

## A. Profile of the Institution

1. Name and address of Institution:  
S J K College of Education  
Vill-Kalanaur, Rohtak,  
District-Rohtak (Haryana)

2. Website URL : [www.sjkcedu.com](http://www.sjkcedu.com)

3. For communication:  
S J K College of Education  
Kalanaur, Rohtak,  
District-Rohtak (Haryana)

### Office

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Chairman – Sh. S.L.Batra			
Principal – Dr. S.K.Arora	9416974380	01258-222969	principalsjk@ymail.com
Self – Study Co-coordinator Sh. Naveen Kumar	9416556566		nagpal.naveenkumar@gmail.com

### Residence

Name	Telephone Number with STD Code	Mobile No
Chairman – Sh. S.L. Batra	D.L. F. Colony, Rohtak, Haryana	9416043829
Principal – Dr. S.K.Arora	1487/20 Bhagwan Colony, Rohtak	9416974380
Self – Appraisal Co-coordinator –	Jhangh Gate, Jind, Haryana	9416556586

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

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

C.R.S.U. Jind

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

2 f

MM	YYYY
N/A	N/A

12 B

MM	YYYY
N/A	N/A

10. Type of institution

a. By function

- i. Government
- ii Grand-in-aid
- iii Constituent
- IV Self financed
- v Any other (specify and indicate)

√

b. By function

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

√

c. By Nature

- i. University Deptt.
- 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?

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

S.N o.	Level	Programme/ Course	Entry Qualification	Nature of Awards	Duration	Medium of instruction
I.	Pre-Primary			Certificate		
				Diploma		
				Degree		
II.	Primary / Elementary			Certificate		
				Diploma		
				Degree		
III.	Secondary / Sr.			Certificate		
				Diploma		
	Secondary	B.Ed.	Graduation	Degree	2 Years	English & Hindi
IV.	Post Graduate			Diploma		
				Degree		
V	Other Specify			Certificate		
				Diploma		
				Degree		

*(Additional rows may be inserted as per requirement)*

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-Primary				
Primary / Elementary				
Secondary / Sr. Secondary		NRC/NCTE/F-7/HR 335/2015/9904-008		100
Post Graduate				
Other (specify)				

*(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	√	No	
Mission	Yes	√	No	
Values	Yes	√	No	
Objectives	Yes	√	No	

#### 2. Does the institute offer self-financed programme(s)?

Yes	√	No	
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##### a. How many Programmes?

One (B.Ed.)
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##### b. Fee charged per programme (2014-2015)

48,325/-
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#### 3. Are there programmes with semester system

No
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#### 4. Is the institution representing/ participating in the curriculum development/ revision process of the regulatory bodies?

Yes		No	√
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If yes, how many faculties are on the various curriculum development/ vision committees/ boards of universities/ regulating authority?

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

D.Ed.  
B.Ed.  
M.Ed. (Full Time)  
M.Ed. (Part Time)  
Any other (specifies and indicates)

21+8

#### 6. Are there Programmes offered in modular form

Yes		No	√
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Number	
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7. Are these programmes where assessment of teachers by the students has been introduced?

Yes	√	No	
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Number	One
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8. Are there programmes with faculty exchange/visiting faculty?

Yes	√	No	
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Number	Five
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

Head 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?

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

Yes		No	√
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Number	
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	02
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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 the 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)

### 2. Furnish the following information (for the previous academic year 2014-2015)

- |                                       |            |
|---------------------------------------|------------|
| a) Date of start of the academic year | 8/8//2014  |
| b) Date of last admission             | 26/09/2014 |
| c) Date of closing the academic year  | 12/06/2016 |
| d) Total teaching days                | 40         |
| e) Total working days                 | 220        |

### 3. Total number of students admitted

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	78	22	100	11	09	20	67	13	80
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	√
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If Yes, how many?

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

a) Unit cost excluding salary component

28325
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b) Unit cost including salary component

48325
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(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 session.

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	75.00	50.00	68.00	45.00

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

Yes	√	No	
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8. Does the institution develop its academic calendar?

Yes	√	No	
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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum Tutorials
D.Ed.			
B.Ed.	58%	32%	10%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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



### 10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days 

1	0
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- b) Minimum number of pre-practice teaching lessons after practice teaching 

2	2
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- c) Discussion *lessons after practice teaching*

0	2
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### 11. Practice Teaching at school

- a) Number of schools identified for practice teaching 

1	0
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- b) Total number of practice teaching days 

4	0
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- c) Minimum number of practice teaching lessons given by each student 

2	0
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12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No of lessons in simulation	10 micro teaching	No of lessons Pre practice teaching	10
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	√	No	
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14. Does the institution provide for continuous evaluation?

Yes	√	No	
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15. Weightage (in percentage) given to internal and external evaluation.

Programmes	Internal	External
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B.Ed.	20	80
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(Note: Detailed syllabus enclosed)

**16. Examinations**

a) Number of sessional tests held for each paper 

0	2
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b) Number of assignments for each paper 

0	2
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**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 material	√	
Any other (specify and indicate)		

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

Yes  No

Number  One

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

Yes  No

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

Compulsory       Optionally

### CRITERION III: Research, Consultancy and Extension

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

03

50%

2. Does the institution have ongoing research projects?

NO

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


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

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

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

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

✓
✓
✓
✓

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

Yes	✓	No	
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6. Number of research degrees awarded during the last 5 years.

- a. Ph.D. 

2
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- b. M.Phil. 

0
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7. Does the institution support student research projects (UG & PG)?

Yes	✓	No	
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8. Details of the publication by the faculty (Last five years)?

	Yes	No	Number
International Journals	√		
National Journals – referred papers Non referred papers	√		1
Academic articles in reputed magazines/newspapers	√		8
Books		√	
Any other (specify and indicate)		√	

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

Yes		No	√
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Number	0
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10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National Seminar	40	
International Seminar	8	
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)	x

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

Yes	√	No	
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If yes, indicate the nature of the post.

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Full time Part

time

Additional charge

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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14. Are there any other outreach programmes provided by the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on campus.

03
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Blood Camp' Health Check-Up, Skill Development

nt

16. Does the institution provide consultancy services?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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In case of paid consultancy what is the net amount generated during last three years.

Consultancy Service is provided at free of cost
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17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input type="checkbox"/>

## Criteria IV: Infrastructure and learning Resources

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

2830

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

- a) Methods Lab
- b) Psychology Lab
- c) Science Lab (s)
- d) Education Technology Lab
- e) Computer Lab
- f) Workshop for preparing teaching aids

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

3. How many computer terminals are available with the institutions?

NIL

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

10,00,000/-

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

60,000/-

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

1,50,000/-

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

3,00,000/-

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

Yes

√

No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	03	06	0	1
Non Teaching	03	02	3	0

15 post sanctioned for teaching & 11 post sanctioned for non-teaching.  
Reservation policy as per Haryana Government Rules

10. Total number of post vacant

	Open		Reserved	
	M	F	M	F
Teaching	0	0	0	0
Non Teaching	0	0	0	0

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

	Open		Reserved	
	M	F	M	F
Lecturer	02	06	0	01
Reader	0	0	0	0
Professor	01	0	0	0

b. Number of temporary/ad-hoc/part-time teachers

	Open		Reserved	
	M	F	M	F
Lecturer	01	01	0	0
Reader	0	0	0	0
Professor	0	0	0	0

c. Number of teachers from

Same state

√

Other state

X

12. Total student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	7/100
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	04	02	03	0
Temporary				

b. Technical Assistant

	Open		Reserved	
	M	F	M	F
Permanent	01	01	0	0
Temporary				

14. Ratio of Teaching – non teaching staff

9.8

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

Approx. 20 lakhs 40%

16. Is there an advisory committee for the library?

Yes  No

17. Working hours of the Library

On working days	08
On holidays	03
During examinations	08

18. Total collection of the following in the library

4175



a. Books	3085
- Textbooks	1090
- Reference books	08
b. Magazines	
e. Journals subscribed	10
- Indian journals	
- Foreign journals	06
f. Peer reviewed journals	
g. Back volumes of journals	01
h. E-informaotin resources	03
- Online journals/e-journals	20
- CDs/DVDs	
- Databases	
- Video Cassettes	50
- Audio Cassettes	

20. Mention the

Total carpet area of the library (in sq. mts.)	
Seating capacity of the Reading Room	50

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	√
References	√
Information display and notificaton	√
Book Banks	√
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	
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24. Furnish information on the following

Average number of books issued/returned per day	15
Maximum number of days books are permitted to be retained	
By the students	14
By the faculty	30
Maximum number books are permitted to be issued	
By the students	02
By the faculty	10
Average number of users who visited/consulted per month	60
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled.	07

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

*There is no specific Budget for library as and when library advisory committee recommended books for library. ON the basis of recommendation of library advisory committee the management will purchase books for library.*

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

	I (2012-13)		II (2013-2014)		III (2014-2015)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	77+310	23575+92566	50+326	19514+98116	112+275	37526+88146
Journals/ Periodicals	06	1370	01	1000	03	6000
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	I (2012-13)	II (2013-2014)	III (2014-2015)
D.Ed.			
B.Ed.	0	0	1
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	√	No	
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If yes, how many students are under the care of a mentor/ tutor?

30
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3. Does the institution offer Remedial instruction?

Yes	√	No	
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4. Does the institution offer Bridge courses?

Yes		No	√
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5. Examination Results during past three years (provide year wise data)

	B.Ed.		
	I (2012-13)	II (2013-2014)	III (2014-2015)
Pass Percentage	100%	100%	99.05%
Number of first classes	88	86	87
Number of distinctions	69	83	87
Exemplary Performance (Gold Medal and University ranks)	0	0	0

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

I	II	III
5		

NET  
SLET

Any other (specify and indicate)

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

Financial Aid	I (2012-13)	II (2013-2014)	III (2014-2015)
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	04	03	06
Loan facilities (From Bank)		01	01
SC/ST/OBC students	16	15	20

*(Additional rows may be inserted as per requirement)*

8. Is there a health center available in the campus of the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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9. Does the institution provide Residential accommodation for:

Faculty 

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Non Teaching 

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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10. Does the institution provide Hostel facility for its students?

If yes, number of students residing in hostels

Men 

0
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Women 

0
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11. Does the institution provide indoor and outdoor sports facilities?

Sports fields 

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Indoor sports facilities

Yes	√	No	
Yes	X	No	√

Gymnasium

12. Availability of rest rooms for women

Yes	√	No	
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13. Availability of rest rooms for men

Yes	√	No	
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14. Is there transport facility available?

Yes	√	No	
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15. Does the institution obtain feedback from students on their campus experience?

Yes	√	No	
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16. Give information on the cultural events last year data) in which institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter collegiate	√		02			
Inter-university						
National				√	√	00
Any other (specify and indicate	0	0	0	0	0	0

*(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 (Number)	Outcome (Medal achievers)
State		
Regional		
National	03	01
International		

18. Does the institution have active Alumni Association?

Yes	√	No	
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If yes, give the year of establishment

2012
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19. Does the institution have a Student Association/Council?

Yes	√	No	
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20. Does the institution regularly publish a college magazine?

Yes	√	No	
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21. Does the institution publish its updated prospectus annually?

Yes	√	No	
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22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years?

	2012-2013	2014-2015	2015-2016
Higher studies	30	22	16
Employment (Total)	20	28	21
Teaching	20	24	17
Non-Teaching	0	4	4

23. Is there a placement cell in the institution?

Yes	√	No	
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If yes, how many students were employed through placement cell during the past three years?

2012-2013	2014-2015	2015-2016
15	12	17

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

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

## Crietion VI: Government and Leadership

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

Yes	√	No	
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2. Frequency of meetings of Academic and administrative Bodies: (Last Year)

Governing Body/Management	Half Yearly
Staff Council	Every Month
IQAC/ or any other similar body/committee	Quarterly
Internal Administrative Bodies contributing of quality improvement of the institutional processes. (mention any for three most important bodies)	As and when required

3. What are the welfare schemes available for the teaching and non-teaching staff of the institution?

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

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

3		
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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.

0
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- b. Number of the teachers who were sponsored for professional development programmes by the institution

National	0	0	0
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International	0	0	0
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- c. Number of faculty development programmes organized by the institution:

5		
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- d. Research development programmes attended by the faculty

15		
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- f. Invited/endowment lectures at the institution

10		
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Any other area (specifies the programme and indicates)

6. 

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

- a. Self appraisal  
 b. Student assessment of faculty performance  
 c. Expert assessment of faculty performance  
 d. Combination of one or more of the above  
 e. Any other (specify and indicate)

Yes	√	No	
Yes	√	No	
Yes		No	√
Yes	√	No	
Yes		No	√

7. Are the faculty assigned additional administrative work?

Yes	√	No	
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If yes, give the number of hours spent by the faculty per week

Senior faculty members were deputed as convener / members of various inspection committees/protocol duties etc. but no definite no. of hoarse per week are fixed.
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8. Provide the income received under various heads of the account by the institution for previous academic session (2014-2015)

Grant-in-aid	0
Fees	4832500
Donation	0
Self-funded courses	0
Any other (Bank Interest)	42000

9. Expenditure statement (for last two years)

	2013-2014	2014-2015
Total sanctioned Budget	4795625.00	4615794.00
Spent on the salary of the faculty	2692446.00	2531390.00
% spent on the salary of Non-teaching employees	25%	27%
Spent on books and journals	227683	248000
% spent on developmental activities (expansion of building	10	10
% spent on telephone, electricity and water	05	05
% spent on maintenance of bilding, sports facilities, hostels, residential complex and student amenities etc.	08	08
% spent on maintenance of equipment, teaching aids, contingency etc.	02	02
% spent on research and scholarship (seminars, conferences, faculty development programs, fculty exchange etc.	01	02
% spent on travel	0.5	0.6
Any other (specify and indicate)		
Total Expenditure incurred		
Autied Balance Sheet & Income & Expenditure A/c Receipt & Payment A/c, is enclosed herewith		

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

	Surplus in Rs.	Deficit in Rs.
2012-2013	215000	0
2013-2014	0	125535
2014-2015	335000	0

11. Is there an internal financial audit mechanism?

Yes	√	No	
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12. Is there an external financial audit mechanism?

Yes	√	No	
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13. ICT Technology supported activites/units of the institution:

Administration	Yes	√	No	
Finance	Yes	√	No	
Student Records	Yes	√	No	
Career Counselling	Yes	√	No	
Aptitude Testing	Yes	√	No	
Examinatoins/Evaluaton/Assessment	Yes	√	No	
Any other (specify and indicate)	Yes		No	√

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

Yes	√	No	
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15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes	√	No	
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16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes	√	No	
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17. Does the institution have an freedom and the resources to appoint and pay temporary/adh hoc/ guest teaching staff?

Yes	√	No	
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18. Is a grievance redressal mechanism in vogue in the institution?

a) For teachers	√
b) For students	√
c) For non-teching staff	√

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

Yes		No	√
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20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes	√	No	
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21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes	√	No	
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## Criterion VII: Innovative Practices

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

Yes	√	No	
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2. Do students participate in Quality Enhancement of the institution?

Yes	√	No	
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3. What the percentage of the following student categories in institution?

	Category	2013-2014				2014-2015			
		Men	%	Women	%	Men	%	Women	%
A	SC/ST	5	5	4	4	6	6	14	14
B	Border Area	0		0	0	0		0	0
C	OBC	4	4	8	8	8	8	3	3
D	Physically challenged	0	0	0		0	0	0	0
E	General Category	21	21	58	58	25	25	44	44
F	Rural	11	11	68	68	20	20	44	44
G	Urban	04	4	17	17	19	19	17	17
	Total	100	100	100	100	100	100	100	100
H	Any other (specify)								

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

	Category	Teaching Staff		% M		% F		Non Teaching Staff		% M		% F	
		M	F	M	F	M	F	M	F				
A	SC					03	0	33	0				
	ST					0	0	0	0				
	OBC					0	0	0	0				
	Physically challenged					0							0
	General Category	3	11	22	78	0	07	0	66				
	Any other (specify)					0		0	0				

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

Category	At Admission		On completion of the course	
	2013-2014		2014-2015	

SC	Out of - 9 I Class - 6 II Class - 3 III Class -	Out of - 9 I Class - 7 II Class - 2 III Class -	Out of - 20 I Class - 14 II Class - 06 III Class -	Out of - 16 I Class - 04 II Class - III Class -
OBC	Out of - 12 I Class - 8 II Class - 4 III Class - 0	Out of - 12 I Class - 09 II Class - 03 III Class -	Out of - 11 I Class - 05 II Class - 06 III Class -	Out of - I Class - 13 II Class - 03 III Class -
Physically challenged	Out of - 01 I Class - 01 II Class - 0 III Class - 0	Out of - 01 I Class - 01 II Class - III Class -	Out of - 0 I Class - II Class - III Class -	Out of - I Class - II Class - III Class -
General Category	Out of - 79 I Class - 63 II Class - 16 III Class - 0	Out of - 79 I Class - 66 II Class - 13 III Class -	Out of - 69 I Class - 54 II Class - 15 III Class -	Out of - 64 I Class - 57 II Class - 07 III Class -
Rural	Out of - 68 I Class - 47 II Class - 21 III Class -	Out of - 68 I Class - 52 II Class - 16 III Class -	Out of - 64 I Class - 45 II Class - 19 III Class -	Out of - 64 I Class - 48 II Class - 16 III Class -
Urban	Out of - 21 I Class - 17 II Class - 04 III Class -	Out of - 21 I Class - 18 II Class - 03 III Class -	Out of - 36 I Class - 28 II Class - 08 III Class -	Out of - I Class - 32 II Class - 04 III Class -

## **DECLARATION BY THE HEAD OF THE INSTITUTION**

I certify that the data included in the Self – Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussion, and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SSR during the peer team visit.

Place :- Rohtak

Signature of the Head of the Institution  
(With seal)

Date

# **S. J. K. COLLEGE OF EDUCATION**

## **SELF STUDY REPORT**

### **THE EXECUTIVE SUMMARY**

The institute, S. J. K. College of Education was established in the year 2006 by S.J.K. Education Society, with a well defined motive of serving the society by making their humble contribution to Education especially through Teacher Education. The institute, situated in calm and beautiful natural surrounding at Rohtak –Bhiwani Road, Kalanaur and offers B.Ed. course in teacher education. It has been approved by National Council for Teacher Education (NCTE) and affiliated to Maharshi Dayanand University, Rohtak and now it is affiliated to C.R.S.U. Jind. Co-Educational college in nature at present it has intake capacity of 100 seats in B.Ed. course. i.e. 2 units of 50 each.

The institution follows all the norms and decisions as per the regulatory bodies i.e. NCTE and Maharshi Dayanand University, Rohtak now C.R.S.U. Jind for the required physical infrastructure, recruitment of the faculty, admission procedure, fees structure and curriculum to enact.

The building of the institution is a lively example of good architecture. The campus of the institution is beautified with lush green lawns, flower beds and pleasing plantation. It is spread over a land of 3 acre with 25588 sq. feet of built up constructed area located in the overall campus. The institution has an excellent infrastructure including spacious classrooms, stocked library, multipurpose hall, modern well equipped laboratories, conference room and comfortable staff room, common rooms for boys and girls, indoor and outdoor games facility, canteen, drinking water, First Aid Room, Uninterrupted Power supply, internet, fax, photocopier etc.



The institution has its prime ambition – to get acknowledged as a premier institution with a difference. The difference is being created by providing conducive environment to teaching learning, research and innovation, liberty to teacher and student-teachers for their maximum potential actualization with novel, ICT and value imbued academic practices.

