time and got the feedback . This linkage has helped the pupil teachers to know about various problems faced by the rural students.

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

Yes our faculty is actively engaged in school and with teachers and other school personnel in the following activities

- Designing a time table for pupil teachers
- Pupil teachers' teaching is evaluated by the concerned subject teachers of that school and appropriate feedback is given by them.
- Pupil teachers are provided some teaching aids and science apparatus for using in their classroom.
- School principal also take round of the school to ensure discipline & effective teaching by pupil teachers.

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

- School teachers are occasionally invited in the college to share their experiences with the pupil teachers.
- Our faculty shares some classroom problems of school teachers and guides them in action research so that they can solve their problems. The college also provides the school teachers teaching aids and some psychological tests/ scale so that they can guide their own students.
- Our faculty members share their problems with the university faculty department of education, K.U. Kurukshetra to seek their guidance in research and publication.

3.4 Best practices in research, Consultancy & Extension

- Research:

- The institution has established research and innovation centre in the college
- Composition: All faculty members are members of this cell.
- Functioning : All faculty members discuss the research problems and work on it and write the research papers. Suggestions are exchanged and thus the collective wisdom prevails in solving the problem.
- Consultancy: We, the teacher educators, do not give well furnished solution/impose our solution on them but the school teachers are motivated and guided to reach a solution themselves.
- Extension: As envisaged in 3.5.

2 What are significant innovations/ good practices research/ consultancy and extension . actions.

- Mutual exchange/sharing of research problems and their solutions.
- Guidance on action research to teachers, career counseling to 10+1 & 10+2 students through aptitude test .

Criterion IV:

Infrastructure and Learning Resources

4.1 Physical Facilities

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

Answer:- Yes, the institution has sufficient physical infrastructure as per NCTE norms for a strength of 400 Student

| Sr.No | Instructional Space | Number |
|-------|----------------------------|--------|
| 1 | Class room | 8 |
| 2 | Multipurpose Hall | 1 |
| 3 | Library | 1 |
| 4 | Psychology Lab | 1 |
| 5 | Computer Lab | 1 |
| 6 | Principal Room | 1 |
| 7 | Staff Room | 1 |
| 8 | Store Room | 1 |
| 9 | Boys Common Room | 1 |
| 10 | Girls Common Room | 1 |
| 11 | Educational Technology Lab | 1 |
| 12 | Art Room | 1 |
| 13 | Work Experience Room | 1 |
| 14 | A big Stadium | 1 |
| 15 | Gymnasium | 1 |

Other Facilities

- 1) Separate toilet separately for boys/Girls /Staff.
- 2) Drinking water with RO facility
- 3) Fire safety
- 4) Parking of vehicles
- 5) General cleanliness
- 6) Master Plan Building.(attached)
- 7) Residences for staff
- 8) Principal - One House
- 9) Ministerial Staff - Two Houses
- 10) Class IV Staff – 6 Houses

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

Answer:- The Institution develop the infrastructure according to the emerged needs and requirements of student. Six rooms were constructed under the supervision of governing body in the area of stadium.

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

Spacious stadium having facilities for different sports as such as cricket volleyball, athletics, badminton etc. It also have changing room, guest room, toilet facilities etc.

- Multipurpose hall
- Gymnasium having different exercising gadgets and table tennis facility
- Organization of yog shivers by yog experts

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

- Parking area
- Multipurpose Hall
- Computer Centre
- Teaching Aids
- Girls Hostel
- Stadium /Gymnasium

All these facilities are shared with

C.R.M Jat College Hisar

C.R. Law College Hisar

C.R. Public School Hisar

Jat Senior Secondary School ,Hisar.

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

Answer:- The institution provide the following facilities for the health & hygiene of staff and student

- Rest room for women
- Wash room facilities for men & women.
- Canteen.
- Organization of cleanliness drives
- R.O.
- First aid
- Plantation of tress

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, There is hostel facility for girls which is shared with CRM Jat (PG) college. The details are given below

Capacity of Hostel= 200

No. of Rooms = 32 (each having capacity of 3 students)

Occupancy Details =50

Recreational Facilities = Badminton, Table tennis, Carrom board, Chess, health & hygiene facilities.

Some medicines of common use are available in the hostel. In case of emergency, the residents are referred to a nearby hospital. First Aid, Cooler Geysers, R.O. facilities are also provided.

4.2 Maintenance of infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any:

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

As such no budget is allocated for the above mentioned heads and expenditure is made as per the requirements by considering the norms.