The board of Governors, academic and administrative bodies, various committees of the institution and the students of all houses and tutorials, are doing efforts whole-heartedly for realizing this mammoth ambition. So, focus of the institution is at creating and sustaining the environment, where prospective teacher will develop an aptitude for teaching scientific and humanistic attitude, spirit of services to the society and all the essentials of teaching learning skills. This is being done here under visionary leadership of Chairman, members of the Management and Principal with competent and committed faculty in team. The members of management committee are well educated, socially responsible and humble human being, strongly determined and dedicated to the cause of social welfare through providing quality teacher education. The faculty members are well qualified, experienced, enthusiastic and sincere towards their profession, always ready to learn – how to chisel out the best among their student teachers. Teacher educators themselves use and encourage the students to use ICT in their classroom teaching to meet the emerging needs and problems of the school education in global context. The value oriented practices in teacher education enables the student teachers and teachers to make harmony among different sections of the society. The institution is swiftly gearing up for changes occurring in teacher education in India and abroad.

The institution encourages and sponsors the teachers as well as student teachers for participation in the professional development programs i.e. seminars, conferences,

workshops and intra college and inter college competitions of academic and co-curricular activities respectively.

The institution practices the best in teaching learning in collaboration with practice teaching schools, academic members, educationists, education department, alumni and parents of student teachers and person of local administrative bodies. These are involved in positive social interaction through prominent institutional curricular, co-curricular activities.

Thus, the institution stands out as a unique college of teacher education for its distinct emphasis on imparting the sound theoretical knowledge of curriculum subjects, teaching and training methods, including practical exposure to actual teaching with a humanistic touch to groom the student teacher to become both effective teacher and fine persons. Finally, the student teachers should be capable of carving out and drawing out the best in humans who would contribute in shaping in future of the STATE and building the GLOBAL VILLAGE.

## **CRITERION I: CURRICULAR ASPECT**

### **1.1 CURRICULAR DESIGN AND DEVELOPMENT**

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

S J K College of Education has its clear, distinct and community oriented objectives.

#### **Objectives of the Institution**

- To recognize, promote and develop the capabilities and universal values in the student teachers needed for cohesion and welfare of society and nation.
- To make aware, inspire and enable the student teachers to integrate the ICT with ancient Indian educational philosophy for a quality academic environment.
- To stimulate, educate and enable the student teachers for excellence in teaching, learning, research and innovation.
- To develop attitude, competence and core skills, essential to teaching learning process among the student teachers.
- To encourage the student teachers to derive and everlasting capacity of realizing and executing their roles and responsibilities in learner's holistic development.
- To provide an enthusiastic, motivating, inspiring and equally accessible teaching – learning environment, conducive to the professional growth of teacher educators and student teachers.
- To invent, adopt and practice the knowledge of ICT for teaching, learning and training of student teachers to meet the emerging issues, needs and problems of the school education system in global context.

The objectives of the institution address following major considerations:

## **INTELLECTUAL, ACADEMIC AND TRAINING**

The Institution has vital action plans for this purpose. Enlightened and qualified faculty members consider the individual differences of the student teachers and educate them accordingly. Individualized care, effective methodology, experience enriched co-curricular practices, using ICT equipment and professionally sound faculty ensure the development of intellect and best academic and training practices.

## **EQUITY AND ACCESS TO THE DISADVANTAGED**

The opportunities to participate in various academic and curricular activities are equally accessible to the student teachers. The houses and tutorial provision for personal attention of the student teachers is observed. So it is assured that all the student teachers are equal by denying the differences of religion, language, region, gender and caste.

## **SELF DEVELOPMENT**

The objectives of the institution have a thrust upon the self development of student teachers and teacher educators in terms of knowledge, skill competence, attitude, professional growth, value inculcation and social cohesion. All curricular, co-curricular and extension activities ensure the purpose.

## **COMMUNITY AND NATIONAL DEVELOPMENT**

The professionally competent and value oriented teachers are instruments to the community and national development. Institution's concern about the welfare of the community and nation is exhibited in its extension services, teaching practice and teacher-training techniques.

## **ISSUE OF ECOLOGY AND ENVIRONMENT**

The institution adopts the sustainable development approach for the issues of ecology and environment. The institution has an optional paper on 'Environment Education' in theory and world environment day celebration, save Water and make clean tidy environment campaign, sewage treatment plant are in practice for the purpose. The institution sensitizes the masses through teaching, seminars, conferences, different competition and campaigns about conservation of environment.

## **VALUE ORIENTATION**

Values are both taught and caught in this institution. Institution performs ‘Hawan Ceremony’ in beginning of each session. Each academic activity and daily session begins with Prayer. The theoretical papers along with work education work experience envisage the knowledge and practice of values. Values like truth, beauty and goodness, co-operation, honesty, dignity for manual labour, team work, social service, conservation of ecology and environment, respect for all religions, languages etc. are practiced by all the faculty members and students.

## **EMPLOYMENT**

The institution provides training in all communication skill teaching skills, handling of ICT equipments in an efficient manner which ensures the employability of the student-teachers.

## **GLOBAL TRENDS AND DEMANDS**

The explosion of knowledge, use of ICT in curriculum transaction and crisis of values are the global issues in education. By considering the updates in education and maintaining discipline, institution works for the global trends and demands.

### **1.1.2 Specify the various steps in the curricular development processes. (Need**

**Assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts and formalizing the decisions in statutory academic bodies.)**

The institution is abided by the regulatory statutory bodies i.e. Maharshi Dayanand University, Rohtak to execute their prescribed curriculum. The modifications made by these competent authorities are brought to the action.

Institution has young educationist Dr. Surender Kumar as a source person to monitor, review and suggest the modifications in the existing curriculum of B.Ed. course. In her dynamic guidance “Curriculum Review & Reform Committee” was established at the college level in November, 2011. The committee comprises of subject expert teachers in each subject i.e. Hindi, English,

Social Studies, Commerce, Mathematics and foundation courses. The committee consists of following members:

Sr. No.	Name	Designation
1	Dr. S.K.Arora	Principal
2	Dr. Renu Swami	Assistant Professor
3	Dr. Seema Taneja	Assistant Professor
4	Mrs. Kanchan Kochar	Assistant Professor
5	Mrs. Suman Arora	Assistant Professor
6	Mr. Naveen Kumar	Assistant Professor
7	Dr. Santosh Anand	Assistant Professor
8	Dr. Kullbhusan	Assistant Professor
9	Dr. Kiran Arora	Assistant Professor
10	Mrs. Pooja	Librarian

The committee invites the feedback and suggestions about the existing curriculum of the course from all the faculty members, members of Alumni Association, student-teachers of current session, teachers & heads of practice teaching schools and academic experts, on a prescribed format/questionnaire.

After compiling, analyzing, getting and evaluating the feedback, the suggestions are recommended to Maharshi Dayanand University, Rohtak, C.R.S.U. Jind the statutory academic body, for amendments/modifications in the curriculum.

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

The role of teacher educator and student-teachers has been redefined due to the global trends & emerging needs of the school children. Through a balanced blending of traditional methodology with ICT & new technology, we prepare the student-teachers to become independent, creative and confident enough to face the world. The institution and the faculty members are prompt and they guide the student-teachers to integrate the technology like OHP, LCD, Projector, Slide Projector, Computers, Radio, T.V. and other audio-visual aids with face to face sessions to present the content effectively. P.T. are made to teach by power point presentation.

Teacher-educators demonstrate and justify the judicious use of appropriate methodology in handling and mastery learning in ICT use. The faculty members are the “Model user of ICT”. They make good use of power point presentations and project based instructional resources for instructions, orientations and for conducting different curricular and co-curricular activities. The student-teachers imitate and learn different skills during their work education classes especially during Chalk Board Writing, Handling of equipments & preparing teaching aids.

In the era of ‘Smart Class concept’, institution has introduced the ICT in education theory and practice as well. Teaching practice sessions has been enriched with EDUSAT experiences and exercises for B.Ed. student teachers in the Govt. Primary, Middle schools and Senior Secondary School at Rohtak.

They had an exposure of EDUSAT programmes and they teacher their classes with these means.

Besides ICT, the emerging need is value enriched teachers. The institution has a value oriented system of working. We initiate the session with ‘Hawan Ceremony’. Morning Assembly is organized by student teachers of respective “House” on all working days.

The captions, thought of the day, prayer and role models, code of conduct of teachers are exemplary for student-teachers. They discuss and share their views on various religious, spiritual & moral ideas. The Principal and faculty members are leading examples. They review the code of ethics regularly to maintain values in the behaviour of the student-teachers.

Various co-curricular activities spontaneously encourage the student-teachers to learn in team work and integration.

Personality development programmes and communication skills are also in demand globally. So, the institution provides the exposure to the student-teachers through its cultural, sports and literary activities to acquire these skills and groom their personality. Besides this, the college specially runs value added courses like English Spoken Classes, Personality Development Classes etc. Extension Lectures and seminars are organised from time to time.

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

The curriculum of the B.Ed. course bears thrust on national issues like Value education, gender equality, Human Rights, Equality, Social Cohesion, Secularism, Environment degradation, National Integration, Population explosion, Women Education, Beti Bachao Beti padhao, Female foeticide, Education of special children and ICT.

There are compulsory and optional papers in B.Ed. Course in which the issues related to national concerns are discussed in detail Peace Education optional paper has been introduced in the syllabi. The main topics of B.Ed. course which focus these issues are:

- **National Integration:** Nationalism, need of National Integration, obstacles in national integration, education & National integration, role of the teacher and government policies for national integration.
- **Exceptional Children:** Concept, types-gifted, creative, delinquent, educationally backward—their identification, characteristics and education, Emerging concept of Inclusive Education.
- **Mental Health and Well Being:** Stress and coping behaviour strategies for improving mental health and well being among adolescents.
- **Human Resource Development:** - Concept, need, goals and role of education in human resource development.
- **The University Education Commission (1948-49):-** Aims and general recommendations.
- **The Secondary Education Commission (1952-53) :-** Aims, text books, curriculum and vocationalization of Secondary Education.
- **The Indian Education Commission (1964-66) :-** Aims, education ladder, teacher education and adult education.
- **National Education Policy 1986 (Revised 1992).**
- Elementary Education for All-International Initiatives, DPEP, Sarva Shiksha Abhiyan, Right to Education.
- **Policy Trends in Higher Education:** - GATS, Privatization, Recommendations of National Knowledge Commission.
- **'Population Education' :-** Concept, scope and objectives of population education, population situation in World and in India, population policies,



strategies and family welfare programme in India and their impact, strategies of incorporating population education in school curricula at elementary & secondary level etc.

- **Environment Education:** - Need & objectives of Environmental Education, curriculum development in environmental education, components of environment, global environmental issues, Depletion of ozone layer, global warming environmental pollution (Soil, Water, Air & Noise) and other miscellaneous environmental issues like Forests & their conservations, wildlife & its conservation, conservation of energy resources, alternate energy resources, waste management, population & environmental and Indoor Environment.
- **Value Education:** - Need and Importance of Value Education, aims, objectives, classification, sources and inculcation of values.  
Peace Education: - Need and importance of peace education, aims objectives and Gandhian thoughts are there in detail.

The teaching methodology & classroom interaction along with the practical and various activities like celebration of various events, festivals, tree plantation & competitions etc. ensure the results in thrust areas.

### **1.1.5 Does the institution make use of ICT for curriculum planning?**

#### **If yes give details**

Yes, the institution makes adequate use of **ICT** for curricular planning since its establishment. Dynamic Principal Dr. S.K. Arora arranges and ensures that curricular events must be recorded since its planning stage.

Mainly academic calendar, year planner, time table, committee structure and their functions, important rules, norms, circulars, notices, different groups like tutorials, sadans, work education & work experience, proceedings, agendas and findings of staff meetings, various clubs and activities, sports and cultural events to be organized, the rewards & recognitions criteria/schemes/strategies, library & labs, material, requirements & their stock check etc., house examinations & annual examinations, seating plan, staff duties are planned with the help of ICT.

Demonstration lessons by the teacher-educators and Micro-teaching and practice teaching lessons are planned and resented with the use of LCD Projector

& OHP. Staff members prepare and present the orientation programme & instructional materials for their classroom teaching by using ICT. Power point presentation is compulsory part in the curriculum and college activities.

## **1.2 ACADEMIC FLEXIBILITY**

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

The institution provides a wide variety of learning situations to the student-teachers according to the need & requirements of the curriculum, society, profession and nation. All the necessary steps have been taken by the institution for the better implementation of the curricular activities.

Teacher educators are motivated to use integrate modern information and communication technologies (ICTs) with traditional methods of teaching. All the facilities like Computers, Multi Media Projector, OHP, Slide Projectors, Smart classroom etc. are provided with uninterrupted power backup to the teachers for making their lesson a successful one. All the faculty members have good hand in the use of ICT and modern technologies. All the teachers are efficient in making teaching – learning material with good care and concerns. They are capable in making Charts, Pictures, Models, transparencies, Slides, Flash Cards & Power point presentation.

Proper care & concern have been taken into consideration while developing the curriculum. Both the theory and the practical aspect of the curriculum have been given ample importance. There is a provision of theory and practical work in all papers of B.Ed. course. The internal evaluation of the students has been done on the practical cum theoretical basis. CCE is the concept for all internal assessment. The student-teachers are motivated to use Computer & community services and ICT in their notes preparation, Lesson planning for teaching practice, Power Point presentation for class seminar. The institution provides a platform for student-teachers to participate in various literary, cultural and community service practices. During teaching practice, the student-teachers also organize morning assembly, Bal sabha, maintain the record and attendance of the students.

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

The institution provides a wide variety of learning experiences to the students for effective implementation of the curriculum. While implementing the curriculum, the faculty members encourage the student teacher to participate in various Curricular, Co-curricular and extracurricular activities and the faculty members encourage the open discussion with P.T. and their views are listen and implemented.

For the effective implementation of curricular aspect of the course, all the faculty members use various innovative and Technological approaches for teaching and learning. Various methods like demonstration, lecture and Problem Solving are used with wide variety of teaching aids such as OHP, Computer, Slide Projector, charts, Models etc. While providing effective Teaching learning environment to the student-teachers in the campus and in the classroom, they are motivated to do work with community and in the community. There is provision of field work in the curriculum of B.Ed. Thus, with the effective implementation of curriculum the institution provides wide varieties of learning experience to the students for the effective implementation of the curriculum aspects in the campus as well as in the field.

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

In the institution there is proper provision to develop communication & ICT skills, community orientation and social responsibility skills among the students.

Communication and ICT skills are developed through the effective implementation of curriculum of Paper V Essentials of Education Technology and Management. Where basic knowledge about communication skills, its principles, effective communication, basics of ICT, uses of computers and networking are discussed in detail and thus theory and practical aspects are implemented well.

Student-teacher's professional skills are developed through the effective implantation of Paper-VII & VIII which includes the skill of chalk board writing, preparing of teaching aids, handling of available equipments and work experience. There are many papers in which there is ample scope for providing life skills, value education, community, professional and social skills etc.

Along with these specified in the curriculum prescribed by Maharshi Dayanand University, Rohtak and C.R.S.U. Jind the institution runs mainly three foundation courses to develop communication skills (verbal & written), ICT skills, Community orientation, Social responsibility etc. These are English Spoken Course, Personality development Programme and Basic course on Computers.

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

1. Interdisciplinary/Multidisciplinary
  2. Multi skill development
  3. Practice Education
  4. Practice Teaching
  5. School experience/internship
  6. Work experience/SUPW
  7. Any other (specify and give detail)
- **Interdisciplinary/Multidisciplinary**

The curriculum of B.Ed. course has interdisciplinary/multidisciplinary approach. There are various fields of specialization in the B.Ed. course such as Teacher in Emerging Indian Society, Development of Learner and Teaching Learning Process, Development of Educational of system in India, Essentials of Educational Technology and Management, Guidance and Counseling, Elementary Education, Population Education, Peace Education, Environmental Education, Alternative Education (Adult and Non-Formal Education), Educational, Measurement and Evaluation, Physical Education, Value Education, Information and Communication Technology, Teaching of English or Hindi or Haryanai or Sanskrit or Urdu, Teaching of Social Studies, Teaching of Political Science, Teaching of Geography, Teaching of History, Teaching of Economics, Teaching of Mathematics, teaching of Commerce, Teaching of Physical Science, Teaching of Life Science, Teaching of Home Science, Teaching of Art, Teaching of Agriculture, Teaching of Music,

Teaching of Computer Science, Teaching of Science, Teaching of Physical Education, Development of certain skills like chalk board writing, preparing & handling teaching aids using computers & other ICT and work experience.

### ➤ **Multi Skill Development**

The curriculum of B.Ed. course provides an opportunity to the student teachers for developing various skills. It help in developing communication skills, teaching skills, social skills, writing skills, work experience and technical skill with the help of various subjects including theory and practical.

### ➤ **Inclusive Education**

Yes, the institution has the provision of inclusive education. For this process, the institution creates opportunities for all learners to work together. Learning is enhanced among the individuals of different abilities, skills and aspirations to work together in a joint enterprise. Students are enabled to participate fully in the life and work of mainstream settings, whatever their needs. Barrier to learning are removed by inclusive education. Institution has provision like ramp wheel chair and other infrastructure facilities for the Children with special needs.

### ➤ **Practice Teaching**

As B.Ed. course is a teacher training course, there is proper provision of practice teaching in stimulation as well as in actual classroom situation in this course. Every student-teacher completes 20 days of pre practice teaching days and 20 days of practice teaching. During this 40 days period student-teachers are properly oriented about teaching skills, lesson planning & effective teaching. Student-teachers prepare and present various lessons according to the skills assigned to them.

During practice teaching at school level, every student-teacher delivers 40 practice lesson and two discussion lesson in each teaching subject. During this period, all the student-teachers are monitored and supervised by their concerned supervising teacher educator, who provides feedback to the student-teachers for their classroom presentation. Even there is a provision to get the feed back from the schools where the P.T. practice the real teaching. Students teachers are made to learn all aspects of school academic and non-academic work in the schools.

### ➤ **School Experience Programme**

There is provision of both theoretical and practical aspects of school experience or school management. In the theory paper student-teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resources etc. At the time of practice teaching at school, the student-teachers apply all this knowledge in the actual situations. There, they organize morning assembly, make arrangements for teaching learning situations, manage man & material resources, manage funds at school level and scholarships. At the end of the practice teaching at school, every student-teacher writes a detailed school plan report, prepares time table & S.L.C., completes the observation lessons and provides the suggestions to the school for providing better learning experience to the students.

Student-teachers also conduct action research project during practice teaching and provide solution/remedies to a particular problem.

### ➤ **Work Experience/SUPW**

The aim of B.Ed. course is to develop competent and skilled teacher. A teacher can become capable by contributing to the society. B.Ed. course/curriculum has the provision to develop certain skill through various work experience subjects. In the Work Experience Programme, various options are provided to the students for developing certain skills through work experience. This programme includes Rangoli, Interior decoration, Paper Cutting, Computer application and clay modeling etc. Student-teachers are encouraged to participate in various community services, extension activities. Student Teachers are also encouraged to participate in other curricular and co-curricular like Sports Activities, International & National Days Celebrations, Literary Activities, Cultural Activities etc.

## **1.3 FEEDBACK ON CURRICULUM**

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

The institution has adopted well oriented mechanism of getting feedback and exchange of information with regard to the curricular and co-curricular aspects of

the programme being run in the institution. For getting feedback on curriculum following practices are in vogue:

**a) Feedback on curriculum by the student-teachers:**

The institution has tried its best to cater the needs of the students, society and nation through best practices in curriculum. Student-teachers view & suggestions are invited on the curriculum for necessary modifications & improvement in the current curriculum. For this purpose, the institution is working with two tools: first one is inviting student-teachers feedback on Performa, given by the NAAC, through which student-teachers rate the complete course and the curriculum of the various subjects. The second tool is the suggestion box available in the college campus, where student-teachers can put their suggestions regarding the improvement in the curriculum.