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

Answer:- The Institution ensures that the available infrastructure is optimally utilized

- The class room & various laboratories are being utilized as per the curriculum

requirements.

- The stadium is utilized for various games and athletics
- The library is utilized properly by the staff and student
- The staff & student utilize the internet facility for academic and co- curricular activities.
- Multipurpose hall is utilized for both academic & co- curricular activities and Yoga classes
- Gymnasium is used by the staff for some physical fitness.

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

The Master plan and architecture of the building allows free flow of

- Sunlight
- Air circulation
- Greenery in the campus
- Shady trees keeps the institution cool & full of oxygen
- Campus is free from city noise and air pollution
- Minimum use of artificial light and air conditioner in the campus

4.3 Library as a Learning Resource

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

At present Post of Librarian is lying vacant and likely to be filled as per the guidelines of Haryana Govt.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-nationals and media/ computer services)?

Following Library Resources are available to the staff and Student

- Number of Books –Volumes -20,003 & titles - 5666 (Titles)
- No. Of Journals –national & international -15

- No. of magazines 19
- No. of Audio visual teaching learning resources There is separate lab for it
- No. of Internet access –One

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, A library Committee has been constituted to systematically review the various library resources for adequate access, relevance and make acquisition decisions.

Composition of library committee

- Dr. Ramesh Sandhu Associate Professor
- Dr. Shalini Gupta Associate Professor
- Dr. Poornima Devi Assistant Professor
- Mrs. Rekhe Rani Librarian

The Committee meets twice a year to recommend books journals, magazines, newspaper etc.

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

Computerization of library is under process.

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

Yes the library has computer, internet and reprographic facilities and the staff and student can make use of these facilities.

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

Library is under process to make use of Inlibnet facility.

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.)

Library is open for 287 days in an academic year and Library is open for 7 hours in a day.

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

The librarian receives the catalogue of new books from the publishing house and recommends some books to the staff for their comments.

1. Jackets of the new arrival books are displayed on the stand in the library.

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

Yes, the library has a book bank and all the books related to the curriculum are given to all the student in the College. Any student can avail of the facility of book bank extended by library Majority of the students make use of the facility.

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

All the Students can make use of book bank and the college has no dearth of books Thus the library has inclusive approach. Thus physically handicapped students face no problem regarding books.

5.4 ICT as Learning Resource

1 Give details of ICT facilities available in the institution (Computer Lab, Hardware, Software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensure the optimum use of the facility.

The institution has the following ICT facilities/ computer Laboratory-1

No. of computers : 20

| | |
|-----------------------|------|
| Internet Connectivity | Wifi |
| Printer | 1 |

| | |
|-------------------------|----|
| LCD Projector | 1 |
| TV | 2 |
| Radio | 1 |
| Over Head Projector | 2 |
| Epidioscope | 1 |
| Diascope | 1 |
| Slide Projector | 1 |
| Movie Projector | 1 |
| Two in One | 1 |
| Tape Recorder | 1 |
| Educational Movies | 28 |
| Educational Tapes | 1 |
| CD/DVD (NCERT) | 10 |
| Public Speaking System | 2 |
| Video Cassette Recorder | 1 |
| Slide Viewer | 2 |
| Epidiascope | 1 |
| Camera | 1 |
| Digital Camera | 1 |
| Handy Camera | 1 |
| Diascope Slide | 27 |

The staff members use these ICT tools during teaching & training Programme.

The students make use of these ICT tools for delivering their Lessons.

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 course namely 'critical understanding of ICT' for imparting computer skills to all Students.

Major Skills are:

- Word Document Preparation
- Excel Sheet Preparation
- Power Point preparation & Presentation
- Sending & Receiving Email.
- Use of internet for accessing teaching –learning resources

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

- Searching e- content from internet
- Power point Preparation
- Use of internet in the classroom as per the requirement of Curriculum
- Use of Over Head Projector & Slide Projector in class room
- Use of Smart Phone
- Use of handycam to record & replay the teaching skills of pupil teachers for feedback.

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

Student Teacher use ICT in .

Developing Lesson Plan

Power Presentation

Preparation of Teaching Aids.

5.5 Other Facilities

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

The Institution Provide ICT Services to other institutions:

- C.R. Public School Hisar
- Jat Senior Secondary School Hisar
- The institution utilizes infrastructure optimally by teacher, non teaching staff and student.
- The College has provided Wifi Facility to its staff.