**b) Feedback on curriculum by the Alumni:**

The view and suggestions of old students of the institution are also invited with reference to the curriculum. These students are encouraged and motivated to provide feedback on the curriculum of the B.Ed. course. They are asked to post/disclose their views in following manner:

- Oral expression of their views about the curriculum to the Principal or the subject teacher.
- Writing their suggestion/ideas directly to the Principal or subject teacher.
- Providing their suggestions through suggestion box.
- Posting their views/comments on college community on Orkut.
- Giving their suggestions through E-mail.

**c. Feedback on curriculum by teaching Staff:**

- The institution has its Internal Curriculum Review & Reform Committee considering staff members as subject experts. This committee analyses the existing curriculum of the B.Ed. course, find out the needs & difficulties of the students – teachers and provide suggestive measures for the modification in the curriculum.
- The faculty members meet after every academic activity to review and discuss the strengths and weaknesses of the activities. They also

provide suggestive measures for improvement in these academic activities.

- The existing working related to curriculum aspects of the college are discussed in the staff council meeting.
- Teachers play an active role in the tutorials to solve problems of student-teachers regarding the curriculum.
- Members of the faculty are free to discuss their problems with principal every time, every where.

#### **e. Feedback on curriculum by the Community:**

The institution has established a cordial linkage with community. There are various occasions where the Institution and the community come together. At the time of every meeting, formal & informal feedback is received from the community regarding the curriculum. Some of the activities are:

- The institution has established extension linkages with Community and local educational institutions i.e. practice teaching schools & colleges. We also organize various services/activities in the community such as vaccination camp, literacy campaign, awareness programme, Beti Bachao Beti Padhao, Sanitation campaign etc. and also receive feedback and suggestions from the community members at that time.
- The institution always invites Head & staff of the practice teaching school, parents of the students- teachers & community members in various activities, functions, exhibitions and competitions of the college on Teaching aids, skill in teaching, cultural activities, talent search, sports meet etc., where they provide their valuable feedback & suggestions to the course.
- The feedback from the school teachers, during practice teaching about the B.Ed. course and their experience at practice teaching on prescribed Performa (developed by the institution) collected and reviewed.
- Feed back is also received at the time of PTM which is organized from time to time and the feed back thus received is recorded and implemented accordingly.



- The institution also plans to organize a meeting and workshop with school Principals and teachers of the neighboring schools to share their views on the methodology and curriculum of the B.Ed. course.

Thus institution is trying, its best to communicate & receive feedback from all its stake holders, with regard to curriculum.

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

The Institute has a distinct mechanism on analysis of feedback from the students & Alumni on the curriculum. Every year, the feedbacks from the student-teachers, provided through the Suggestion Box, are collected and then their views are discussed in the staff council and curriculum review committee. Remarkable suggestions then those are reviewed in staff council meeting and then sent to the curriculum review committee of the institution for further discussion and analysis which sends its recommendations to the University and higher education department.

The second tool i.e. students views on curriculum through Performa introduced from the session 2009-10 and feedback from student-teachers are being collected about the existing curriculum.

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

-

- ICT should be included as compulsory subject in the curriculum.
- There should be adequate provision of Inclusive Education in the curriculum to make the student-teachers aware about the issues of inclusive practices.
- There should be more emphasis on developing more skills among the student-teachers.
- Duration of B.Ed. course should be of two years rather than one year.

- Now the problem and new challenges, that have arisen due to 2 years course.
- Problem of non attending concept which is arising in all fields of educational institutions.

### **1.3.3 What are the contributions of the institution to curriculum development?**

Since the curriculum regulatory body of the B.Ed. course is Maharshi Dayanand University, Rohtak and now C.R.S.U. Jind, so there is no scope for any self financing institute in the development of the curriculum. But the institution, at its part, is trying well to communicate the urgent need & requirements for the modification in the curriculum. The institution is in the process to send some of its recommendation to the Maharshi Dayanand University, Rohtak, C.R.S.U. Jind for curriculum upgradation.

### **1.4 CURRICULUM UPDATED:**

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

AS mentioned earlier, the institution has its Internal Curriculum Review and Reform Committee for curriculum evaluation. Student-teacher's suggestions are invited on the prescribed Performa and through suggestion box. All these measures are adopted to check the quality sustenance in the curriculum aspect.

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

- Computer Education
- Need Based Education
- Socially Relevant Programmes
- Use of ICT

- Academic Calendar
- Annual Teaching Plan
- Academic Skills
- Value Education
- Personality Development
- Choice Based curriculum or flexibility
- Student Advisors
- Women Cell
- Learning by Doing
- Co-operative Learning
- Inter Disciplinary Courses
- Community Participation
- Comprehensive & Continuous Evaluation
- Guidance & Counseling Services to student-teachers
- Publication of College Prospectus & Magazine
- Career Opportunities
- Remedial Teaching
- Environmental Education
- Inculcating Various Social, Cultural and Academic & Professional skills among student-teachers.
- Providing training of various teaching skills to the student-teachers.

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

The institution tries its best for the effective implementation of all the curricular and co-curricular aspects of the course. All the theoretical and practical aspects of the curriculum are taken into consideration while implementing the curriculum. Firstly institution plans in advance for the activities to be organized. The various activities dealing with the curricular and co-curricular aspects are planned very well by the institution in the annual year plan. Proper care is taken while planning the year plan. For effective implementation of the curricular and co-curricular part of the course and the year planning committee analyses the very aspect of the year including holidays, weather conditions, and school availability for practice teaching. Important National & International days and needs & requirements of the curriculum.

For implementation of the curriculum aspect of the course the institution tried well to implement all the planned activities. The various committees are constituted for the better implementation of the academic plan to act as a team to accomplish the task. The various committees like cultural, academic, time table, literary & workshop, library, tour committee etc. work independently as well as with collaboration with each other for the better implementation of the curriculum.

## **CRITERION II: TEACHING –LEARNING AND EVALUATION**

### **2.1 ADMISSION PROCESS AND STUDENT PROFILE**

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

**Criteria for admission:** - The students who have 50% marks (General) in graduation or post graduation are eligible to apply for admission in B.Ed. course. In the case of SC/BC students, the eligibility condition is 45% marks in graduation or post graduation. This session, the students are admitted in B.Ed. course on the merit basis (as per the order of Honorable Punjab & Haryana High Court), taking consideration the reservation policy rules of the state Govt.

Earlier, the admission in the institution were done on the basis of combined entrance test (conducted by Maharshi Dayanand University, Rohtak, Kurukshetra University, Kurukshetra, Chaudhary Devi Lal University, Sirsa & Bhagat Phool Singh University, Khanpur) conducted by various Universities on rotational bases followed by counseling. The university on rotation conducted the counseling for the admission in all the education colleges for B.Ed. Programme. The institution did not directly play any role in the admission process except management quota seats. As per the Haryana Government Policy 13% management quota seats are allotted to each educational institution for B.Ed. Programme. The admission for 13% management quota seat is done on merit basis. Advertisement is published in the leading newspapers of the region for admission and applications are invited from the eligible candidates. On the date of admission, counseling is conducted in the campus as per the guidelines of the university.

In case, if the numbers of seats allotted by the NCTE to the institution are not filled due to the non-availability of successful candidates in the entrance test. The vacant seats are filled by the institution as per the decision of Honorable Punjab & Haryana High Court. For this, the advertisement and same admission process is adopted for management quota seat. Complete transparency is maintained in the admission process of the institution.

### **Role of college admission committees:**

The institution has the separate and specific admission committees for B.Ed. course. The Committee has one convener and three teacher members. The Committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE/Maharshi Dayanand University, Rohtak/State Government of Haryana. The Handbook of information for admission in B.Ed. is considered as reference and reliable source along with the above circulars.

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

The program i.e. B.Ed. course, offered by the institution are advertised through the leading newspapers (English & Hindi), hoardings, handbills, pamphlets, prospectus and advertisements on local cable network in adjoining areas.

All the advertisements in media make clear the location of the college, transport facility/connectivity, seats available, salient features of the institute, facilities available in the campus and faculty status & results of the previous years.

The prospectus students are provided with all essential information in the advertisement material. In the information brochure, institution has made a clear message about its mission, vision and ambition of the management and administration towards selfless service to the society through teacher education. The course structure, faculty with their great academic record, methodology adopted, cultural and social perspectives of activities undertaken, hallmark achievers of the institution in academic and co-curricular activities, remarkable winner student teachers of the institution in inter college competitions, all important festivals i.e. Diwali, Lohri and events like talent search competition, international women's day, world environment day are celebrated in the campus, Training in skills, schedule of all academic and curricular parts of the institution are shared with prospective students in the prospectus. It helps them to comprehend the vision, methodology, all teaching learning activities and academic environment of the institution and facilitate them to make their decision.

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

The Institution has specific admission committee to monitor admission decisions for B.Ed. courses. The admission committee members and the convener remain vigilant on handbook of information, circulars of the NCTE/ Maharshi Dayanand university, Rohtak/State Government of Haryana.

This committee maintains the records of relevant information and decisions and orders of competent authorities i.e. NCTE / Maharshi Dayanand University, Rohtak/State Government of Haryana and Honorable Punjab & Haryana High Court, Chandigarh.

It has been the prime concern and focus of the admission committee that the determined admission policies and procedures must be equally applied to the all applicants. In this direction all the information and decisions regarding admission procedure and fees are displayed on the college notice board and on information centre, counseling hall for the admissions in B.Ed. course. This has been in practice since its first session to facilitate the students. Information centre remains active from 9:00 am to 5:00 pm during the admission process.

So, in this way, the institution effectively and whole heartedly monitors admission decisions to ensure that the determined admission criteria are equally applied to all the applicants.

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

The institution has privilege of its location, that's why its student fauna has diverse backgrounds. The student-teachers from different economic, cultural, religious, linguistic backgrounds and physical challenges enjoy their individuality in harmony of great diversity in institution's academic environment. The following strategies are in vogue for the great cause:

- The institute assists the economically weak student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them. The uniforms are also provided to them.

- Economically weak and physically challenged students are provided with the wheelchair facility. They get a supportive environment in every curricular and co-curricular activity. They are engaged in cultural events to boost their moral. Institute bears medical expenses and provides fee concessions to the physically challenged and economically weak students.
- Religious festivals and events are celebrated by student teachers for integration of their faith and beliefs. Every student is encouraged to share and to represent his/her culture, section in various cultural activities and morning assemblies. Lohri, Diwali, and Guru Purab, Ravi Das Jayanti, Balmiki Jayanti etc. are celebrated in the institution. Diwali mela is organised in collaboration with S.J.K. Degree College in the campus of the college. The Educational tour to Agroha, Delhi, kurukshetra & Chandighr, Ajmer, Pushkar, Jaipur, Amritsar, Bagha Border were the successful ventures in this direction.
- The college has women education encouraging and endorsing environment. The female student teachers are being ensured that they have their voice to share and raise the issues regarding any campus experience with girl student advisor, women cell in charger and their concerned tutors. College work on the concept of slogan the Beti Bachao, Beti Padhao.
- Institute has a conducive academic environment for the expression, joyful study and celebration of life for the female student-teachers through various cultural and co-curricular activities. Every year on 8<sup>th</sup> March the institution celebrated the International Day.
- The female student-teachers are encouraged to participate in the inter-college competitions organized by different colleges of education of Rohtak and nearby. The team of girl students is always accompanied by a female teacher incharge and their T.A. & D.A. and registration fee is paid by the institution.
- The students of this college have won many prizes in inter college competitions in B.B. writing, pot decoration, Haryanai Dance, skill in teaching, best out of waste, poster making, quiz contest and chart making organized by different reputed colleges of Haryana in during last three years.
- The linguistic diversity has been facilitated in teaching learning process by educating through all the mediums – Hindi and English. There is an equal respect and attitude towards various languages and dialects of the students.



The teacher-educators take care of their emotional attachment to the languages and dialects so that students may feel comfortable in a learning friendly environment.

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

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

**I. Orientation Programme:**

Every academic session begins with the orientation programme. The teacher educators introduce themselves with the student-teachers and about the nature and structure of teaching subjects and options provided to them. The student-teachers are given an opportunity in the programme to share their views, to make queries and discuss their point of views regarding the course structure and schedule.

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

**II. Talent search competition:**

Every year, the institution organizes the talent search competition just after admission process completion. It has various segments like – dance, poetry, speech, singing, painting, Rangoli, best out of waste, mono acting, mimicry, mime Bhangra Geeda etc. The performance of the student teachers provides a real picture of their personality, knowledge, specific skills and needs.

**2.2 CATERING TO DIVERSE NEED**

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

The institution provides an effective and conducive learning environment to the student teachers for their better learning and overall development including social, moral, cultural and academic aspects of personality. Student teachers are trained enough to complete with all the challenges of modern era.

Through the effective implementation of the curriculum, the S. J. K. College of Education provides best services to the student teachers for better learning

environment. The faculty members use various teaching methods according to the needs of the students. If student teachers find any difficulty in the way of learning, the concerned teacher educator removes the hurdles by adopting suitable method.

The institution has the facility of well equipped Psychology Lab., Language Lab., Education Technology Cum Computer Lab, Science Lab, Mathematics Lab, Smart Classes and updated library where student teachers are given instruction knowledge as per their requirements. Faculty is self motivated to use various kinds of teaching aids such as chalk board, chart, model, pictures, internet, power point presentation, transparencies, OHP, and Computers in the classroom (when required) for the effective presentation of the content matter.

Student teachers are also given firsthand experience in preparation and handling of various kinds of audio visual aids. Each student teacher prepares teaching aids including charts, models, slides, transparencies, chalk, duster, pointer, flash board and power point presentation in each teaching subject. Student teacher is also encouraged to use more & more teaching aids in their actual classroom teaching or to practice teaching.

All the student teachers are trained well enough to handle the modern technological aids in their class room teaching. They are trained about handling computers, OHP, Slide Projector, Multimedia Projectors and Internet etc.

The institution also provides such environment to the student teachers where not only the academic growth of the students teachers become possible but also their cultural, social intellectual, moral, mental & professional growths are also taken in to consideration. The institution organizes various cultural programmes from time to time for developing all the aspects of personality for the student teacher. In these programmes, the student teachers are encouraged to organize and to participate in all activities. The faculty serves as guidance force them. All the activities of the programme are managed by the student teachers. Various inter house competitions are also organized at the college level for the student teacher to foster among them sense of competitions. The important programmes/ days of celebration in the college campus are: -

1. Independence Day Celebrations
2. Republic Day Celebrations
3. Diwali Mela Celebrations

4. Lohri Celebrations
5. Women's Day Celebrations
6. Science Quiz competitions of Science Day
7. Inter House Speech & Poetry recitation Competitions
8. Aids Day and Vishwa Ekta Divas Celebrations
9. Environment Day Celebrations
10. Inter House Debate, Extempore & other Competitions
11. Poster Making, Rangoli, Teaching Aids, Transparencies Competition
12. Chalk Board Writing Competition
13. Pot Decoration
14. Drawing & Painting

Along with all the Celebrations & Competitions, morning assembly is also organized regularly. Through the morning assembly, the institution tries its best to inculcate the moral ^ spiritual values among the student teachers. It is compulsory for every student teacher to participate in the morning assembly and to perform any activity according to his/her interest. The morning assembly activities include Prayer, Patriotic/religious songs, news reading, thought of the day and National Anthem. All these activities are included to foster some moral, social spiritual & national values among the student teachers.

Besides all this student teachers are encouraged to participate in the various competitions & workshops etc. held at other colleges, where our student teachers get remarkable achievements.

Some other activities organized for their personality development are community participation, games & sports, work experiences, classroom seminar, extension lectures etc.

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

There are various learning needs of the student teachers which are based on subject matter, individual differences & need of the curriculum. All the learning needs of the student teacher are taken into consideration. The following activities are organized to meet the diverse learning needs of the students.

- Extra classes for weak and needy student-teachers.
- Issuing books to student-teachers during annual examinations.
- Arrangement of seminars at class level as well as college level.
- Organizing the Extension Lectures of prominent Educationists.
- Student-teachers are provided with financial support to attend workshop/Seminars/Competitions etc.
- Assignments and projects are assigned to the student-teachers.
- Student-teacher's need for academic areas are discussed through the tutorial and are also provided with remedies.
- Special Attention is given to slow as well as advanced learner.
- Remedial teaching is given after every class/unit test and house examination.
- Proper orientation about examination and evaluation system.
- Proper & appropriate demonstration is given to the student teachers during model lessons in different skills.

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

There is a wide scope of diversity in the teaching learning process along with its equity in the B.Ed. curriculum. There is a lot of diversity of the subjects in the curriculum such as Education: Philosophical & Sociology Bases, Learner, Learning and Cognition, Secondary Education in India, Yoga Education, Curriculum And School Management, Inclusive Education, Information Communication And Educational Technology, Teaching of English or Hindi or Sanskrit, teaching of Social Studies, Teaching of Economics, Teaching of Commerce, Teaching of Mathematics Teaching of Physical Science, Teaching of Life Science, Teaching of Home Science, Teaching of Music, Teaching of Commerce and all these subjects equally work for effective teacher's training. The curriculum has various activities through which diversity and equality in teaching learning process is reflected. Student teachers are also provided with a training how to understand the equity and diversity of student teachers in their Micro Teaching group in which they have to play the role as a student, teacher and observer. Other curriculum oriented activities are: -

- Preparation for practice teaching
- Lesson Planning
- Micro and macro teaching
- Developing core teaching skill through simulation
- Observation and discussion of demonstration lesson
- Practice Teaching
- Pedagogical content analysis
- Observation and supervision at practice teaching
- Interaction and Participation within community
- Educational Tours
- Extension Lectures
- Provision for work experience
- Creating learning situation through tutorials
- Houses are formulated to cater every need of the lesson
- Organizing various class test, class seminar & demonstration etc.

#### **2.2.4. How does the institution ensure that the teacher educator is knowledgeable and sensitive to cater to the diverse students needs?**

The institution ensures that the teacher-educators are knowledgeable and sensitive to cater the diverse needs of the students with the help of the following best practices:

1. S. J. K. College of Education has well qualified and experienced faculty. Three of our staff members has Doctor Degree (Ph.D.) in Education Two members have qualified UGC-NET in Education. One member has double NET in Education and Commerce. The Principal has also qualified NET in three subjects. The three faculty members has also qualified HTET and CTET.
2. The institution has the mechanism to observe the model lessons of the teacher-educator in the classroom. After observing the behavior of the Teacher-educator while teaching in the classroom, the observations are made known to all the staff members and peer feedback is collected. All the positive and negative aspects of the teaching are discussed and feedback is provided to the concerned teacher-educator for improvement, if needed. With the help of this mechanism, a teacher can also evaluate his/her classroom behaviour and bring necessary modifications in it.

3. Student's feedback, regarding the teaching of all the faculty members, is also taken on prescribed Performa.
4. Every member of the staff is selected by the properly constituted selection committee which includes V.C. Nominee & Subject Experts from Maharshi Dayanand University, Rohtak the affiliating university.
5. Teacher-educators are allowed to attend & participate in various seminars, conferences and workshops etc. organized by different universities/institutions. Appropriate T.A./ D.A. are also paid to them for attending the same.
6. The institution sends teachers to participate in the Refresher course/orientation courses to provide them an opportunity to exchange experiences with their peers and eminent educationists.
7. Teacher educators emphasize on making good and healthy student-teacher relationship to cater the diverse needs of student teachers. Teacher educators adopt the appropriate strategies to assess the slow and advanced learners. The teacher educators are encouraged to obtain feedback and communication from the students, alumni, employers, community, academic peers with regular meetings and discussions.
8. The facility of suggestion cum complaint box has also been provided by the institution.

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

S. J. K. College of Education provides a wide variety of such practices which enables student-teachers to be innovative & skillful and adopt human values. Some activities are: -

1. Organizing daily morning assembly (House wise) where all faculty members and the student teachers are assembled for prayer and other assembly activities. The morning assembly includes following activities: -
  - Prayer
  - Thought of the day
  - Views of prominent/eminent personality on values, education or any national concerns

- Preparation of self composed or inspired poetry (once in a week)
  - Daily news
  - Bhajans / Devotional Song/Patriotic Song
  - National Anthem
2. Every session and important functions are started with the Ganesh vandana and Saraswati Puja.
  3. Organizing various social and cultural programmes.
  4. Celebrating various days of National, International and social importance, such as Republic Day (26<sup>th</sup> January), Independence Day, Women's Day, Lohri, Diwali, Aids Day, Science Day etc.
  5. Organizing Extension Lectures.
  6. Daily Display of thoughts of eminent thinkers & educationist on display board of the house on duty.
  7. While organizing any activity/function at college level student-teachers are assigned duties to provide them opportunity to organize various activities, under the supervision of the concerned tutor/house incharge.
  8. While organizing various competitions at college level, student-teachers are assigned different responsibilities to make them responsible.
  9. There are four houses at S. J. K. College of Education i.e., Dayanand House, Vivekanand House and Tagore House which have to perform various duties according to their turn. Every week, it is the duty of the concerned house to write news, 'Thought of the day', observing discipline, and ensuring college/campus cleanness etc. G.K. questions are being asked by the concerned house in the morning assembly.
  10. To maintain the greenery in the college campus student-teachers are motivated to plant trees, flowering plants and also they are assigned duties to protect them. Each house has its on greenery belt in the college.
  11. The student-teachers are also motivated by organizing Extension lectures of Eminent Educationist.
  12. The Student-teachers are provided with guidance & counseling services by the Guidance-Counseling cell of the college to show them right direction for their future career.
  13. The student-teachers are given orientation in different types of disabilities, identification, causes and prevention. The student-teachers are also given lessons on how to help disabled children in the classroom and at home.

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

## **2.3 TEACHING LEARNING PROCESS**

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

The institution has engaged student teachers in active learning with the help of available resources i.e. Library, Various Labs i.e. Information Communication Technology Lab (ICT Lab), Psychology Lab., Work Shop for Preparing Teaching Aids, Internet facility in computer lab. etc. All the student teachers of the institution are divided into various groups according to the time table while organizing micro-teaching, real teaching, work experience and work education. It is the priority of the institution that all the student-teachers may interact with each other and with each teacher-educator in one or another group. Some individual and group projects are assigned to develop the sense of tolerance, co-operation, brotherhood and socialization of the student teachers. In every theory paper, one project is assigned to the student-teachers by the teacher-educator for more interaction with the peer group and the society. Various co-curricular activities are organized by the institution to draw out the best from the individuals.

Various computer aided instructions are also developed to cater the individual need of the student-teachers. P.P. Slides on various topics are developed by the faculty members to guide the student-teachers.

For the active participation of the student teachers, different assignments/projects/seminars are also assigned to them in which they have to make optimum use of library resources, website, internet and other resources material.

Student-teachers are encouraged in various curricular and co-curricular activities & work experience activities such as gardening, teaching practice, micro teaching, inter house competitions, morning assembly, simulation teaching etc. where they interact with each other and share different ideas and views on various topics.



For active and participatory learning of the student-teachers, ‘**Learning by Doing**’ approach is applied by S. J. K. College of Education. Theory as well as practical work is also executed simultaneously.

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

Keeping in view the student centered learning, S. J. K. College of Education always aims at the overall development of personality of the student-teachers which includes social, cultural, intellectual mental, academic & physical development, so as to make them effective & competent teachers as well as vigilant and valuable citizens. A Variety of programmes have been organized and planned by the institution to follow the student centered approach, which are mentioned as under: -

1. Almost every student teacher is variably involved in various activities/ programmes of the college for developing their talent in the fields of their interest. Student-teachers participation in various activities is ensured through the organization of morning assembly.
2. Tutorial groups and guidance & counseling cell, grievances redressal cell are established to solve the student-teacher’s academic, personal, carrier and social problems.
3. Every faculty member caters the needs of the student-teachers while developing the content matter in the classroom. As per the needs of the student-teachers, the teacher-educator changes his/her methodology and uses various teaching aids to make concept easy & understandable to the student-teachers.
4. Teacher Educators precisely diagnose the problems of the student-teachers by oral testing, written test, class test and house examinations and then provide them necessary remedies accordingly.
5. Seminars, projects and case studies are conducted by the student-teachers themselves under the guidance of the respective teacher-educators.

6. Student-teachers are motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, reference books & periodicals etc. There is a provision of Library period for the students.
7. Regularity, punctuality and discipline in the college are maintained by a body of student-teachers and the discipline committee as well which is headed by the Principal.
8. Work experience & practical learning by doing or learning by experience approach is being followed by the institution. Every necessary guidance & instructions are provided to the student-teachers by teacher educators in these papers.
9. Extension lectures & Competitions are organized to cater the student teacher's need and to quench the thirst of the students.
10. Training in handling hardware & software is also provided to the student-teachers in order to meet the requirements of the modern classrooms. During this training, the student-teachers are taught about how to use OHP, Slide Projector & Multimedia Projector, using CD's or DVD's and T.V. in the classrooms.
11. Students are offered a variety of options in all the optional papers, where student teachers are free to choose any option as per his/her requirement or interest.

Thus, all the above mentioned activities and many others are successfully organized to cater the student teachers need and to make learning more easy and reliable to them. Every effort is made to make learning student centered and community oriented.

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

At S. J. K. College of Education integration of traditional as well as modern methodology of instructions are used to impart the instructions and to provide various learning experiences to the student teachers. The traditional methodology includes lecture method, discussion method, and Heuristic method where as modern methodology includes use of modern technologies, interaction models,

source method, project method, problem solving method, demonstration and experimentations etc.

As in the B.Ed. curriculum 48% weightage is given to theory and rest 52% weightage is given to pedagogical skill developments, practical work, field work, teaching practice etc. All the necessary steps have been taken for the effective implementation of the curriculum aspect, theory as well as practical. Even CCE is taken care of for the internal assessment.

Various strategies have been adopted by the institution to ensure effective learning of the students which include simulation, audio-visual aids, learning by doing, seminars, assignments etc. Every students is required to complete minimum two assignments for every paper.

With the use of various instructional strategies we are providing variety of experiences to the learners. as mentioned earlier B.Ed. curriculum has the weightage of 52% to the practical work. This practical work is carried out with the active participation of the student-teachers. Student-teachers are engaged in work experiences, preparing charts, models, transparencies, flash cards, making useful products from waste material and community services, actual school setting, various cultural social programme for providing various learning experiences to ensure better and effective learning.

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

There is no such programme provided in the B.Ed. curriculum to provide training in models of teaching. But S. J. K. College of Education uses various kinds of methodologies and approaches to provide effective learning experiences to the student teachers.

**1. Pedagogical analysis of the content**

In every teaching subject of B.Ed. there is provision to do pedagogical analysis of the given topics in terms of content/ subject matter, behavioral outcomes, methods and activities and evaluation devices. Firstly teacher educator

demonstrates a topic from the given list before the student teachers and then student-teachers does pedagogical analysis of the topics.

## **2. Lesson Plan**

Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology use of various A.V. aids, how to present the content matter, dealing with the students, controlling classroom activities, using chalkboard etc. are discussed in detail.

- 3.** Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro-teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are well oriented about the micro teaching, its concept, requirement & various teaching skill. Demonstration lesson in each skill and in each teaching subject is presented before the student-teachers by the teacher educators. During this micro teaching session, every student-teacher prepares and delivers five micro lessons in each teaching subject and then Five mega lessons and four discussion lessons in simulation. Micro-lesson has the duration of 5-7 minutes, where as mega discussion lesson have time duration of 35-40 minutes.
- 4.** Besides all this, the student-teachers are well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects.

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

For making effective and competent teachers, we must have to foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the student-teachers, S. J. K. College of Education use micro-teaching techniques. Through the effective use of micro-teaching techniques, all the student-teachers are well trained in the various teaching skills and then with the appropriate integration of these skills, they become good and effective teachers.

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

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

1. Skill of introduction
2. Skill of Explanation
3. Skill of Questioning/ Probing questioning
4. Skill of Illustration with examples
5. Skill of Stimulus Variation

Every student-teacher practice a particular skill till he/she achieves mastery over the skill. Regular feedback is given to him/her by his/her peers and teacher incharge for the improvement who are observing his /her micro teaching skill lesson. They are trained until they gain mastery over the skill.

After getting mastery over various skills, the student-teachers integrate various skills and deliver two micro lessons in each teaching subject in simulation conditions. These micro lessons have the time duration of 5-7 minutes. Every time, when a student-teacher delivers his/her micro lesson, he/she gets feedback from his peers & supervisor or teacher incharge and necessary suggestions are provided to him/her for the improvement and implementation.

Then every student-teacher delivers two discussion lessons in each teaching subject in simulation. The duration for discussion lesson is 35-40 minutes. At the end of the discussion lesson, all the strength & weakness of the lesson are discussed by the peers and a group of teacher educators. Every effort is made to make this lesson a model lesson and student teacher as a model teacher.

When the micro lessons are completed, the student-teachers are sent to the schools for practice teaching, where they present 40 lessons for each teaching subject and two discussions for each teaching subject. In total, 80 lessons are presented by each student-teacher during his/her teaching practice.

Above all, each student-teacher observes 10 micro lessons and 20 teaching practice lessons delivered by their peers and write the observations.

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

While selecting the schools for practice teaching the following process is adopted:

#### **1. Identification of schools for practice teaching :-**

First of all schools are identified for the practice teaching of the student-teachers. Following criteria are kept in mind while identifying the schools:-

- The School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of student's strength in schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff
- Availability of the school.
- Recognition & Affiliation of school with the Government & BSEH.
- Medium of instructions at the school.
- More over the previous feed back, Co-operation and recoendations of the alumni members.

On the basis of above mentioned criteria, a detailed survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching.

#### **➤ Getting consent from authorities: -**

After selecting the school for teaching practice, the consent of the concerned authorities is taken for availability of schools for teaching practice. For taking consent to conduct practice teaching in Government schools, proper channel is followed and consent from higher authorities such as District Education Officer of

concerned district is taken. Then with the permission letter for D.E.O. teaching practice committee meets the head of the concerned school and gets permission to conduct practice teaching.

➤ **Division of groups & mentor teacher: -**

After selecting the school for teaching practice and getting their consent, the various student-teachers are assigned to different groups and school. While assigning the schools to student-teachers, various needs and requirements of the school are considered. A group comprises of almost 20 student-teachers and one teacher educator as supervisor.

➤ **Completion of teaching practice: -**

Teaching practice session at the schools lasts for 40 days in which student-teachers deliver 80 lessons in all and observe 20 lessons of their peers. Before the commencement of practice teaching, they are also well oriented about the school environment.

➤ **Monitoring & Supervision by Teaching Practice committee & Director Principal: -**

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

**Process of Practice Teaching**

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

## **2. Number of Lessons Delivered by each Student-Teacher: -**

At practice teaching in schools every student-teacher delivers (presents) 40 lessons in each methodology course. It means total 80 lessons and four (4) discussion lessons are delivered by each student-teacher at practice teaching. The teaching practice session goes for at least 40 days in two phases. Therefore, two lessons per day are delivered by each student-teacher. Even the students teacher are made a part of the time table in the school and they teach accordingly.

## **3. Number of Lessons observed by the Mentor teacher: -**

For every practice teaching school one teacher educator is assigned the work as supervisor. A supervisor/mentor teacher is assigned a group of almost 20 student-teachers. At practice teaching, a supervisor or mentor teacher observes almost 40 lessons per day.

## **4. Observation of lessons by peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans: -**

- Each student-teacher observes 20 lessons in the both methodology courses delivered by their peers and also provide feedback to them.
- At the time of the observation of discussion lesson, all the student-teachers, mentor teacher and school teachers observe the lesson. The discussion lesson is followed by a detailed discussion on the strengths and weaknesses of the lesson delivered by the student-teacher. Appropriate suggestions are provided to him/her by peers, mentor teacher & school teachers accordingly.
- Mentor teacher regularly check the lesson plan & observe the practice teaching. He/she writes his/her comment & suggestions about the lesson in the lesson plan note-book of the student-teachers.
- School teachers are encouraged to observe the lessons delivered by each student-teacher and provide them the necessary feedback.
- Every student teacher is required to participate in all activities of the school.

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



### **2.3.7. Describe the process of Block teaching / Internship of students in vogue.**

A group of students is attached with the particular school which was selected by the institution. In that school students acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts and preparation of time table, debates and competitions. During Teaching practice, student-teachers participate in daily morning assembly of the school, organize various activities in morning assembly, keep the record of students' attendance, learn how to manage funds & other material of the school and also actively participate in the cultural event of the school. They participate in co-curricular activities also. In this, student teachers organize morning assembly, sports activities, celebration of important days by organising various competitions etc. On the other hand, they also watch the teaching procedure with school teachers and they teach two lessons per day in different classes in the presence of school teachers.

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

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the school share their views. School teachers are consulted regarding distribution of the sections and classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement and syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching the mentor teacher provide help to school staff and student-teachers as well. If the need arises, meetings with the Head and other teaching staff of the schools are also arranged in between the practice teaching period. On behalf of student-teachers, it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative and self disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school.

### **2.3.9. How do you prepare the student teacher for managing the diverse learning needs of students in schools?**

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

- Training in Micro-teaching skills.
- Training in lesson planning and formulating objectives in behavioral terms.
- Enabling them to apply different methods of teaching.
- Provide training in the use of chalk board, use of teaching aids and modern technologies to make lessons more effective.
- Provide knowledge about Child Psychology and individual differences.
- Enabling them to be familiar and well oriented with the process of conducting action research, case study, psychological testing etc. By conducting these activities, the student-teachers become able to know the diverse needs of the students in the schools.
- Student-teachers are also trained in organizing morning assembly and other various cultural & academic activities at the college. During practice teaching, the student-teachers apply this training in actual situations.
- Student-teachers are well oriented about the time-table construction, managing human & material resources at the school and writing report on school plant. All this knowledge is applied during the practice teaching.
- Various social & life skills are developed through community participation and games & sports activities, among the student-teachers which help them throughout the practice teaching period.

### **2.3.10. What is the major initiative for encouraging student teachers to use / adopt technology in practice teaching?**

Student-teachers are well trained to use modern technological equipments such as computers, OHP, Slide Projector, T.V., Multimedia Projector etc. for making teaching-learning process more effective. This training has been provided to them how to prepare, handle and use various kinds of teaching aids & modern technological equipments.

Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations.

Before asking student-teachers to use various technological devices in their teaching-educator demonstrates and use of these devices in his/her lesson and in classroom teaching also. Student-teachers are provided help in selecting topic, content matter and relevant teaching aids where they use technological equipments and make their lesson an effective one.

## **2.4. TEACHER QUALITY**

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

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

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the schools share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student –teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching, mentor teacher provide help to school staff and student-teachers as well. If the need arises, meetings with the Head and other teaching staff of the schools are also arranged in between the practice teaching period. On behalf of student-teachers, it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self imposed disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school.

The student teachers of the institution acquire all the essential teaching skills in classes before they go for practice teaching. Model lessons are demonstrated by the concerned teaching subject incharges, who have an exclusive comprehension and experience in the subject. Mentor teachers integrate the ICT by using OHP, Multimedia Projector, Power point presentations in orientation classes and demo lessons.

Orientation classes for microteaching and practice teaching are the integral part of our institution's training process. The student teachers observe, learn and practice through various practice sessions in the institution. They are trained in various skills including preparing lesson plans, formulating behavioural objectives, selection, preparation and handling of appropriate instructional aids and evaluation techniques, reinforcement skills, chalkboard writing, set-induction, questioning, explaining, illustration with examples and stimulus variation. The mentor teachers also impart the knowledge and skill of observation and feedback mechanism.

The mentor teacher involves all the student teachers in preparation of lesson plans in a positive and constructive environment. After successful completion of their orientation, micro teaching and simulated teaching (With discussion lessons), student teachers are sent for the teaching practice in schools. Every group is accompanied by a mentor teacher, who has thorough knowledge about the functioning of practice teaching school. The mentor teacher and student teachers visit the practice teaching school before their practice. During this visit, mentor teacher facilitates the school teachers and student teachers both, to get acquainted with what to do, from where to begin and nature, need and the problems of concerned classes. On the basis of interaction, between school teacher and student teachers, the course of action means practice teaching plans are developed. The head of the school, staff & mentor teacher discuss, direct and guide the student teachers. Considering the needs, problems and nature of school classes, the student teachers prepare their lesson plan and decide behavioral objectives. Do pedagogical analysis, prepare teaching aids, decide teaching – learning activities and evaluation techniques in partnership with school staff and mentor teacher.

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

The ratio of student teacher to the identified practice teaching school is 20:1 in general.

First of all school are identified for the practice teaching of the student-teachers. Following criteria are kept in mind while identifying the schools: -

- Schools should be near to the college.
- It should be in easy access o the student-teachers.
- Number of student's strength in the schools.

- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition & Affiliation of school with the Government & BSEH.
- Medium of instructions at the school.

The mechanism of giving feedback to the students is manual. During the micro teaching sessions conducted in simulations, the teacher-educator and the peers provide feedback about the lesson presented by the student-teacher and also during the practice teaching session, mentor teacher involves head and teachers of practice teaching schools, peer group of student teachers with him for manual observation and to give feedback. From session 2016-2017 the institution has also planned for adopting mechanical mechanism for providing feedback to student teacher. In this mechanism, audio and video recording of the practice teaching lessons will also be done.

The mechanism adopted by the mentor teacher depends on the subject and nature of the practice lesson. All the practice lessons are supplemented with immediate feedback to make the student-teachers aware of their mistakes. The mentor teacher himself observes each lesson and arranges a “discussion session” after practice teaching every day. The student teachers also make observations of their peer group members. In the discussion session, mentor teacher encourages the student teachers to discuss their observations of practice lessons one by one. He creates a positive and motivating environmental for feedback and all strength, drawbacks, limitations are discussed and remedial measures are suggested for improvement.

Principal of the institution and head of the schools also provide their dynamic feedback of the student teachers during practice teaching. The mentor teacher educates and guides the student teachers about what to observe, how to observe and how to give feedback to their peers The desired classroom interaction and teacher’s behaviour and teaching-learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and give feedback.

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

Principal of the institution also involves mentor teachers, school heads and teachers of practice teaching schools, school students and student teachers to ensure that the student teachers are updated on the policy directions and Educational needs of the schools. The Principal facilitates the mentor teachers by arranging a prior meeting of heads and staff of the practice teaching school with student teachers. He also seeks for the permission of D.E.O. or Principals of other schools for the practice teaching.

In the meeting, mentor teacher establishes the interaction between both sides. He ensures that all practice schools, teachers and staff introduce with student teachers and all the student teachers develop a perspective about the vision, methodology, schedules and functioning of the practice school. Mentor teacher come across all the important policies of practice teaching school through discussion with head and staff of the school and makes clear to all the student teachers.

The institution arranges meetings with heads of all practice teaching schools time to time. Heads of these schools are invited in different institutional cultural events as guest of honour and judges. They are given prime place for making aware the student teachers about different issues, problems and policies in school education. This also helps our student teacher in placement in future.

The policy updates and educational needs of the schools are mainly focused in wall magazines, morning assembly, and debate and discuss suggestions in our institution. The institution ensures that all the mentor teachers update themselves regarding educational policies like EDUSAT, Mid-day meal, recording of funds and documents on school education. The mentor teachers provide the updates to all teachers. School plant report also provides reflection of the policies and practices as well as needs and requirements of that practice teaching school.

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

The faculty members study the educational journals and reference books to update their knowledge in educational policies, content and methodologies. Recent

developments in school education like grading system CCE, concept of smart classes and common entrance test for engineering, medical etc. are discussed with the students through wall magazines, morning assembly and debate and discussions. Sometime some guests are invited for this assembly messages.