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

The institution has several Audio-Video, (both old & new) facilities which are related to our curriculum. The students are encouraged to use these teaching aids in their discussion lessons and teaching practice in the college and the schools.

Audio Visual aids are available.

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

- The Institution has
- Computer Lab
- Science Lab
- Educational Technology Lab
- Art Room
- Psychology Lab

Various Method Labs like Science, Maths, Social Sciences Lab.

All the laboratories are maintained through regular updates through purchases of various equipments, tests /scales etc.

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

- a. Multipurpose hall which is used as smart classroom, for organizing various cultural programmes, yoga purpose, meditation centre facilitating lectures of an outside expert.
- b. Workshop is used for art work like drawing painting, clay modeling etc. and preparation of other teaching aids.
- c. Music & Sport :- The college has several musical instruments like drum, harmonium etc and a gymnasiums for indoor physical exercise and playing ground and stadium for outdoor games.
- d. The institution share two buses and one metador with CR Public School Hisar for transportation purpose.

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

All classrooms are not equipped with latest technologies for teaching The institution's future plan is to equip all classrooms with LED projector, computer and Internet connection so as to make all the classrooms as smart classroom.

5.6 Best Practices in Infrastructure and Learning Resources

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

As the Student Come from diverse culture and area i.e. both urban and rural rich and poor therefore the teacher Utilizes blended learning methods i.e. both additional and modern methods of teaching use of ICT is used according to the complexity of Topic so that it can be shared with student through email etc. the student are asked to search those topic which are not available in text books and share that topic among other student.

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

Innovative practices that are related to the use of ICT Which Contributed to Quality enhancement.

- b. Use of smart phone to search e-content and utilizing it in making discussion in group discussion.
- c. Sharing of E-Content among the student and Teachers.
- d. Power point presentation
- e. Access to the latest knowledge an internet.
- f. Access to your tube for knowledge & skill Development.

3. What innovations/best practices in ‘Infrastructure and Learning Resources’ are in Vogue or adopted/ adapted by the Institution?

Answer:- Forming video clips of the lesson delivered by pupil Teacher and using it for getting feedback on teaching performance.

- 5 The Whole Admission process is online.
- 6 Sending the registration and examination forms of student online to offrlvating University.
- 7 On line question paper received from CRS University Jind During Animal and revenuer examination conducted by the above said university.

Details of Criterion - V

5.1 Student Progression

1. How does the institution assess the students preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme to completion?

Yes, the institution assess the students' preparedness for the programme through orientation about the course from the first day of commencement of the course. Yes, by giving them questionnaire about their pre-requisite knowledge and skill we ensure that they receive appropriate academic and professional advice. Students' profile is prepared in which information about students academic background and their achievements in other fields is mentioned.

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

The institution ensure that the campus environment promotes motivation, satisfaction and development of students through various activities organized by the institution for students as

well as for community e.g. various competitions held, rallies etc. Also, through motivational lectures (lectures on first aid, defence services etc.), through feedback performance regarding various facilities available in the college, through academic planning etc. and for performance improvement through observation, comments at lessons plans, critical analysis by teacher educators and peers.

Students are motivated to participate in various curricular and co-curricular activities organized by the institution with the help of students from time to time. Prizes were awarded for prize winners at annual sports functions for further motivation.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

| Session | Male Admitted | Male Dropout | Female Admitted | Female Dropout | Total Admissions | Total Dropout |
|---------|---------------|--------------|-----------------|----------------|------------------|---------------|
| 2011-12 | 43 | 12 | 157 | 7 | 200 | 19 |
| 2012-13 | 44 | 5 | 156 | 5 | 200 | 10 |
| 2013-14 | 55 | 1 | 144 | 1 | 199 | 2 |
| 2014-15 | 40 | 1 | 159 | 5 | 199 | 6 |
| 2015-16 | 46 | 4 | 153 | 3 | 199 | 7 |

Most of the students who left B.Ed. course is because of their personal causes, their engagement or selections in various jobs.

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

Institution provides guidance and counseling regarding various competitive exams to enable students to compete for jobs when required. Also books, Journals/Magazines were suggested and provided. Vacant posts were displayed on display board, employment news (Newspaper) provided to students in the library. Guidance regarding higher education was also provided to students. The College provides reference books and books related to NET, HTET, CTET and other competitive exams which enable to compete for job. During the last two years i.e. 2014-15 & 2015-16 approximately 150 students have appeared for different competitive exams and approximately 90 students had gone for further studies.

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

On the basis of available data

45% of students in 2012-13 had gone for further studies and 45% students have opted for teaching profession.