As the annual examination system has been converted into semester system in the schools, the student teachers are guided to change their lesson plans and methodology. The books in different school subjects are made available to the student teachers and faculty. The members of the faculty are in direct contact with the teachers of different practice teaching schools to get acquainted with the change in school education system through meetings and personal interaction. Even the HBSE is planning to reconvert the examination system in to annual system from semester system.

The faculty members are given opportunities to visit to attend and participate in orientation courses/refresher courses, seminar, conferences, workshops and extension lectures in other colleges and Department of Education, Maharshi Dayanand University, Rohtak, C.R.S.U. Jind to keep pace with the recent developments in the schools subjects and teaching methodology. They develop their own teaching methods module for teaching aids and make use of relevant tools and techniques.

The student teachers and faculty members use ICT tools like OHP, Multimedia Projector, Power Point Presentation, Slide Projector, Tape-recorder, Television, Models, Charts, Flashcards and other audio visual aids for their teaching learning process to keep pace with the recent developments n school subjects.

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

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

1. Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M.Phil. & Ph.D. in Education and in other subjects.
2. Teacher educators are provided with internet access facility, library facility and guidance from dynamic Principal Dr. S.K. Arora The faculty can avail optimum academic level for their research work.
3. Teacher educators are sponsored to attend the various seminars, workshops, conferences and registration fees, T.A. & D.A. are paid by the institution. The institution has a firm faith that a quality faculty with job satisfaction only can accelerate & enrich the institutional academic excellence.

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

The institution thrives for excellence in teacher education. It has a strong and spontaneous conviction that we are a family with a single vision – to get acknowledge as a premier institution for teacher education with a distinction. This distinction can be created by motivating and rewarding the members of the staff for their endless efforts and appreciable performances in this direction. The administrator Principal and managing committee recognize and reward the staff members by the following mechanism: -

1. Increments and incentives for better results in annual university examinations in concerned subjects are given to the staff members.
2. Institution provides recognition by conferring upon the certificates of merit to the teachers for their academic and co-curricular excellence.
3. The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.
4. The faculty members with exceptional results are recommended as Deputy/Assistant Supdt. In annual theory examinations of the B.Ed. course by the Maharshi Dayanand University, Rohtak, C.R.S.U. Jind.
5. The institution has a provision for its good performing teachers that they can avail academic leave for research and studies.



6. The institution recognizes the catalytic role of active and dedicated teachers and motivates them by conferring upon them the special roles as staff secretary, student advisor, and controller of house exams and convener of the different college committees.
7. The institution provides desirable facilities to its good performing staff members i.e. internet and fax for their teaching, training, academic and research work.
8. The institution has arranged transport facility for convenient and comfort travel of its staff members. Almost all staff members used to commute for their duties.
9. The Principal and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
10. Incentives, facilities, recognition and personal care and concern for faculty members restore their faith and devotion to the institution.

## **2.5. EVALUATION PROCESS AND REFORMS**

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

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all necessary measures are taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers potential actualization. The house incharge and tutors are motivated and devoted for the welfare of student teachers. The student advisor incharge have a keen watch to make them feel comfortable and contended in terms of learning outcomes. Their classroom problems and campus experiences are invited to share by the tutors and all student-teacher incharge. Their requirements, suggestions, needs and problems related to the sitting arrangement, books, transport, canteen facilities, medical facilities, learning barriers, peer group disturbances or any other personal problems are properly identified and addressed. These problems are solved with the help of incharge of grievances redressal cell. The faculty members walk an extra mile for solving the learning problems of student teachers. Teacher's personal attention and care facilitates the student teachers to share his/her learning problems. Teacher

educators provide remedial teaching, repeat or modify the instructions already delivered and make necessary changes in their lesson plans and teaching aids and teaching methodology. The provision of Think tank and 'Suggestion Box' also provides an extra space to student teachers to share their views on different learning barriers in the campus. CCE is the new technique which is being implemented for the internal and external evaluation.

### **2.5.2. Provide details of different assessment/evaluation process (internal assessment, mid-term assessment, term and evaluation and external evaluation).**

The institution practice following assessment/evaluation mechanisms:

- A. Class tests, assignment and report writing are general classroom tools for the assessments in routine teaching sessions.
- B. Project work, practicals, class tests and practicals are designed and executed for the evaluation.
- C. Internal assessment is conducted and finalized on the basis of student teacher's performance in a house examinations, quality of their project reports, viva-voce and their participation in different curricular and co-curricular activities.
- D. The work experience programme, community participation are supervised and recorded by the respective teacher incharge in terms of skills and attitude of the student teachers in these areas for internal assessment.
- E. Skill in teaching are observed & evaluated in a conducive environment in micro teaching session groups & real practice teaching group by the teacher incharge.
- F. External evaluation is done by the university annual exams in theory and practical.
- G. CCE is completely adopted and implemented for assessment.

**SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED. ONE YAER REGULAR COURSE**

**(Session 2012-2013)**

**Part I - Theory**

Paper No.	Name of Paper	Ex. Th.	Int. Eval.	Total
Paper I	Education: Philosophical & Sociology Bases	80	20	100
Paper II	Learner, Learning, and Cognition	80	20	100
Paper III (A)	Secondary Education in India	40	10	50
Paper III (B)	(Opt-Yoga Education, Health and Physical Education)	40	10	50
Paper IV (A)	Curriculum and School Management	40	10	50
Paper IV (B)	Inclusive Education	40	10	50
Paper V	Information Communication and Educational Technology	80	20	100

## Part-II: Skill in Teaching

	External	Internal	Total
For Both Teaching Subjects	200+160	40	400

There shall be four components of practical work. The distribution of the practical work shall be as under

Component	Practical	External	Internal	Total
I	ICT	50	-----	50
II	SSA	25	-----	25
III	PDF	25	-----	25

Participation in Co-curricular School-based Activities for which Grades from O, A, B, C and D would be awarded.

Criteria for the award of Internal Assessment/ Internal Practical of 20% marks in theory papers.

Grand Total =1000 marks

### **2.5.3. How are the assessment/evaluation outcomes communicated and use in improving the performance of the students and curriculum transaction?**

The assessment and evaluation outcomes in house examinations, unit tests and internal assessment are communicated in personal and then remedial sessions are organized to remove the weaknesses and failures in the concerned subjects. The teaching methodology and other class room activities are modified accordingly to meet the problems and needs of the student teachers identified.

Every year the college announces the merit in each subject and the students are awarded with certificates of merit and prizes are distributed in annual get together And the names are announced and displayed in the Prospectus of the college.

The results of house examinations and annual examinations are displayed on college notice board also to acknowledge the achievements students. Prospectus and advertising media also exhibits the results in brief and top meritorious students in general. This recognition stimulates the learners to performing learners to perform at their best. Specific needs of low performing, average and excellent performing learner are identified through above mentioned assessment tools and then teaching faculty arrange extra classes for low performing student teachers and special tasks for extra ordinary students for curriculum transaction via remedial classes.

#### **2.5.4. How is ICT used in assessment and evaluation processes?**

Computers are used for the question papers setting, result recording and analysis. Multimedia projector, O.H.P., DVD player with T.V. and Tape-Recorder are used in seminar for presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making corrections in linguistic skills.

### **2.6. BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS**

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

At the beginning of the academic year, Principal's address is arranged to address general instructions about rules and regulations, academic planning of the college, to the students methods of evaluation, moral code of conduct are communicated to the students. Printed prospectus also provides all the other necessary information regarding the institution.

Annual exams are conducted as per the university academic calendar. Students also prepare projects wherever it is necessary. Final examination is conducted by the University. Performance of students in co-curricular and extra-curricular activates is also assessed.

Lecture method of teaching is supplemented with other methods. In these methods there is greater involvement of teacher educators and students in the teaching learning process. This is done through drills, demonstration method, and use of maps, charts and models. Online teaching method is also used with the help

of LCD projector in ET cum computer Lab. Teacher educators take benefit of these to make their lecture more meaningful and interesting as well.

The students, after admission, are assessed through curricular and co-curricular activities, classroom discipline, conduct and behavior, performance terminal exams, classroom seminars, workshop, viva voce, project work valuation, periodic test, quiz programme, classroom seminar, workshops, terminal examination, viva-voce examination, project work evaluation and University's Theory / Practical examination (s). Examination system is annual. Extra periods are conducted by the concern Teacher educators for educationally backward students. Personal attention is also given to slow learners.

Advanced learners are challenged to work ahead of the rest by different means such as

- Books are issued to such students from the book bank.
- Additional borrower's ticket for library is given to them.
- Cash prizes are given to them.
- Financial help from management is given to them.
- Extra borrower's cards are also given to those who excel in co-curricular and extracurricular activities.
- The students are also encouraged to take part in different curricular and co-curricular activities organized by the institutions and to participate in various competitions at college, inter college, zonal & inter zonal level.
- Personal guidance is given to the students.
- Progress of the students is communicated to the parents from time to time.

The college has introduced evaluation of teacher educators by the student teachers. College also has a method of evaluation of teacher on the basis of teacher's self appraisal report, which is submitted at the end of every academic year. Principal goes through this appraisal report and suggestions, if any, are communicated to the concerned teacher. Every month, Principal visits every class in order to obtain verbal feedback from the students. CCE is the concept which has been completely adopted.

Innovative programmes are discussed in coordination committee meetings. Cordial relations are maintained amongst Principal teachers, administrative staff, technical staff and the students. The college authorities / management take care of

it so that harmony may be maintained among all the units (teaching and non-teaching). All the posts of teaching staff is filled.

The innovation in teaching has been introduced in the form of Lectures power point presentations on various topics like “Global Warming”, “Fundamental Rights”, “Environmental Problems”, “Freedom struggles”, “Population Education”, “Personality”, “Intelligence”, “Learning” etc. All the staff members train the student-teachers of teaching of science, arts language by pedagogical analysis through transparencies on O.H.P. and through Multimedia Presentation on various topics.

### **2.6.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

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

## **CRITERION – III RESEARCH, CONSULTANCY AND EXTENSION SERVICES**

### **3.1 PROMOTION OF RESEARCH**

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

The institution endeavors to promote research among its faculty members and students. The institution is headed by Dr. S.K. Arora. So it's a privilege for the faculty members who get academic support to pursue research projects under his able guidance.

The research facilities are strengthened by the Academic and Administrative Body. The faculty members are encouraged to participate in seminars, conferences and to present papers on different issues in teacher education. The faculty members have attended a number of national and international level seminars, conferences and workshops and many papers have been presented so far by the faculty. Three of the faculty members are Doctorate in Education, five members have M. Phil. Degrees in Education. Two staff members have cleared double NET in Education.

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

The main area of research prioritized by the institution is: -

- Various teaching models
- Cruelty against Child
- School Drop outs
- Dowry System
- Juvenile Relinquish
- Child Psychology, Adolescent Psychology
- Case Study on Various School Problems
- Exam's Fever and its impacts
- Stress management

The main styles of research followed by the institution are:

- Social Research
- Survey Research
- Action Research



- Case Study
- Philosophical Research
- Psychological Research

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

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

- Slow learners
- Lack of Interest
- Poor hand writing
- Incomplete Homework
- Cheating/unfair means
- Indiscipline
- Low attendance during morning assembly
- Inefficiency in performing science experiments
- Proper use of dictionary
- Problem in Mathematics
- Cleanliness of school campus/own locality
- Incorrect pronunciation
- Fear from mathematics

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

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

S. No.	Name of Staff	Topic of Seminar	Topic of Paper if Presented	Venue
1	Dr. Surender kumar	1. Inquiry Training Model	Inquiry Training Model	Sanskriti C.O.E, Rohtak (Haryana) 05/09/2012
		2. Global Challenges and Teachers	Teacher Education in Global Perspectives	Akal C.O.E, Sangrur (Pb) 07-05-2012
		3. Environment in the Globalization	Environmental Challenges	Savitri Devi Memorial C.O.E, Rajaund, (Haryana) 15-06-2012
		4. Peace Education in Multicultural society	Non-Violence and Peace Education	Shridhar University, Pilani, Rajasthan 07-08 Sep. 2013
		5. Value Education and Teacher Empowerment	Teacher Empowerment Via Quality Enhancement	Shah Satnam ji C.O.E, Sirsa (Haryana) 30-01-2014
		6. Professionalism in Education	Teaching and Professionalism	Shah Satnam ji C.O.E, Sirsa (Haryana) 12-13 Feb. 2014
		7. Water Saving – the need	Climate Change and Water	SGVU, Jaipur (Rajasthan) 18-19 Oct. 2015

2	Dr. Renu Swami	<p>1. Multi discipline approach in inclusive education</p> <p>2. Quality assurance in higher education</p> <p>3. Education psychology an innovative approach in teaching-learning process</p> <p>4. Current trends in evaluation-CCE and grading system</p> <p>5. Exceptional children with refrence to special needs</p> <p>6. New methodology for assessment an accreditation of colleges of education by NAAC</p> <p>7. Quality concerns a new methodology measures of</p>	<p>A study of causative factors in shifting paradigms in of education from isolation to inclusion</p> <p>Participated</p> <p>Minimizing stress in adolescents by defense mechanism</p> <p>Need and importance of CCE- Current trends in evaluation CCE and grading system</p> <p>L.D. and Edu. Programme for learning Dis.</p> <p>Workshop</p> <p>Workshop</p>	<p>G.B.C.O.E., Rohtak 11-12 Feb. 2012</p> <p>Tosham (Bhiwani) 14-15 Jan. 2011</p> <p>C.R.C.E., Rohtak 24-25 March 2012</p> <p>G.B.C.O.E., Rohtak 30-31March 2012</p> <p>Autism Educational Welfare society, sangrur 19-11-2014</p> <p>G.V.M.C.O.E, Sonipat 23-24 Oct. 2009</p> <p>S.K.C.O.E., Pali (M/garh)</p>
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		assessment and accreditation of higher edu. Institutions		11-12-2010
		8. Use of multimedia software in ICT and its integration in education	Workshop	C.R.C.O.E., Rohtak 28-29 March 2011
		9. Use of multimedia in teaching learning process	Workshop	C.R.C.O.E., Rohtak 01-07-2012
3	Suman Arora	1. Multi disciplinary approach in inclusive education	Classroom practices and strategies	G.B.C.O.E., Rohtak 11-12 Feb. 2012
		2. Educational psychology- An innovative approach in teaching- learning process	Strategies of learning: individual, Co- Operative and group dynamics	C.R.C.O.E., Rohtak 24-25 March 2012
		3. Current trends in evaluation-CCE in grading system	Examination reforms and grading system conception and implementation	G.B.C.O.E., Rohtak 30-31 March 2012
		4. Teacher Education in contemporary society: issues, dilemmas and strategies	Professional competencies, commitment and ethics of science teachers	Panjab Uni., Chandigarh 21-22 Nov. 2012
		5. Innovative strategies in education: The	Innovative use of ICT in teaching and learning	C.R.C.O.E., Rohtak 27 March 2016

		emerging paradigm		
		6. Emerging issues and challenges in teacher education	Integration of ICT in teacher education	M.D.U., Rohtak 23-24 April 2016
		7. Co-Operative learning and constructive approach in education	Workshop	G.B.C.O.E., Rohtak 06-03-2013
		8. Use of multimedia software in ICT and its integration in education	Workshop	C.R.C.O.E., Rohtak 28-29 March 2011
		9. Empowering / Awakening Women: Different Dimensions	Workshop	S.J.K. Degree College, Kalanaur 27-03-2014
4	Dr. Seema Taneja	1. Psychological antecedents and moderators of environment	Role of women in conservation and promotion of environment	BLIS (PG) College, Tosham (Bhiwani) 10 - 12 March 2011
		2. Multi disciplinary approach in inclusive education	Developing teacher competencies for inclusive education	G.B.C.O.E., Rohtak 11-12 Feb. 2012
		3. Educational Psychology- an innovative approach to learning: from	Cognitive approach to learning: from theory to practice	C.R.C.O.E., Rohtak 24-25 March 2012

		theory to practice 4. Current trends in evaluation-CCE in grading system	Comprehensive evaluation- a measure to achieve minimum level of learning	G.B.C.O.E., Rohtak 31-31 March 2012
		5. Quality assurance of teacher education: Initiatives and mechanism	Issues and concern of teacher education and its remedies	Modern Inst. Of Tech., Dhalwala, Rishikesh, U.K. 21-22 April 2012
		6. Teacher education in contemporary society: issues, dilemmas and strategies	Professional commitment and ethics: a framework for novice teachers	I.E.T. & V.E. Panjab Uni., Chandigarh 21-22 Nov. 2012
5	Kanchan Kochar	1. Multi discipline approach in inclusive education	Curricular concern and its implication in inclusive education	G.B.C.O.E., Rohtak 11-12 Feb. 2012
		2. Educational Psychology- an innovative approach in teaching-learning process	Cognitive approach to learning	C.R.C.O.E., Rohtak 24-25 March 2012
		3. Current trends in evaluation-CCE in grading system	Shifting paradigms in teaching- learning process and limitations of CCE	G.B.C.O.E., Rohtak 30-31 March 2012
		4. Teacher Education in contemporary society: issues, dilemmas and strategies	Professional commitment and ethics: a framework for novice teachers	I.E.T. & V.E. Panjab Uni., Chandigarh 21-22 Nov. 2012

	5. Indian retailing perspective: Challenges and opportunities	Retail banking in india	S.J.K. College, Kalanaur 05-11-2014
	6. Innovative strategies in education: The emerging paradigm	Innovative use of ICT in teaching and learning	C.R.C.O.E., Rohtak 27 March 2016
	7. Restructuring teacher education: issues and challenges	Research of teacher education	
	8. Emerging issues and challenges in teacher education	Innovative pedagogical approach and paradigm shift	G.B.C.O.E., Rohtak 29-03-2016
	9. Use of multimedia software in ICT and its integration in education	Workshop	M.D.U., Rohtak 23-24 April 2016
	10. Use of multimedia in teaching-learning process	Workshop	C.R.C.O.E., Rohtak 28-29 March 2011
	11. Co-operative learning and constructive approach in education	Workshop Workshop	C.R.C.O.E., Rohtak 01-07-2012 G.B.C.O.E., Rohtak 06-03-2013
	12. Empowering/		

		Awakening women: Different dimensions		S.J.K. College, Kalanaur 27-03-2014
Naveen Kumar	1. Emerging Trends In Higher Education 2. Teacher Education In Contemporary Society Issues, Dilemmas & Strategies 3. Use Of Multimedia In Teaching Learning Process 4. Empowering / Awakening Women: Different Dimensions 5. Restructuring Teacher Education: Issues And Challenges	Technology In The Classroom Current Issues In Teacher Education Workshop Workshop Profession Ethics In Teacher Education		K.M.C.O.E., Bhiwani 25-26 March 2011 I.E.T. & V.E. Panjab Uni., Chandigarh 21-22 Nov. 2012 C.R.C.O.E., Rohtak 01-07-2012 S.J.K. Degree College, Kalanaur 27-03-2014 G.B.C.O.E., Rohtak 29-03-2016

### **3.2. RESEARCH AND PUBLICATION OUTPUT:**

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

Over the years the faculty and student-teachers collaborated in developing instructional and other materials suited to local needs of the instruction.

##### **Details of instructional materials:**

- Power Point presentation on “Environment Problems”.
- Power Point presentation on “Freedom struggles”.
- Power Point presentation on “Global Warming”.



- Power Point presentation on “Fundamental Rights”.
- Power Point presentation on “Population Education”.
- OHP transparencies for orientation to micro teaching.
- Instructional materials like transparencies and slide are developed by the teacher-educators for routine classroom teaching, work education and work experience.

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

The institution has a rich library on its campus. In the library, there are a number of text books, reference books for helping students to learn the art of preparing teaching aids and other instructional materials. Beside this, there is internet facility, CD-books, Computer Lab, LCD Projector, OHP for preparing instructional materials both for the teachers and student teachers. There is a separate workshop for preparing teaching aids.