50% of students in 2013-14 had gone for further studies and 30% students have opted for teaching profession.

55% of students in 2014-15 had gone for further studies and 35% students have opted for teaching profession.

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

Yes, the institution provides library facilities to old students also. Books were also issued if required with the permission of head of the institution. Other resources like computers with internet facilities were also accessible by the old students.

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

Yes, the college/institution has its guidance and placement cell. Through this cell the institution refers some students to nearby and practising schools. Also, the institution collects information about vacant posts through advertisement in various newspapers by various schools or by other sources and provides the information regarding these vacant posts to students through displaying

the above on notice boards.

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

Every school has their own process of recruitment like some schools conducts tests/some follows interviews etc. which creates difficulty for placement cell to place our students. Also, some schools do not cooperate or some underestimate students regarding salary.

Placement cell overcome these difficulties by helping students to prepare their resume and advise them to send the same to various schools so that if the school has requirement of teachers they can call upon them. Again, personal contacts were established with principals of various schools for this work.

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

Yes, the institutions are in personal contact with these schools and send bio-data of students to practicing schools according to their requirements. But, most of the schools are govt. schools and the appointments made are through the department of education.

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

The institution provides human resource in the form of a teacher in charge of placement cell, financial resources in the form of a separate room, books, required stationary, magazines and journals and ICT resources like computer with internet facility, printer etc. for smooth functioning of the cell.

5.2 Student Support

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

Keeping in mind the objectives of the institution various activities like curricular and co-curricular activities are planned in the form of academic calendar in the starting of the session. All the activities are planned keeping in mind the needs and abilities of students and regulations of concerned authorities. Academic calendar is placed on notice board for information to students

as well as to other concerned. All the activities were planned in advance and made revision if necessary as per needs and requirements of students.

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

Planning of curricular activities was done keeping in mind all type of students especially physically challenged. Physical arrangements were done as per their requirement (sometimes classes were taken at ground floor). Individual guidance to these type of students is also provided by the faculty as well as by the principal as per their requirement. For hearing and visual impaired special seating arrangement in the front and proper lighting arrangements were done. Reflective teaching aids were also used.

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

Yes, the institution has mentoring arrangements. Tutorial groups along with teacher in charges were made, students were divided into various tutorial groups and teacher in charges were act as mentors where their problems were resolved.

Micro teaching groups: Students were divided into various micro-teaching groups with each group has teacher in charges.

Practicing schools - students in practicing schools have teacher in charge as their mentors.

4. What are the various provisions in the institutions, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The institution provides opportunities to its faculty to attend orientation programmes, refresher courses, seminars, conferences etc. for enhancing their knowledge and skills. Extension lectures were given as well as attended by the faculty members. All these activities help teachers to monitor and handle problems of student effectively and properly and can guide them as per their needs and requirements. ICT facilities to faculty for their development and to provide quality teaching.

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

Yes, the institution has its own website www.crcoe.com. Information posted on website is about the college, about faculty, about programmes, syllabus, News, events, Gallery. It is updated frequently, whenever there is need to post new information.

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

give details.

Yes, the institution has a remedial programme for academically low achievers. Firstly, these students are identified through class tests, observation in the classroom and through other activities. Afterwards extra classes for such students are taken if required. Individual guidance is also provided to each such type of student. By providing them handouts for various topics.

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

For advanced learners - Seminars were arranged, special assignments, e-learning resources, constructive approach, cooperative learning, brain storming sessions, group discussions were used.

For slow learners-Simple assignments, group learning, peer-tutoring collaborative learning, handouts etc. are used.

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

Guidance and counseling cell is established in the college which is actively bear its responsibilities. Students are provided educational, vocational and personal guidance when required. Guidance and counseling also done through extension lectures. Books are also available with the cell like books on personality development, stress management etc.

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

For grievance redressal there exists grievances redressal cell, women cell and legal cell- SC/ST cell, in the college. Anti ragging cell is also established in the college.

Major grievances redressed are

- Grievances related to bus passes
- Grievances related to local bus facility. (Local bus facilities are available on request to Transport Manager)
- Educational grievances
- Time-table as per students (Time 9:00 am for students at far distances)
- SC/ST student grievances
- female students grievances

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

Students progress is monitored and advised throughout the session through class tests, house-exams, participation in various curricular activities, through daily observation, through different competitions, practical, skill in teaching, on the basis of these activities feedback is provided to students and suggestions for improvement are given.

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

Institution ensure students competency to begin practice teaching through micro-teaching, simulated teaching. Orientation about micro-teaching and its skills are done. Practice of macro lesson through simulated teaching is done so that pupil teachers can handle students in real situations. Model lesson were given by subject teachers. Teaching practice is done under the supervision of teachers. Feedback from school principals and teachers were taken and suggestions were given for improvement. Also, besides these, discussion lessons and criticism lessons were given by students and were observed by teachers with observation schedules.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

(i) List the current office bearers.

(ii) Give the year of last election.

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

(iv) Give details of the top ten alumni occupying prominent position.

(v) Give details on the contribution of alumni to the growth and development of the institution.

NO

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

The institution provides a vibrant and supportive environment to students to participate in extra-

curricular activities. Various competitions are organized to encourage students participation like essay writing, debate, slogan writing, painting, Mehandi competition so that students can express themselves. Birthdays of eminent personalities were celebrated, various days like youth day, voters days are celebrated and competitions were held. Run for unity is done on the birth anniversary of Iron Man Lala Lajpat Rai. Besides these sports activities like athletic meet are organized every year.

Firstly the activities were done at institute level, and then students were selected for participation at higher level.

- Inter class volleyball and cricket competition are organized.
- Participation in pre national Rifle Shooting (Ten meter) for female.
- Secured forth position in cross country organized by C.R.S.U. Jind. Selected for all India Inter University Championship.

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

Students have to write thought of day on the board placed for it. Students maintain wall magazine.

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

Banned by state govt.

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

I.Q.A.C. Cell

Academic Council of the College

Administrative Council of the College.

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

Feedback is taken from the students during the session and at the end of the session to improve

the various aspects of the institution. During teaching practice feedback is also taken from school teachers and principals of schools and necessary improvements are done.

Best Practices –

Give details of institutional best practices in students support and progression?

For students support and progression the college employs the best practices like setting up of students grievance redressal mechanism, maintaining democratic environment, monitoring of students and their problems at individual level. On spot guidance and counseling facilities are provided by institution. Students are provided opportunities to participate in various co-curricular activities and provision of indoor and outdoor games, to properly utilize leisure time of students. Special attention provided to slow learners.

Criterion - VI

Governance and Leadership

6.1 Institutional vision and leadership

Q.1 What are the institutions stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Vision, Mision & Values: To develop the institution as a centre of quality education so as to produce outstanding educators, exemplary teachers with a perfect blend of human values and technical skills. Vision and Mission were made to known to stakeholders through website, hoardings, prospectus, display boards, through newspapers, brochure (back years) etc.

Purpose: To provide quality teacher education in global perspective

Q.2 Does the mission include the institutions goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institutions traditions and values orientations?

Yes, Jat educational society has been contributing immensely in education sector of this area since 1968, particularly this college is like an educational pilgrimage for the rural area around Hisar. This institution has earned its unique identity in teacher education in the society. It in grooming the prospective is providing teachers affordable, valuable and quality education in modern era. Assembly, Red-cross activities, equal opportunities were provided to each and every students for different activities as per their abilities and interests.

Access – The college accessible to all stakeholders. To make the education accessible to all sections of society. It is serving the whole society beyond one's caste, creed, religions, race and regionalism. Very nominal fee is charged from the students so that quality education is accessible to them.

Quality- college is providing quality teacher education by engaging students in various activities.

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

(a) Managements Commitment - (vision and mission of institution)

- Stressing upon practical exposure and academic up gradation of the students.
- Development of a strong sense of discipline, punctuality and regularity among students.

- Creating the culture of excellence in teaching-learning environment in the institution.
- Promoting the use of modern means of ICT.

(b) Leadership role and involvement for effective and efficient transaction of teaching and learning process.

Leadership role invoke the involvement of various committees for the efficient transactions of teaching learning process.

- Admission committee
- Career counseling cell and placement cell
- Curriculum Transaction Committee

Common and transparent Decisions are taken on methods of teaching, availability of resources, organization of internship programme, organization of books and journals, evaluation procedure, organization of project/activities, selection and appointment of staff.

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

Responsibilities are communicated to the staff through notices, emails, order books and oral and telephonic talks. Responsibilities are defined through cooperative decision making in staff meetings.

Q.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?

Head of the institution gather the information through feedback from students to review the activities of the institution.

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

The institution identifies various barriers through staff meetings, through discussion with students in tutorial groups, through suggestion box. One of the barriers is lack of adequate no. of regular staff and it is addressed through the recruitment of staff on contract basis.