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

The faculty members have developed certain instructional materials. They are given below:

#### **Details of instructional materials:**

- Power Point presentation on “Environmental Problems”
- Power Point presentation on “Freedom Struggles”
- Power Point presentation on “ Global Warming”
- Power Point presentation on “Fundamental Rights”
- Power Point presentation on “Population Education”
- OHP transparencies for orientation to micro teaching.
- Instructional materials like transparencies and slide are developed by the teacher-educators for routine classroom teaching, work education and work experience.

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

The faculty members have attended various workshops and training programmes on material development detail of the same is given in 3.1.4.

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

S. No.	Name of Staff	Title of the paper	Name of journal and ISSN no.	Volume
1	Dr. Surender kumar	1. Review of emotional maturity of the gifted children on gender basis	International Journal of Recent Research Aspect ISSN 2349-7688	Vol-2, Issue - 1
		2. Indian education and need of ict to enhance the quality education	International Journal of Recent Research Aspect ISSN 2349-7688	Vol-2, Issue - 2
		3. Enhancing knowledge power that empowers the teacher career	International Journal of Recent Research Aspect ISSN 2349-7688	Vol-2, Issue - 3
		4. Study of E-Learning through Mobile Internet	International Journal of Recent Research Aspect ISSN 2349-7688	Vol-2, Issue - 4
		5. Study of Disaster Management Awareness Among Teachers In A Town Of Haryana	International Journal of Recent Research Aspect ISSN 2349-7688	Vol-2, Issue - 4
			SSJK Research	Vol-1, Issue -

		6. Role of professional ethics in teacher empowerment	Journal of Human Development ISSN 2348-5183	1
		7. An analytical study of the personalities of the teacher	SSJK Research Journal of Human Development ISSN 2348-5183	Vol-1, Issue - 2
		8. Role of ICT in indian education – a study	SSJK Research Journal of Human Development ISSN 2348-5183	Vol-1, Issue - 3
		9. Women empowerment the concept	SSJK Research Journal of Human Development ISSN 2348-5183	Vol-1, Issue - 3
		10. Role of ict in teacher empowerment	SSJK Research Journal of Human Development ISSN 2348-5183	Vol-1, Issue - 4
		11. Teacher's competency and inclusive education	Academe ISSN 2249-040X	Vol-4, Issue - 2
2	Dr. Renu Swami	1. Value inculcation A step towards essence	Yugshilpi	Page no.-194-196 ISSN no. 0975-4644
		2. Comparative study school going children Sr. Sec. Level in culture activities	IJRRA ISSN: 2349-7688	Vol.-1 Dec.-2014
		3. Professional ethics in teacher education	IJRRA ISSN: 2349-7688	Vol.-1, issue 3, July-sept 2014

3	Suman Arora	<p>1. Integration of ICT in teacher education</p> <p>2. Be unique in your profession: Develop yourself professionally</p>	<p>Research journal of human development ISSN no.- 2348-5183</p> <p>Yugshilpi</p>	<p>Vol. no.-3</p> <p>Page no.-191-193 ISSN no. 0975-4644</p>
4	Dr. Seema Taneja	<p>1. Mobile learning an educational perspective</p> <p>2. Environmental awareness sensitivity and attitude of primary school students with internal and external locus of control</p> <p>3. Environmental attitude among primary school students in relation to their gender deference's and locus of control</p> <p>4. Environmental awareness of primary school students with internal and external locus of control</p> <p>5. Environmental awareness: need of the day</p>	<p>Indian journal of educational research and administration</p> <p>Indian journal of education research and experimentation and innovation</p> <p>International Journal of education for human services</p> <p>Journal of teacher education and research</p> <p>Zenith ITERC journal of education and management</p>	<p>Vol-1 issue 1-01-2011 ISSN/ISBN no:- 2229-7162</p> <p>Vol-1 issue 02-03-2011 ISSN/ISBN no:- 2231-0495</p> <p>Vol-1 No-2 June 2011 ISSN/ISBN no:- 0976-1128</p> <p>Vol-6 No-1 june 2011 ISSN/ISBN no:- 0974-8210</p> <p>Vol-1 No-1 Nov. 2011 ISSN/ISBN no:- 2249-8419</p>

		<p>6. Gender differences in environmental sensitivity among primary school students</p> <p>7. Promoting students achievement with learning oriented assessment and evaluation</p>	<p>Indian educational review</p> <p>Book higher education context and linkages</p>	<p>Vol-50 No-1 Jan. 2012 ISSN/ISBN no:- 0972-56IX</p> <p>2012 edition Vol-1 ISBN no:- 978-81-925447-0-0</p>
5	Kanchan Kochar	<p>1. Value inculcation A step towards essence</p> <p>2. Application of ICT in modern era</p> <p>3. Inclusive curriculum area in general education setting</p> <p>4. Research frame work in teacher education in developing educational society</p>	<p>Yugshilpi</p> <p>The Educand journal of human and social science</p> <p>Chintan referred journal</p> <p>Research journal of human development</p>	<p>Page no-194-196 ISSN no. 0975-4644</p> <p>Page no.- 114 -117 ISSN no.- 2249-9741</p> <p>Page no.- 271-275 ISSN no.- 2229-7227</p> <p>Page no.- 20-23 ISSN no.- 2348-5183</p>
6	Naveen Kumar	<p>1. Role of ICT in teacher empowerment and role of teachers</p> <p>2. Study of attitude of sec. school teachers towards their profession with respect of teaching competency</p>	<p>SSJK Research journal of human development ISSNno.-2348-5183</p> <p>SSJK Research journal of human development ISSNno.-2348-5183</p>	<p>Vol.-1, Issue-3</p> <p>Vol.-1, Issue-4</p>

		3. Ethics in educational research	IJEPR ISSN 2279-0179	Vol.-2, Issue-4
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**3.2.7. Give details of the awards, honours and patents received by the faculty members in the last five years?**

Nil

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

S.No.	Name of staff	Degree	Completion Year	Topic
1.	Ms. Suman	Ph.D	Pursuing	Learning styles of Sr. Sec. School Students in relation to Learners intelligence, self efficacy and locus of control.
2.	Ms. Kanchan	Ph.D	Pursuing	Responsible Environmental Behavior of Sr. Sec. School Students in relation to scientific attitude, socio-economic status and locus of control.
3.	Mr. Naveen Kumar	Ph.D	Pursuing	An evaluative study of inclusive practices in school education of

				<b>Haryana at elementary stage.</b>
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## **CONSULTANCY**

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

The head of the institution particularly in his capacity as an eminent scholar in the field of research provides free consultancy to the faculty members, student-teachers and to the Ph.D. Scholars and M.Phil students in their research work. Four of the researchers has been awarded Ph.D. degree in education, and 39 of the students have been awarded M.Phil. Degree. One of the staff members has also acted as guide for dissertation work at M.A. in Education. So, in their capacity they also act as research advisors for dissertation work at M.A. (Education) and M.Ed. level.

### **3.2.2. Are faculty/staff members of the institution 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 faculty/staff members of the institute competent to undertake consultancy. As said earlier the head of the institution, Dr. S.K. Arora, He has vast experience and professional acumen in the field research to give valuable advice to upcoming research scholars in the field of education. The institution has the pleasure of having three Ph.D. degree holder and five M.Phil. holders and three staff members are NET qualified. Some of the faculty members are also able to supervise the dissertation work of M.A., M.Ed. and M.Phil. student. The institution publishes information brochure annually to publicize the available expertise in the institution.

### **3.3.3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?**

The consultancy service provided to the stakeholders is free of cost as the Principal and the other members do not charge any fee from the students. They guide and supervise the research work for Ph.D., M. Phil. And M.A. Educatio. Though for education lectures they have their own fee T.A./ D.A. etc.

### **3.3.4. How does the institution use the revenue generated through consultancy?**

As there is no fee levied for consultancy, the revenue generation is zero from consultancy services.

### **3.4. EXTENSION ACTIVITIES:**

#### **3.4.1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)**

Extension activities are an integral part of teaching programme of the college. Extension services is provided to neighboring areas mainly in the field of Science and Health Education, Computers and Information Technology, Mathematics Education, Nutrition and Home Science, Social Service and Traffic rules Education.

Extension programme undertaken by the institution cover a wide range of activities. The institution has adopted the village Kalanaur for upliftment of education, women empowerment, health, and hygiene and environment awareness. The institution is working on areas like health and hygiene, spread of literacy and environmental issues in association with Gram Panchayat and Education committee.

The college runs awareness programmes on Aids, Environmental Education, Health, Hygiene Awareness, Girl Child Education Awareness, Water conservation Awareness, campus beautification awareness Beti Bachao Beti Padhao, Sanitations etc. This is a laudable initiative on the part of this college.

The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, anti-tobacco campaign, observing human rights days and organizing awareness programmes for diabetic persons, awareness about fire fighting techniques etc. Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three years. Social surveys on income, education and profession have been done. The institution is planning to tie up with Red Cross Society in near future. The student teachers of the institution also visit social organizations and



institutions like school for exceptional children, Kalanaur and old age home, Rohtak for social surveys also extend their services to these institutions. Students-teachers are encouraged to participate in various extension activities. Their achievements are appreciated weekly in the assemblies. They are given responsible duties in the important functions of the college. In addition to these, the college has designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. Organizations.

Extension programmes as a whole come to the service of the entire community apart from formal learning experience to the students and building up confidence among them about their potential and ability. Extension programmes have certainly contributed positively to the citizens and environment as well as enriching the learning experience of the students.

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

As the institution is a rural based institution, the community is participative in most of activities of the institution. Community participation is seen in Talent search competitions, festival's celebrations, Annual Get Together Function etc. During such occasions, interaction with community members yields valuable suggestive measures to make the institution more progressive in terms of efficiency and quality.

As the institution is a teacher education institution, it needs primary and secondary schools for practice teaching activities. The schools, mostly situated nearby the college, offer helping hand to accommodate practice teaching activities in their schools. The school staff takes active interest in making the learning experience of the student teachers a successful and enriching one.

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

The institution encourages its students to help the weaker sections of the society to learn. The institution is also planning to tie up with Red Cross Society in near future. It has devised a plan to encourage every student to make at least one illiterate person to literate person during their course duration this provision is not

a compulsory one, but rather it will be added to the co-curricular repertoire. The institution also devises certain plan to involve students in awareness programme in contemporary issues like Human Rights, Women Empowerment, Child Rights, Save the Girl Child, Save Water, Save Trees and environment etc. Further brochures will be prepared and distributed in regional language on contemporary socially relevant issues like Female Feticide, Global Warming, Wild life Preservation so that the community will be aware about these issues.

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

There is any project completed by the institution relating to community orientation to students.

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

1. The faculty members and students periodically visit village and participate in clean and tidy programme.
2. The institution observes festivals like Lohri, Hoi, Diwali, Christmas and other such socially relevant festivals to make the students aware about cultural ethos and social values of the society.
3. The institution also celebrates Republic Day, Independence Day, Birthdays and Martyrdom Days of National Heroes to inculcate national and citizenship values among students.
4. The faculty members and students involved in legal awareness programmes especially in Environment Protection, Animal Rights, human Rights, Woman Rights, child Rights, Constitutional (Constitutional Rights) matter etc.
5. The faculty members delivered the lectures to the student-teachers on socially relevant issues like Female Feticide, Global Warming, and Wild Life Preservation etc.
6. The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.
7. In the beginning of the session the librarian provides orientation to newcomers about how to use library and give lesson on reading and study habits among student-teachers.

8. The faculty members and student-teachers participate in the development programmes of the village Kalanaur.
9. The institution is also providing facilities to local students to utilize the college ground for morning walk and practice of games and sporting events
10. The institution also encourages the students to participate in “Clean and Green Programme” to keep the college campus clean one in every month. It arranges vaccination camps and other such health related programmes to make the students more participative in community life.

### **3.5. COLLABORATIONS**

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

The institution has linkage with CTE, NCTE, NCERT, other Teacher Training College of region, Maharshi Dayanand University, Rohtak, C.R.S.U., Jind, Govt. & Non Govt. School. This linkage helps institution in enhancing the quality of teaching.

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

Not yet.

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

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

**Curriculum Development:** - The Curriculum is designed by the Maharshi Dayanand University, Rohtak. College has to strictly follow the curriculum designed by the Maharshi Dayanand University, Rohtak. The faculty of the Deptt. of Education of the university is very helpful to the college.

**Teaching:** - Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality. HOD and Dean of the university give support the college by taking lectures.

**Training:** - The guidelines of Maharshi Dayanand University, Rohtak and NCTE play major role in providing training to students as well as teacher educator.

**Practice Teaching:** - Staff of the Attached school is very kind & cooperative in nature so that practice teaching session is very smooth.

**Research:** - The faculty members of Deptt. Of Education, Maharshi Dayanand University, Rohtak, C.R.S.U., Jind are very helpful in the research activities done by staff members.

**Consultancy:** - The faculty members of Deptt. of Education, Maharshi Dayanand University, Rohtak and C.R.S.U., Jind provide consultancy to our staff on various topics.

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

**Publicaton:** - Various publications of NCTE, NCERT, Maharshi Dayanand University, Rohtak are helpful to our student teacher as well as teacher educator in their teaching learning process.

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

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

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

At present the institution has linkages with 10 schools for Practice Teaching. The institution has good and healthy linkages with school and community members. The schools and community works hand in hand with this institution for the progress of the student-teachers. For the practice teaching, schools are made available to the student-teachers by the school authorities easily. This, not only needs co-operation from school teacher, but also it demands more appreciative look to these upcoming teachers. Community members also give their best to make the programme more successful. The institution has developed proper linkage with school sector by arranging activities such as School function, Tree Plantation drive and various cultural, sports, literary and art competitions during teaching practice programme conducted in the schools.

The institution also invites school teachers to college for judging various competition like, drawing competition, cultural programmes, Skill-in-Teaching programme & on the spot Teaching Aid preparation competitions of the college level or inter college level. Our faculty also visits various schools for judgment in various interschool competitions such as debates & declamation contest etc.

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

Yes, faculties Members are actively engaged with school staff during practice teaching. In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the school share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises, meetings with the Head and other teaching staffs of the schools are also arranged in between the practice teaching period On behalf of student-teacher, it is the responsibility of the mentor teacher to maintain

the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative and self disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school. Our faculty members visited to the practice teaching before the starting of the Practice session to observe the students in various classes. Principals and faculty members from the Practice Teaching are invited for the suggestions to introduce the new teaching aids. The school teacher and faculty member of college both supervise the lesson of the student teacher and give oral as well as written feedback to the student teacher to enhance performance of the student teacher. The school teachers and faculty member of college both evaluate the lesson delivered by the student teachers.

As, Success lies in the team culture, During practice teaching the school faculty members share their views with the supervisor teacher to design the Practice Teaching Programme to make it successful. Some of the activities during practice teaching are:

1. Organizing morning assembly
2. Co-curricular activities
3. PTM
4. Bal Sabha
5. Mid-day meal Programme
6. Maintain school Funds and Records
7. Action Research
8. Case Study

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

- I. The institution facilitates its collaboration with schools and other educational institutions for the progress. During vaccination camp programme, school students are also invited to participate so that they may be aware of health issues. The schools on their part invited us to attend certain occasions like school annual day, etc.
- II. The institution collaborate with other teacher education institutions for reporting the grievances to the higher authorities like University, Higher

Education Department, regarding upgradation of curriculum, fee structure and other such matter

### **3.6. BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION**

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

It is a well established fact that in general, we are going downhill in research despite of relative huge increase in funding and being global research community. About this institution, it encourages its faculty members to pursue research endeavors in the field of educations. Institution provides increased opportunity to faculty for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material. They are facilitated by giving study leave, seed money and adjustment in time table etc. Every year college organises state level and National level seminars, Even the research research paper publication is done in SSJK research journal, which is the international journal being published by the publication cell of the college. Its ISSN no is 2348-5183.

Measures were taken for improving consultancy and extension activities are:

1. Participation of different stakeholders in the decision-making process related to teaching methodology and functioning of the institution.
2. Collection of feedback from the stakeholders about the efficiency and transparency in the administration of the institution.
3. The institution supports and promotes extension activities partnering with village panchayats and other stakeholders. The teachers of this college go to other college and school for extension lectures.
4. Academic achievement and other such feats of faculty and students are encouraged by providing publicity and recognition.
5. Students are given training through entrepreneurship development programme so as to facilitate work culture among them.
6. The institution regularly organizes local trips to rural areas and trying to create awareness among the students about the importance of ancient

monuments pertaining to Indian culture and heritage. These educational trips and tour are helping the student teachers to aware about conservation of antiquities pertaining to Indian culture and heritage.

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

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

1. Extensive use of ICT and co-operative learning for pursuit of research.
2. Action researches were conducted for improving the quality of education and self-esteem of student teachers. Seminars and workshop in this regard are required.
3. The institution also has the mechanism to initiate self-managed action research projects.
4. Student teachers are provided with free consultancy regarding research activities and writing research papers to be published in the research journal.
5. The institution is periodically organizing vaccination camp, clean and tidy programme to keep the college campus clean environmental awareness programme to rural public, tree plantation, AIDS Awareness programme, etc.
6. During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Lohri Festival the college invites village elders, parents of student teachers and women to make them participate in the process.

Lastly, we have an obligation to give something back to our country which will have a long term impact on the whole country.



## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 PHYSICAL FACILITIES

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

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

S. No.	Infrastructure	Facilities available at the institution
1	Building of the Institution	The institution building is earth quake resistant. The total covered area of the building is 2830 Sq. Mts.
2.	Office for the principal	Principal Office is situated in the institution building at the ground floor.
3.	Classrooms	The Institution has four spacious, well furnished and airy classrooms.
4	Multi-purpose Hall	It is situated on the Ground floor of the institutional building and has seating capacity of 300 persons.
5.	Resource room for disabled	For disabled students institution has a spacious resource room at the ground floor.
6.	Language Lab	A well equipped and furnished Language Learning Lab having seating capacity of 20 persons is available with all the required ultra modern apparatus.
7.	Staff Room	Well furnished staff room is situated at the ground floor

		with attached washroom.
8.	Administrative Office	Office for the administrative work is situated at the ground floor.
9.	Counselling Room	For assisting and guiding the applicant for the courses offered by the institution, it is available in the college campus.
10.	Management Room	A separate room for the managing committee of the institution is available in the college premises.
11.	Store Room facility	Institution has two store rooms to keep the record of previous years, routine required material, damaged and obsolete articles.
12.	Work Experience Room / Craft Room	In the institution one work experience / art and craft Rooms is situated where students work on the principle of "Learning by Doing".
13.	Educational technology – cum - Computer lab.	At the ground floor of the building, a Well equipped Educational technology - cum - Computer lab is situated.
14.	Science and Mathematics laboratory	Fully equipped Science and mathematics labs are present on the ground floor of the building.
15.	Psychology laboratory	A well maintained Psychology lab is situated at the ground floor of the institutional building.
16.	Social studies laboratory	A well equipped Social studies lab is situated in the college premises.
17.	Boys common room	Boys' common room facility is provided in the college premises.
18.	Girls common room	Spacious girls' common room with attached washrooms are situated at the ground floor of the building.

19.	Reasonable outdoor space and sports and games facility	The Institution has well maintained lawns, playground for outdoor games and multipurpose hall for indoor games.
20.	Sports Room	Sports Room with necessary & required sports equipments is situated in the college building.
21.	Library	Library and reading room having area of 146 sq. mtrs. is available in the college building.
22.	Safeguard against fire	Institution has 5 fire extinguishers of five kg capacity each, placed at different parts of the institutional building.
23.	Parking facility	The Institution has a covered space for parking the vehicles.
24.	Transportation facility	Institution provides bus facility for both students and staff members.
25.	Provision of clean drinking water and generator facility	Institution has provision of water coolers fitted with RO water filter for providing clean drinking water. For uninterrupted power supply, Generator facility is also provided.
26.	Auditorium	Institution provides facility of auditorium for organizing various activities and Indoor games.
27.	Canteen	Canteen facility is also available to cater need of the staff and the students. Hygienic eatable are provided there.
28,	First Aid Room	For providing preliminary medical help, first aid room is available in the college premises.
29.	Reception & Guard Room	For the information and direction of the visitors and for the security of the campus. Reception & guard room is situated at the entrance of the college premises.