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

Management encourage and support involvement of the staff through various committees and proper functioning of these committees for effectiveness and efficiency of the institutional process. Functioning of committees are reviewed time to time by the principal through meetings with the staff and through activities done by various committees. Four staff members (two teaching and two non-teaching staff) are nominated as members of executive council of governing body of our institution.

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

The principal is an academic and administrative head of the institution. The principal assigns various duties to staff members regarding curriculum and proper allocation of resources for the preparation of students. Various activities were planned in advance for smooth functioning of the institution.

Head of the institution discharges various duties to the staff in terms of various committees (as mentioned in 3(b) for the preparation of students.

6.2 Organizational Arrangements.

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

1. Construction & Purchase Committee
2. Discipline Committee
3. Women Grievances & Redressal Cell
4. College Library Development Committee
5. Guidance & Placement Cell
6. Alumni Association Committee
7. Cultural & Literary Cell
8. Anti Ragging Committee
9. Legal Literacy Cell

Academic Management -

- Preparation of Academic calendar in the beginning of the session.
- Allocation of subjects to the teachers.
- Preparation of time table.
- Organization of co-curricular activities.
- Organization of extension lectures during the session.

Finance - Constitution of Finance Committee consisting of Principal, Bursar and two teachers.

Infrastructure - Repair and maintenance and up keep of existing of infrastructure. Addition of equipments, books, instructional material and furniture. Maintenance of drinking water system (R.O.)

Faculty - Decisions regarding recruitment of various faculties (requirement of various staff).

Research and extension linkages -

Decisions regarding involvement of teachers in various research and extension activities like seminars, conferences, workshops, orientation programme, refresher courses, and writing research papers and providing facilities for these activities are provided like books, journals, computers, internet and subscription of online journals.

Linkages - MOU with various bodies like NCERT, Schools. Members of various associations like AIER, CTE, IPDA (International, Professional Dev. Association, U.K.), GERA.

Examinations - Decisions regarding class tests, house-examination, internal assessment (assessment of assignments and projects)

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

The organizational structure of the academic and administrative bodies is based on decentralization of power, democratic values and active participation in decision making.

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

It is purely democratic basis. Power is disburses to all the members equally and a collective wisdom is honored. All the staff members are included in various committees. Periodic meetings are held for taking decisions.

Q.4 How does the institution collaborate with other sections/departments and school

personnel to improve and plan the quality of educational provisions?

Institution collaborates with various schools in the form of feedback of heads of schools, through their lecture in college. The school personnel helps in planning internship and help us in building theory based on their field experience.

Q.5 Does the institution uses the various data and information obtained from the feedback in decision making and performance improvement? If yes, give details.

Yes, the data and information obtained from the feedback helps in decision-making and performance improvement.

Q.6 What are the institutions initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

We shared skills regarding writing of research papers, how to perform yogic exercises, meditation and pranayam, use of ICI in education and banking system and various teaching learning strategies.

6.3 Strategy Development and Deployment.

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?

No, there is no such type of specific mechanism.

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

Human resources are allocated various duties for their accomplishment. Duties were allocated as per their capabilities and interest so that they can perform their duties well. Also changes resulting from action plans are sustained by implementing them in various activities and programmes.

Financial resources were allocated as per requirement and the action plan with the help of financial advisory body.

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

Need of human resources is planned keeping in mind the mission and the goals of the institution.

Time to time proposal for the requirement of the faculty is sent to the concerned authorities.

- Proposals for construction of multi-purpose hall and auditorium are sent to management for financial help.
- Proposal for seminar was sent to DGHE and a grant of Rs. 50,000/- was obtained (2012).
- The college received a grant of 2.5 lacs from UGC to purchase books and equipments.

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

Academic calendar is prepared in advance in the beginning of the session. Discussion about various activities is done by head of the institution and staff members and an academic plan is prepared.

During planning process discussion with faculty members and administrators is done. Consent of schools were taken in advance for practicing schools. Principals of the practicing schools are involved in finalizing the teaching practice schools.

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

Objectives were communicated and deployed at all levels through website, meetings, discussion, display boards, so that each can contribute for institutional development significantly.

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

Vision, mission and implementation plans are monitored, evaluated and revised through observation, discussion, and feedback through rating scale. SAR of teachers, students overall evaluation of the programme and teaching quarterly, IQAC monitors, evaluates and revise the above said implementation plans.

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

Institution plan and deploys new technology in the form of power point presentations i.e. use of LCD projectors, use of OHP, computers, use of internet to supplement teaching.