An amount of more than 3.00 Crores is invested for developing the infrastructural and institutional facilities.

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

The institution regularly plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional Infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall, canteen etc., are furnished with adequate furniture and equipments to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. It tries its best to make available the infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum. The institution invariably encourages the use of its academic and physical facilities by organizing different educational activities.

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

The infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports are provided by the institution.

**Craft Room and Work experience laboratory/workshop** has been established on the lines of ‘learning by doing’ philosophy in teacher education. The lab is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting, card board modeling, pot decoration, preparing best out of waste and material for chart and model preparation.

**Multipurpose Hall** - provision of the multipurpose hall with a seating capacity of 200 persons is there in the institution for providing a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate lightening system and communication tools like public addressing system.

**Playground** - Provision of playground for organizing games like badminton, volleyball, handball, cricket and kho-kho is available. A running track for organizing athletics is provided. Sports kit and material facilities are provided to the student teachers.

**Auditorium** - The provision of auditorium for organizing various institutional functions, mass gathering and indoor sports is there.

**Other Facilities** - CD player and CD's of educational films are available in the educational technology lab. LCD is used for showing educational films.

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

Laboratories, multipurpose hall, auditorium, canteen, transport facility, playground and library are used only in B.Ed. course run by the institution.

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

Various facilities are available with the institution to ensure the health and hygiene of the staff and students.

**Medical Facilities** - To ensure the well being of the staff members and student teachers, college campus has provisions of First-Aid room which has all the basic facilities for first aid. The services of consultant doctors are always available in the hours of need, as many hospitals are available at around 5 km distance from the institution. The institution organizes many camps where regular checkup of the student-teachers is done.

Provision of wheel chair for handicap students is also made available by the institution. A ramp is also provided in the campus for easy locomotion of handicap students.

Provisions of dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution.

**STP (Sewage Treatment Plant)** was installed in the institution to treat waste water. For providing clean drinking water, water coolers are fitted with good quality of water filter. Separate wash room facilities for girls are provided by the institution. Proper drainage system is there in the building.

**Common room (Rest Room) facility** - Separate common room facility is provided for girls where they can relax during their academics if time permits. Common rooms are furnished with comfortable chairs, dining tables and amusement facilities.

**College** campus there is provision of hygienic place for canteen which caters hot and cold drinks; snacks, nutritious breakfast and lunch with proper seating arrangement The canteen is equipped with refrigerator and microwave oven. An advisory committee was constituted to ensure the quality and to take care of proper functioning of the canteen.

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

No .

## **4.2 MAINTENANCE OF INFRASTRUCTURE**

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

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

The management has many plans and facilities for need-based development and expansion of infrastructure. Maintenance of existing infrastructure resources is looked after by the central construction division and a standing committee with faculty and student representatives.

Budget provisions are optimally made for maintenance of various services in the college like-

- Servicing and repairing of computers, printer, Photostat machine and fax machine.

- Genset running and maintenance.
- Generator service
- Replacement of old furniture
- Regular repair of fans and all electric points
- Regular white wash/Paint of the institutional building
- Refilling of fire extinguishers
- Maintenance of materials of all laboratories
- Regular pruning of plants
- Repairing of bus

#### **4.2.2. How does the Institution plan and ensure that the available infrastructure is optimally utilized?**

Institution regularly plans and ensures that the available infrastructure is optimally utilized. Infrastructure facilities established in the college, library and sports facilities are kept open for the students and faculty during working hours and extended hours whenever required. The physical infrastructure is judiciously and optimally put to use.

This is reviewed by the concerned constituted committees. The institution generates and expands the infrastructure continuously. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.

#### **4.2.3. How does the Institution consider the environmental issues associated with the infrastructure?**

The institutional building is resistant to earth quake. The institution considers the environmental issues associated with the infrastructure. The institution installed the STP (Sewage Treatment Plant) in the campus. The waste



water is treated and sludge is used as bio-fertilizer. The institution is situated at the main road in a calm and beautiful natural surrounding with a complete pollution free campus. The college campus is ornamented with lush green lawns, flower beds and rare distinct vegetation. Provision of dustbin is there for maintaining cleanliness in the campus. Proper drainage system is provided in the institution. The classrooms are spacious with large windows for proper ventilation and adequate natural light. Water coolers are fitted with water filters for providing clean drinking water. Mostly CFL tube lights are used and no traditional bulb is used to save electricity. Silent generator is used to control noise pollution. A sapling is planted by every student and organic manure is used to raise the plant. Provision of garbage pit is there where all the daily waste is thrown in it. Provision of making best out of waste is done in the institution, where waste material is used to make useful things, which can be used in daily life. Students do improvisation of apparatus in which waste material is used to make various science lab equipments. So, by his practice wastage is reduced. Cracker free and eco- friendly Diwali is celebrated every year in the institution.

### **4.3 LIBRARY AS A LEARNING RESOURCE**

#### **4.3.1. Does the Institution have a qualified librarian and sufficient technical staff to support the library (materials collection and medial computer services)?**

Institution has a qualified librarian and an attendant to support the library work.

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

The college has a library. It has more than 4175 books. 09 Indian Educational Journals are subscribed in the library. There is an adequate space for self-reading. 16 encyclopedia & 25 Dictionaries are available in this library. 02 books are issued to each B.Ed, student for 14 days. Each staff member can get 15 books for whole session. The library has a four - member advisory committee which meets four times during every session. The library stock and services are now being computerized. The library notions from 09.00 hours to 17.00 hours on all working days including examination days and between 09.00 hrs and 14.00 hrs on holidays. The reading room can accommodate 50 students at a time.

Reference services and circulations are provided in the reading room where the students enhance their knowledge by reading books. Conducive environment for studies is created in the reading room.

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

Institution has a Library Advisory Committee which considers the development proposals of the library and looks towards functioning of library. The committee is co-ordinate by a convener with and librarian allowed to avail the service. Teachers and teacher educators use library resources daily during working hours. Teachers also donate books to the library.

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

Yes, the library stock and services are now being computerized. Till date it is Semi Computerised.

**4.3.5. Does the institution library has computers, internet and reprographic facilities? If yes give details on the access to the staff and students and the frequency of use.**

Yes, the institution library has computers, internet and reprographic facilities. There is a Computer with printer. An active internet connection is also available there in the college library. There is a Wi-Fi facility available for the library.

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

The institution does not have facility of Inflibnet/ Delnet/IUC as it has not signed any agreement and not joined any consortium. But in future it was decided to join the UGC consortium i.e. Inflibnet / ernet.

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

The library is kept open throughout the year except National Holidays. Daily working hours of the library including examination days are 8 hours i.e. 9:00 am to 5:00 pm.

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

Staff members and students come to know about new arrivals in the library through regular notice, display on the notice board placed in the library.

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

Yes, the institution's library has book bank facility. In this book bank facility books for all papers are issued to the economic weaker students. These books are retained by these student teachers up to the end of final examinations. Eligible student teachers apply for this facility to the principal. The principal after consulting with the other staff members give permission to the student teacher.

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

For easy accessibility to the library, it is situated at the ground floor of the building. Librarian personally attends the physically challenged student-teachers. The library is disabled friendly as the reading desks are made available to suit the needs of physically challenged. It is having book bank with 5000 books. It is having internet facility. The membership to the library is free for students and even for all the alumni members.

## **4.4 ICT AS LEARNING RESOURCE**

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

Various ICT facilities are available in the institution. The college has established well equipped laboratories.

### **Educational technology cum computer lab-**

The institution has an advanced Education Technology-cum-computer lab, which provides computing facilities. The lab comprises of computers linked with

wide range of software like MS office, Page maker, coral draw, Photoshop etc. including dictionary. Communication and print services are also available. The software setup has latest version of Windows. Broadband connection for Internet is there in the lab. Software in the form of CDs based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behavior are available. Institution also does video recording of micro teaching and real teaching practice lessons presented by the student teachers. This lab comprises of advanced educational technology equipments which contribute a lot in modern teaching - learning practices. The lab comprises of various equipments like over-head projector, slide projector, television, tape recorder, radio and audio-video aids like charts, models, maps, globes, pictures, slides and transparencies meant for effective teacher training. Public address system is available. Student teachers are given training in handling these equipments and using them in making teaching effective.

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

Proper consideration is given for the use of ICT while implementing the curriculum. Provision of a period in the time tables there in which student teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process. Teacher provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments.

There is provision in the curriculum for imparting computer skills to the students. By implementing the subject computer education basic computer skills are imparted to the students. They are taught about information technology,

internet, e-mail and basics of computers. Provision of helpline of computer education and computer application is there in the curriculum and this made the process easier for the institution for making student-teachers aware of the role of ICT in education. In this the students are taught about MS Word, MS Excel, and power point and DOS commands. Various books on computer education are also available in the library. In this college each and every student teachers are trained in Handling of following Equipments:

- Over-head Projector
- Slide-Projector
- Multimedia Projector
- Computers
- Tape-Recorder & Camera
- Epidiascope
- T.V. and Video-Cassette-Recorder
- Smart class room. LCD projector.

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

Staff members of the college are proficient in the use of ICT. They teach the students the various content in their respective teaching subjects like teaching of Social studies, Science, English, Hindi and environmental education by using CD's, transparencies, power point slides through computers and over head projector.

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

Student-teachers take keen interest and take the help of ICT in preparing lesson plans, teaching aids and delivery of lesson. Student teachers make their lesson plans on word processor and also prepare power point slides to deliver their lessons during micro teaching. The student-teachers present their seminar through transparencies on OHP.

#### **4.5 OTHER FACILITIES**

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

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community. The services of teachers of this college are taken for giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as a resource person.

The audio-visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated nearby the college.

Improvised apparatus prepared by the college students is also gifted to the practice teaching schools.

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

Various audio-visual aids facility and material like CD, audio cassettes, video cassettes, transparencies and slides based on content of various school teaching subjects are available. Transparencies on content cum pedagogical analysis are also available with the institution. Charts, models and improvised apparatus in science are available and the student teachers use these materials in preparing their lesson plans and in their practice teaching sessions. CD's and audio cassettes for language development are also available. Slides and transparencies made by the student-teachers themselves are also available. Well equipped laboratories are available with the institution where demonstration and experiments are conducted. Teachers, themselves use the audio visual aids while presenting the content before the student-teachers in the classroom. Student- teachers are motivated by the teachers to use the audio-visual aids while presenting their seminar and preparation of their lesson plans and teaching aids.

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

The following laboratories are available with the institution:

**1. Psychology lab** - The psychological tests suggested by the affiliating university like Intelligence tests, creativity tests, sentence completion test, picture completion test, personality development test, concept achievement test, general classroom achievement test, mirror drawing apparatus, memory drum and card scoring tray are available in the Psychology lab.



**2. Science and Mathematics lab** - The lab comprises of various charts, models, specimens, apparatus, equipments, chemicals and reagents related to Physical and Life Sciences, microscope, specimen of human skeleton etc., are also available.

The lab also comprises of different types of charts, pictures related to mathematics, static and dynamic models, weighing and measuring instruments, geometry kit, collage, thermometer, bar magnet, pulleys, beads, balls, sticks, pebbles, match bones and stencils for geometrical figures.

**3. Social studies lab** - All the necessary charts, models, globe, pictures, scrap books, model lesson plans, time lines, maps, atlas, rain gauge, measuring instruments, wind wane, drawing material, slides and transparencies of different geographical and historical places are made available.

**4. Educational Technology cum Computer Lab** - Computers, printer, overhead projector, slide projector, Multimedia Projector, television, radio, tape recorder, CD Player, audio and video cassettes related to curriculum are available in this lab.

**5. Workshop for Art and Craft / Work experience lab** - Moulds of chalk, equipments for gardening, tables, drawing material, charts, scale, brushes, colors and other stationary material are present in the lab. The provision for making best out of waste, Rangoli and flower arrangement is also made available.

**6. Resource Room** - Various charts, models, transparencies, sample of sessional work, model lesson plans and projects in various teaching subjects are displayed in this room.

**7. Multipurpose Lab** - The institution has the provision of multipurpose lab, equipped with necessary materials and instruments to train the student-teachers to provide education to children with special needs.

A teacher in charge of each laboratory keeps a check from time to time and look after the facilities, lab maintenance, upkeep and upgrading the equipments, materials and services available in the laboratory. Teacher incharge of respective lab ensures the careful and proper use of equipments of the lab. The damaged material is replaced and the areas which need some modifications are located by teacher incharge and feedback from student teacher is taken and then necessary modifications are done from time to time. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipments of the lab. The lab incharge takes care of the requirements of the lab and purchases equipments and other lab material according to the need and after discussing with the director principal. The student teachers are encouraged to optimally use the various material and equipments for learning including practice teaching. They are encouraged to make lesson plans, power point slides, charts, models, transparencies related to their chosen teaching subject Student teachers are shown model lesson plans. They are provided with reference material, teachers themselves demonstrate the use of equipments and material before the students and the students are motivated to use optimally these learning material.

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

- **Multipurpose hall** - The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of 200 persons. It acts as a common ground for students, faculty and renowned educationists for the regular interfaces, conferences, seminars and other events. This is the venue where

daily morning assembly is held. For organizing cultural events and seminars this hall is equipped with communication tool like public address system.

- **Workshop** - The workshop has been established on the lines of 'Learning by Doing' philosophy in teacher education. The workshop is equipped with moulds of chalk making and essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, preparing best out of waste and material for chart and model preparation. Workshops on paper cutting and card board modeling are organized for the students from time to time during each session.
- **Sports** - Provision of playground in the college premises is there. Running track for athletics, field for organizing games like football, badminton, volleyball, handball and cricket is there and material for games like chess, skipping, carom board is available.
- **Transport** - The College provides bus facility from adjoining areas of the college campus both for teachers and students.

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

Yes, the institution has the classrooms equipped for the use of latest technologies for teaching. The classrooms will be equipped with over head projector.

**4.6 BEST PRACTICES IN INFRASTRUCTURE RESOURCES**

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

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and they

use ICT like Multimedia projector, overhead projectors and power point slides for teaching. Most of the teachers participated in Intel workshop and have got training by an expert about the use of computer in teaching. Teachers lay emphasis on the overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching. Main emphasis is on transfer of learning from theoretical to practical aspects, for this stress of every teacher is on learning by doing practices. The work, supposed to be done by the learners, is first demonstrated by the teacher. The approach adopted by the teacher is flexible not rigid. From time to time, teachers attend and participate in different seminars, conferences and workshops. All the teachers are proficient in using computers for teaching. In teaching of science, respective teacher lays emphasis on improvisation of apparatus. Here, the emphasis is on learning through experiences and learning by doing. Teachers create such situations for providing conducive environment to the students for appropriate learning.

#### **4.6.2. List Innovative practices related to the use of ICT, which contributed to quality enhancement.**

- During teaching practice, student teachers are given training about the use of EDUSAT for teaching.
- Every student-teacher is taught about the basics of computer.
- Student-teachers use ICT for preparing their lesson plans and seminars and P.P. presentation.
- Every student teacher prepares OHP transparencies.
- Student teachers give power point presentation in their class room seminars, Debates etc.

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

The followings are the best practices followed by the institution:-

- The institution is situated in lush green environment and free from all types of pollution.
- The building of the institution is earth quake resistant.
- The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching-learning process.
- House system is followed by the institution. Student-teachers are divided into Four Houses. Each House being identified with a named after a great educationist. All the Houses organize morning assemblies on their respective terms and student teachers participate in different activities like prayer, poem recitation, mantra ucharan, news reading, thought reading etc. during morning assembly. Inter House competitions are organized on curricular and co-curricular activities to develop competition spirit and self confidence among student teachers. Student teachers of respective sadans maintain bulletin board daily. All the houses jointly participate in various activities organized by the college.
- Tutorial groups are constituted with a teacher educator as a tutor. Student teachers interact with the tutor and concept of individualized learning is followed.
- Student’s problems are diagnosed and remedial teaching is provided to the concerned students.
- Each teacher works independently as well as in a team also. Each teacher is a member of a committee headed by a convener for doing routine work of the college and for smooth working of teaching learning process.

- To trigger thinking among the student teachers, the college has provision of 'Think tank'. The student teachers write their ideas and feelings and put it in box.
- 'Suggestion box' is also available in the college premises. The needs of students and suggestions in the suggestion box are attended on priority.
- Faculty members made a committee where they discuss with each other about curriculum, research and other innovative practices in teaching and learning.
- Specific teaching strategies are adopted to cater the needs of advanced learners and slow learners respectively.
- The performance of the teacher educators is assessed with the feedback mechanism.
- The college organizes cultural programmes and publishes a College magazine which gives the students opportunity to exhibit and express their talent.
- Teacher's evaluation is made through self appraisal.

## **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

### **5.1 Student Progression**

#### **5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriated academic and professional advice through commencement of their educational programme to completion?**

The institution organizes many competitions, time to time, in order to access and enhance the professional, competency of the students - teachers. These competitions include flower arrangement, preparation of teaching aids, chart making, chalk making, chalk board writing, preparing best out of waste, pot decoration, Rangoli, Essay Writing, Hand writing declamation etc. Students-teachers are encouraged and sponsored to participate in the inter college competitions, organized by different colleges nearby, like skill in teaching, poetry recitation, singing, dancing, quiz, poster making, model making etc. For developing teaching skills the college organizes various training programme of "Micro Teaching". In this training session, micro lessons and macro lessons in simulation and observation lessons are practiced.

After this, the student teachers are sent to school for their practice teaching in real situation, where the student - teachers are encouraged to participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly, participation in Mid-Day Meal Programme and maintaining discipline etc. They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and school staff. The schools heads and the teachers provide suggestions to the student-teachers about teaching and managerial skills during their practice teaching.

In order to prepare them for the development of various aspects of their personality, inherent potential and interest, a Talent Hunt programme is organized in the beginning of the session: they are encouraged to participate in various activities of the programme. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mimicry, declamation, Poetry recitation, Solo Song, Group Song, Poster making, Mono acting etc. College magazine, Mathematical Club, Science Club, Eco Club, Language Club etc. are other resources of learning and progression.

In order to develop the quality of leadership and sense of responsibility, student teachers have "Educational Society" in which two members of each sadan are nominated.

Teacher-educators observe the micro teaching sessions, sessional work and academic achievement through class tests and house examinations to ensure that they are receiving appropriate academic and professional advice.

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

The institution's environment provides a lot of opportunities to the students-teachers to develop their potential and skill. All the faculty members and the administration of the college act as a force for motivation, satisfaction and development to improve performance of the student teachers. The institution provides natural environment for the development of the following:

#### **FOR MOTIVATION:**

The college motivates the students by giving Certificate (for participation in any activity). Prizes (for holding prominent positions First, Second, Third and



Consolation), Trophies (For Group Activities) and Medals (Sport Meet etc.). Further some financial help in the form of cash prizes is also provided by the management. The names of the students achieving positions in various competitions i.e. college level, inter-college or university level, name of the competitor have been displayed on notice board and are also announced in the morning assembly so that other students may also get motivation. The media persons from different newspapers are also invited to the college for the media coverage of all the programmes organized at college level. The students get motivation by reading their names in the next day newspapers. Faculty members also motivate the students for their performance in the classrooms.