- Use of internet for searching instructional material, for communicating research papers, for official correspondence, students correspondence, for press reporting.

- Subscription of e-journals through N-list, Jastor, emerald.

6.4 Human Resource Management

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

Policy matters of career progression for teacher given by UGC, state govt. and affiliating university (API) helps in identifying the faculty development and career progression of the staff.

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

For performance assessment of faculty and staff following mechanism are in place -

- Annual confidential Report (ACR)
- Academic Performance Indicator (API)
- Feedback from students and peers

Yes, the evaluation done from various ways is used to improve teaching, research and service of the faculty and other staff.

Used collaborative teaching, peer tutoring, brain storming, group learning, activity method. In research, publication of research papers, presentation of papers in national and international Conferences/Seminars.

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

Accommodation for principal, teaching and non-teaching staff.

- Leave facilities (Maternity Leave)
- E.P.F. and P.F. facilities for employees
- Home Loans based on salary.
- Over Draft (OD) facility.
- Uniform to class-IV employees.

- Gifts for class -IV employees at annual function.
- Duty Leave for Seminar, Conferences etc.

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

Yes,

- Workshop on Mutual funds, Financial Management and open source software.
- Personality Development

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, Univ. etc.)

The institution recruit and retain diverse faculty and staff who have desired qualifications, knowledge and skills as per the recruitment policy, salary structure and service conditions prescribed by state govt. / NCTE/ UGC/ University.

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

The adhoc/Part-time faculty is employed as per the criteria prescribed by NCTE/University/State govt. They are different from regular faculty in terms of salary structure, workload and service conditions and nature of job.

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).

Provision of leave for participation in seminar/conferences/workshops for professional development of faculty. The institution supports membership and active involvement in local, state, national and international association.

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 faculty is provided with functional office, with computer and internet connection, well maintained labs like physical sciences Lab Bio-Science, Computer Lab, Gym, Art Lab, Psychology Lab, Staff- room, Home-science Lab, Library, Physical education Lab.

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

Information can be taken from website, principal, burser. Mechanism for making complaints through principal, grievance redressal cell, management, verbally, telephonically and in writing.

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.

Institution follows the workload policies framed by UGC/NCTE/State Govt./ University to encourage faculty to be engaged in a wide range of professional and administrative activities.

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

Yes, through Annual increment, promotion, and revised pay scales.

6.5 Financial Management and Resource Mobilization.

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

Yes, The College gets government grant for paying salary of the staff. Details of last three years grant is given below

| | |
|---------|-------------|
| 2013-14 | 1,29,50000 |
| 2014-15 | 1,39, 00000 |
| 2015-16 | 1,62,82092 |

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

NIL

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

Yes.

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).

Repair and Renovations, books, repairing of equipments.

Psychological tests, equipments

Future planning - construction of a multipurpose hall, construction of yogshala, parking.

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

Yes,

Internal audit is done by burser, a purchase committee has been constituted and this committee invites the quotations and take a decision on the basis of the quotation to purchase the material for the college.

External audit is performed by a C.A. half yearly, who sends a team of 2-3 auditors. Some accounts related to govt. like salary, scholarship etc. are audited by govt. auditors regularly.

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

The computerization of the financial management system of the institution is in process. The salary of our staff is deposited in their accounts through online transaction.

6.6 Best practices in Governance and Leadership.

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

1. The institution is governed by a democratically elected governing body which representing all stake holders like community, teachers, non-teaching staff, affiliating university and govt. nominee.
2. All the matters are discussed in the governing body meetings after regular intervals and the decisions taken are documented in the form of proceedings of the governing body meetings.
3. The principal and staff are appointed through the duly constituted committees.
4. The principal implements the decisions of governing body with the active involvement of staff members.

Criterion VII:

Innovative Practices

7.1 Internal Quality Assurance System

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

YES –

IQAC was established in July-2014.

Composition of IQAC is-

| | |
|-------------------|----------|
| Dr. Ramesh Sandhu | Convener |
| Dr. Urmila Malik | Member |
| Sh. Premsukh | do |
| Dr. Shalini Gupta | do |
| Dr. Poornima Devi | do |
| Dr. Ajit Singh | do |

IQAC meeting is held once in three months.

Major activities:-

- 1 Construction of new curriculum for B.Ed. 2 year course.
- 2 Preparation of yearly college calendar .
- 3 Recommendation for the college development.
- 4 Recommendation for the improvement of college library.
- 5 Planning for effective curriculum transaction.
- 6 API verification of Dr. Poornima devi.

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

i) Feedback from students, teachers, management, schools & community

Results of students

(i) Participation in various programmes by students and teachers

.

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

(i) Regular classroom teaching

(ii) Preparation of academic calendar

(iii) Organisation of various curricular and co-curricular activities.

(iv) Execution of project work.

(v) Purchases of instructional material/ teaching-learning resources.

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

(i) Administration

Various administrative committees are constituted for ensuring the quality of its administration

Admission committee

Career counseling cell

Placement cell

Curriculum transaction

Grievance redressal cell

Library committee

Anti ragging

Women cell

Legal Literacy cell

Advisory committee

Financial Committee

Appointment of Bursar

Purchase Committee

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

Governing Body

Teachers(Staff)

Parents

Community

Practicing Schools

Local Administration

Good practices identified through feedback, observation & discussion, suggestions through suggestion box and action research are given below:

- Yoga & Meditation
- Micro teaching skill programme
- Curriculum transaction
- Face to Face interaction with special students in Red Cross & differently able student centre

Sharing

Discussion among staff members

Discussion with students

Alumni Meet

Social Media

Sharing with governing body

Website publication

7.2 Inclusive Practices

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.

Teachers are sensitized through

- Sharing of inclusive education knowledge among all the teachers.
- Paper presentation in various national & international seminars and conferences
- Extension lectures (Women cell, legal cell, "Beti Bacho Beti Padhoo")
- House seminars
- Visit to Red cross Society and special schools.
- No discrimination on the bases of caste, creed, gender, class, race disability etc.

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.

- Inclusive education course is the part of B.Ed. curriculum. Theoretical knowledge is given to students through lecture in classroom.
- Students visit various specified schools (like red cross; mentally challenged school, visual and hearing impaired institutes) and interact with staff & students to gain experiential learning.
- There is significant impact on their learning.
- Students gain experience of exceptionalities during teaching practice.

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.

Following activities are performed to create learning environment

Social Interaction

- Red Cross Camp
- Interaction with Community
- Case Study
- Communal Harmony week
- Run for Unity/Sardar Patel Jayanti
- Sawachhata Abhiyaan

- Interaction of school teacher with pupil teachers

Active Engagement in learning

- Project work in each course of B.Ed. curriculum
- Micro, mega and real teaching practice
- Curricular and co-curricular activities
- Classroom seminar
- Peer tutoring, Group discussion, collaborative learning

Self Motivation

- All the above mentioned activities help in self motivation.

Extension lecture on self motivation .

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

- We provide opportunity to pupil teacher to develop proficiency by working with children from diverse background through teaching practice in various government and private school from rural, urban, girls, co-education schools.
- We provide opportunity for case study of students belonging to diverse socio-economic background.
- We provide opportunity to students to interact with their fellow students/classmates belonging to diverse background and give them equal opportunity to develop their personality without any discrimination.

5 How does the institution address to the special needs of the physically challenged and differently able students enrolled in the institution?

- Special floor tiles for PWD
- Wheel chair
- Ramp

- Rallying
- Braille equipments
- Modification of toilets for PWD

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)?

- Constitution of women cell and women grievances redressal cell to handle and respond to gender sensitive issues.

Various activities performed in women cell are given below:

- 1 .Celebration of International Women’s Day.
- 2.Extention lectures on woman empowerment and gender issues.
- 3 .Organisation of drawing and painting and slogan writing competition .
- 4 . Extension lecture by the legal cell on legal rights provided by Indian constitution .

7.3 Stakeholder Relationships

1 . How does the institution ensure the access to the information on organizational performance (Academic and Administration) to the stakeholders?

- Academic performance is conveyed through

Website

Meeting of governing body

Verbal

Notice Board

- Administrative performance

Administrative performance is conveyed to University, Director Higher Education and other stakeholders through letters

Awareness/information about the authorities and office bearers is conveyed through newspaper.

Websites .

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

The institution share and use information

- Through suggestion box
- Annual report
- Feedback from students
- Feedback from school principals and teachers
- Website
- Verbal communication with governing body
- Feedback from parents and community.
-

3 What are the feedback mechanism in vogue to collect, collate data from students, professional community, alumni and other stake holders on program quality? How does the institution use the information for quality improvement

- aken Written feedback about the institution is taken from students, alumni and parents
- Formal discussion is done among staff members in the staff meeting
- Formal discussion is done with alumni and asking suggestion about improvement.
- Feedback from students is taken at the end of the session.