### **SATISFACTION:**

For the satisfaction of their efforts the student-teachers are encouraged by awarding grades, numbers, praise of their work etc. when their work is highlighted or nominated or praised in front of all the students they get mental satisfaction. Even the students who top the college in academic and sports activities their photographs and names published in the news papers and also in the prospectus of the college.

The student-teachers participate in morning assembly, cultural and academic functions where their instincts got satisfied. With the help of the mechanism of House system, tutorial groups and suggestion box student-teachers' problems are identified and every effort has been made to provide satisfaction to the students whether it is academic, personal or infrastructural.

### **DEVELOPMENT:**

For the development of the various aspects of their personality many programmes are organized. For example:

- Physical Development : Sports Meet and Games Period
- Moral Development : Morning Assembly, cultural Activities and Guest lectures on Values
- Social Development : Celebration of various functions like Lohri, Diwali, Makar Sakranti, Basant Panchami etc. and active participation in the community

As there are no major dropout cases identified during the last three years of the institution. In Session 2012-2013 out of 100 students, 100 students were appeared in final examination.

In 2013-2014 out of 100 students, 100 students were appeared in final examinations. In 2015-2016 out of 50 students, 50 students were appeared in B. Ed. Examinations.

#### B.Ed.

Session	Students Enrolled	Appeared in Annual Exam.	Drop Out		
			M	F	Total
2012-2013	100	100	0	0	0
2013-2014	100	100	0	0	0
2014-2015	100	99	0	1	1
2015-2017	50	50	0	0	0

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

After completing the B.Ed, course from S. J. K. College of Education, a large number of our students got jobs in various private and government schools. As per our information, almost 55% of our students from previous batches working

as teachers in various govt. and private schools and colleges on regular/contractual/temporary basis. About 35% of our students go for higher studies through regular and distance education courses. Mostly students go for Post Graduation in English, Hindi, Education, History and other related courses.

The institution provides a wide variety of learning experiences to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counseling cell properly guides student teachers to choose right and appropriate course and profession after the B.Ed. The institution arranges campus interview through its placement cell. Many students get benefited from this placement cell.

**5.1.5 What percentage of the students on average go for further studied or choose teaching as a career? Give detail**

Every year an average of almost 35% of our students goes for further studies in various courses such as Post Graduation, M.Ed., M.Phil, etc. through regular and correspondence courses. Almost 55% students of our college choose teaching as their career and working in various government/private and public schools on regular/temporary/guest/contractual basis.

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

At the beginning each session the students are well oriented about the functioning, rules, facilities and resources available in the college library and in the

campus. The students can easily access the library facilities during the working hours. They can easily get the library resources like books, encyclopedia, journals, survey report, language learning resources (CDs, Books and Manuals etc.), magazine etc. Student teachers are allowed to use Internet facility & computers available at the library. These facilities are also easily accessible to the old students by the permission of the Principal. Student-teachers are provided the facility to keep the books for annual examinations. Student-teachers are also allowed to use various software & hardware resources available at E.T. and Computer Lab. They are also trained in handling the equipments and to use them in their teaching learning. They can use these resources for their unit plan, Lesson Planning and developing instructional materials.

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

The institution has a placement cell. The institution arrange campus interview through this placement cell. In the last two years 23 students get benefitted through this cell.

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

The placement cell faces the difficulty in making the student teacher convenience that, the school they are going to be appointed is accordingly

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

The requirements of the faculty in the practice teaching schools are collected at the time of teaching practice sessions and at the end of each session student-

teachers are informed and facilitated to get job in the school of their choice. During the practice teaching at the schools the heads of the concerned schools are allowed to observe the lessons delivered by the each student teacher so as to select one of them for their school.

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

Dr. Seema Taneja is the incharge of this placement cell. A computer system with printer and college land line telephone is provided to her and there is a notice board for the information and display of the placement and situation vacant.

### **5.2 STUDENT SUPPORT**

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

For the effective implementation of the curricular, co-curricular and extra-curricular activities, the institution systematically plans and evaluates all the activities in its academic calendar. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities. The academic calendar is planned every year by the Year Planning committee, which consists of following members:

<b>Sr. No.</b>	<b>Name of the Member</b>	<b>Designation in the committee</b>
1.	Dr. Renu Swami	Convener
2.	Dr. Seema Taneja	Member
3.	Mrs. Suman Arora	Member
4.	Mrs. Kanchan Kochar	Member

The committee analyses the different conditions and academic calendar of the university and prepares an initial draft of various curricular, co-curricular activities of the year. Then, this draft is discussed in the staff council meeting and necessary modifications are made according to the suggestions given by the staff council. After the approval of the staff council and administrative authorities of the college, a final draft of the academic calendar is prepared, implemented and circulated to all the staff members and also notified to the students through notice board.

Various curricular, co-curricular & extra-curricular activities are planned for their effective implementation. These activities are planned and evaluated as under:

➤ **PLANNING AND EVALUATION OF CURRICULAR ACTIVITIES (TEACHING LEARNING PROCESS) INCLUDING TEACHING AND TRAINING**

For the effective planning and implementation of the curricular activities of the college academic activities, the planning committee ensures the inclusion of every aspect of the curriculum in the academic calendar. University academic calendar provides guidelines and path way for the planning of various activities. The academic calendar of the institution includes various aspects from admission process to the annual examinations of the B.Ed. courses. Periodically the academic calendar is discussed in the staff council and if need arises necessary modifications

are made. Both teaching and training activities are planned simultaneously which includes:

1. Planning and implementation of Micro teaching Session for 10 days.
2. Macro teaching session for 5 days.
3. Real teaching for practicing the teaching in real situation, 40 days are planned and Pupil teachers are sent to various schools (both Govt. and private).
4. Completions of various units of the syllabus through lectures, seminars, practical work, project work etc. are planned and evaluated regularly.
5. House Examinations, Viva-voce for internal evaluation, class tests etc, are well planned and reviewed regularly.
6. Maintaining the cumulative record cards to review their performance.

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

Various co-curricular and extra-curricular activities including extension lectures, community participation, organization of morning assembly, time table, examination schedule, sports meet, celebration of important days such as **Diwali, Holi, Lohri, International Women's Day, international Aids Day, Science Day, Republic Day, Environment Day, Earth Week etc.**, are well planned in advance by the committee in the beginning of the session. In spite of all the various competitions like **Talent Hunt, Inter House Quiz competition, Speech, Poetry Recitation, Drama/Skit, drawing & painting etc.**, are also planned in advance and all this planning is communicated well in time to the students, teachers and administration for their reference. Feedback on the academic calendar is invited

from the teachers in staff council meeting and from students is through tutorial meetings & suggestion box.

➤ **IMPLEMENTATION OF THE ACADEMIC CALENDAR:**

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

Sr.No.	Committee	Member
1.	Admission Committee	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. kulbhushan Dr. Santosh Anand Dr. Kiran Arora
2.	Discipline Committee	Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. kulbhushan Dr. Santosh Anand Dr. Kiran Arora
3.	Teaching Practice	Dr. Renu Swami



		Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen
4.	Library Advisory Committee	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen
5.	Sadan/House Constitution	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. kulbhushan
6.	Tutorial Groups	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. Kiran Arora Dr. Santosh Anand
7.	Literary/Seminar/Discussion/Wall Magazine Committee	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen

		Dr. Santosh Anand
8.	Cultural Activities	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. kulbhushan Dr. Santosh Anand
9.	Academic Planning and Management Committee	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Dr. Kiran Arora Mrs. Kanchan Kochar Mr. Naveen
10.	Time Table	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen
11.	Examinations	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen
12.	Games and Sports	Dr. Renu Swami Dr. Seema Taneja

		<p>Mrs. Suman Arora  Mrs. Kanchan Kochar  Mr. Naveen  Dr. Kiran Arora  Dr. Santosh Anand</p>
13.	Exhibitions	<p>Dr. Renu Swami  Dr. Seema Taneja  Mrs. Suman Arora  Mrs. Kanchan Kochar  Mr. Naveen  Dr. Santosh Anand</p>
14.	Tour Committee	<p>Dr. Renu Swami  Dr. Seema Taneja  Mrs. Suman Arora  Mrs. Kanchan Kochar  Mr. Naveen  Dr. Santosh Anand</p>
15.	College Magazine	<p>Dr. Renu Swami  Dr. Seema Taneja  Mrs. Suman Arora  Mrs. Kanchan Kochar  Mr. Naveen  Dr. Kiran Arora  Dr. Santosh Anand</p>
16.	Physical Resources Management Committee	<p>Dr. Renu Swami  Dr. Seema Taneja</p>

		<p>Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. Santosh Anand</p>
17.	Student Advisor	<p>Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen</p>
18.	Women Cell	<p>Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. Santosh Anand</p>
20.	Guidance & Placement Cell	<p>Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. Santosh Anand</p>
21.	Scholarship Committee	<p>Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen</p>

		Dr. Santosh Anand
22.	Science and Eco Club	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. Santosh Anand
23.	Mathematics Club	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. Santosh Anand
24.	Social Science Club	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Dr. Santosh Anand Mrs. Kanchan Kochar Mr. Naveen
25.	Language Club	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen

26.	Academic Linkage & Community Services Cell	Dr. Renu Swami Dr. Seema Taneja Mrs. Suman Arora Mrs. Kanchan Kochar Mr. Naveen Dr. Santosh Anand
27.	LAB INCHARGE	
	Science Lab	Mrs. Suman Arora
	ET - cum - Computer Lab	Mrs. Kanchan Kochar
	Psychology Lab	Dr. Seema Taneja
	Social studies Lab	Mr. Naveen Kumar
	Mathematics Lab.	Mrs. Suman Arora
	Work Experience/Craft Room	Dr. Renu Swami
	Sports and first aid Room	Mr. Naveen Kumar
	Language Lab.	Dr. Renu Swami
28.	Secretary Staff Council	Dr. Santosh Anand
29.	Feedback from students regarding teaching learning analysis cell	Mrs. Suman Arora
30.	Teachers Contributory Committee	Dr. Seema taneja

The institution gets feedback on the followings topics from student teachers

- Curriculum
- Teaching Staff
- Campus experience

Besides feedback from student teacher, the institution gets feedback from staff, head & staff of practice teaching school, community members & other stakeholders on various topics to evaluate the performance of the institution.

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

All the classrooms are provisioned on the ground floor to cater the needs of the physical challenged students and there is ramp and wheel chair for the physically challenged students, Even the CWSN are well taken care of.

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

Yes, the institution has mentoring arrangement. For this purpose the college has following arrangement:-

#### **1. Tutorial Groups:**

All the students of the college are divided into various Tutorial Groups. Each tutorial group has a mentor (teacher incharge) to solve the educational, social and personal problems of the students and to provide help and support to them. In addition, teacher educators encourage the students for the participation in various activities of the college.

## **2. Houses System:**

The institution has been introducing Houses system every year from the very beginning of the college. There are mainly four houses constituted on the names Vivekananda House, Dayanand House, Tagore House. All the students of B.Ed, are assigned to different houses according to their roll nos. having two or more house incharge (Teacher Educators). Every week, the house on duty organizes the various activities for the week including daily Morning Assembly. Displaying News, Thoughts, and Current Events etc. on the display boards of the House. Regular house meetings are provisioned on Saturdays in the time table to discuss & plan the activities of the week. By the mentor teachers, the students are encouraged to participate in the various activities and competitions in these house meetings.

## **3. Guidance & Counseling Cell:**

The college has Guidance & Counseling Cell for providing appropriate academic, career and personal guidance to the students. They are also provided counseling services if they face any problem in their social, cultural or family environment this cell has also mentor (teachers) to provide these services. Sh. Naveen kumar is the incharge of this cell.

## **4. Women Cell:**

The institution has a Women Cell to sensitize the teacher educator and student teachers about gender issues. This cell organizes different activities regarding gender sensitization and role of women in the society. This cell is headed by a female Teacher educator and to assist her there are some other teachers. Ms. Kanchan kochar is the incharge and head of this cell, (Committee) two girls students are also the members of this cell.



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

The college organizes various workshops, extension lectures and seminars at college level for enhancing the effectiveness of faculty in teaching learning. Workshop on Micro teaching is organized every year before the orientation programme of the Micro teaching. The faculty members are encouraged to attend and participate in various National / International level Seminars and Workshops/Conferences for enhancing their effectiveness in teaching and other skills. The workshops, seminars and other programmes attended and participated by faculty members are already has been discussed in the criterion-III of this report.

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

Yes, the college has its updated website i.e. [www.sjkcedu.com](http://www.sjkcedu.com). The following information has been posted on the college website:

- Mission/vision statement, the goals and objectives of the institution.
- Programme offered.
- Eligibility criteria for admission.
- Admission policy and process.
- Academic calendar.
- Examination and other assessment schedules and procedures.
- Infrastructural facilities available for teaching/learning.
- Sports, Research and Recreation.
- Scholarships given by the state and the institution.
- Fee structure. Bifurcation of the fee.
- Details of the Faculty (Teaching & Non-Teaching).

- Details of Laboratories and Library facilities.
- Image gallery of various functions.
- Latest news and upcoming college activities/ Vacancy list etc.
- Contact details & Guide Map of the college.
- Exam Results.
- A student corner is also maintained by the college on website on which the student can post their views, suggestion, articles etc.
- The college website is updated regularly.
- SSR link and now the SSR is available.

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

Students weaknesses are diagnosed through the class tests, house examinations, class seminars, oral testing and through assignments. After diagnosing the weaknesses, appropriate remedial teaching is provided to the low achievers. After identifying the low achievers in the classes, every teacher provides remedial teaching to them. For remedial teaching following strategies were adopted by the teacher mentor:

1. Providing extra time to such students.
2. Using more sophisticated teaching aids.
3. Encouraging student teachers to visit Library frequently.
4. Assigning them more practical and field work.
5. Organizing special class seminar for these students.
6. Providing necessary guidance for examinations & other works.

7. Providing such cordial environment in which they feel free to consult their concerned teacher.

### **5.2.7. What specific teaching strategies are adopted for teaching?**

#### **ADVANCED LEARNER:**

For advanced learners, the institution encourages the students to use internet for deep studies of different concerned topics. Advanced learners are also motivated to help the slow learners. Seminars, assignments, delivery of model lessons, brain storming sessions, assigning extra work are provisioned. The knowledge and energy of advanced learners is utilized by encouraging them to participate in extracurricular and co-curricular activities. Their capability is catered for the research activities, writing research papers, creative activities etc.

#### **SLOW LEARNER:**

Teaching strategies are developed according to the needs and pace of the slow learners. Extra time is provided to these learners to cover their backlog work. The institution has made a facility of tutorial classes in the time-table. All the members of teaching staff contribute to provide extra-attention to the slow learners. Special notes and extra classes facility is also provided to the slow learners. Time to time feedback is taken by the concerned subject teachers. After understanding the learning needs of slow-learners, the teacher educators provide all those learning facilities which they need. Remedial classes are organised for such students.

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

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

**AT THE INAUGURATION OF SESSION:**

Every year, in the beginning of the session, academic counseling and orientation to the newly admitted student-teachers is provided in orientation programme to acquaint them with the various subjects and options in the course. The need and importance of these options are explained in detail by the concerned teacher educators. Even at the welcome party, the things related to Academic and Non- Academic work is made clear.

**DURING THE SESSION:**

Tutorial groups and house meetings are organized to solve the routine problems of the students.

**GUIDANCE & PLACEMENT CELL:**

There is Guidance & Placement Cell to provide guidance and support to the student-teachers in their personal, academic & social matters during the session. The students are also placed in the schools nearby through Placement Cell.

**WOMEN CELL:**

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

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

Tutorial Groups, Houses, Women Cell, Guidance & Counseling Cell are established for grievance redressal of the students. All the problems of the students are reported and entertained through these cells. Suggestion box is there in the mechanism to record the grievance if any of the students. The grievances are addressed with proper care and are redressed to the satisfaction of the student-teachers.

There are various grievances redressed during last two years. Some of them are:

- One of our B.Ed, students named Manjeet Kaur was provided with financial help for her treatment of Fever during session.
- In the institution, there is also a wheel chair to support physical challenged students.
- Beside this there were some simple grievances like water facility, canteen facility, teacher's methodology, Time Table, Library Period etc. which were redressed easily during session.
- There is teacher contributory fund, in which all the staff members of this institution contribute 1% of their salaries, which is being used for welfare of students and 4<sup>th</sup> class workers.

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

#### **ACADEMIC PROGRESS:**

The academic progress of the students is monitored through Daily classroom observations by the mentor teachers, monthly class tests, seminars, assignments, projects, House examinations and internal viva-voce.

#### **CULTURAL & SOCIAL PROGRAMME:**

The cultural and social progress of the students is monitored through their participation in Morning Assembly, college functions, guest lectures on various aspect, competitions at college level and competitions at other colleges etc., community participation services, and in Eco club for the awareness of Environment, Physical and sports classes, routine medical checkup of the students etc.

After monitoring the progress of the students in different areas, necessary feedback, advice and guidance is provided to them for improvement. Feedback is provided by the mentor teacher in the tutorial groups and in house meetings.

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

The institution ensures the development of students' competencies in pre-practice preparation and in practice teaching in various ways i.e.

### **PRE-PRACTICE:**

For ensuring the students' competencies to begin practice teaching various activities are organized which includes orientation about micro-teaching skills, demonstration lesson of each skill by mentor teacher, micro teaching session by student-teachers, delivery of macro & discussion lessons in simulation under the supervision of the teacher incharge etc. All this process goes for at least 10 days.

### **FOR PRACTICE TEACHING:**

Teacher-educators as a supervisor are sent with the student-teachers to the schools to provide support in the field. The mentor teacher monitors all the daily activities and lessons of the student teachers and provides feedback to them accordingly. He/she also identifies the problems faced by student-teachers and makes necessary arrangements to solve them well in time. The student teachers are encouraged to participate in various activities during their teaching practice in schools like morning assembly, mid-day meal, organizing school function, sports meet etc. Support from school staff is ensured by the arrangements of school staff meeting on first day of teaching practice with student-teachers where they are introduced with each others.

## **5.3 STUDENT ACTIVITIES**

### **5.3.1. Does the institution have alumni association? If yes,**

- a. List the current office bearers.**
- b. Give the year of last election.**
- c. List activities of last two years.**
- d. Give details top ten alumni occupying prominent possible.**

**e. Give details on the contribution.**

Yes, the college has its alumni association.

**CURRENT OFFICE BEARERS:**

**President : Sh. S.L. Batra (Member, Rajya Sabha)**

**Vice President : Sh. B.B. Batra (Ex. M.L.A. Rohtak)**

**Secretary : Advocate Sh. D.R. Aneja**

**Treasurer : Advocate Sh. Gorav Juneja**

**Manager : Dr. Arpana Batra**

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

The institution encourages the student-teachers to participate in the college competitions and functions through Morning assembly, House meetings, Tutorial Groups and in Sports & Cultural Activities period. After their participation they are encouraged by providing the following to appreciate them.

Certificate : For participation

Prizes : I, II, III and consolation

Trophies : for Group event

Medals : for sports activities

Students are also encouraged to participate in inter-college functions and competitions and their names are displayed on display boards and announced in the



morning assembly for their achievements that provides motivation to other student-teachers also.

**5.3.3. How does the institution involve and encourage students to publish materials, like catalogues, wall magazines and other materials? List major publications.**

The college provides various opportunities to involve the students in different activities for presentation & publication of their material:

1. Students' articles, thoughts, poems, jokes, stories etc. are invited for different sections of the college magazine. They submit all the material to respective subject editors (Teacher Incharge).
2. Students are also free to expose their views and thoughts through wall magazine. Display Board and Bulletin Board.
3. Further students get chance to present their view in the activities organized by various clubs such as Science Club, Language Club, Mathematical Club, Eco-Club etc.
4. Beside all this various exhibitions like charts & model exhibition, Teaching aids exhibition. Best out of waste material exhibition, Paper cutting & Card Board Moulding Exhibition, Rangoli competitions, Drawing & painting competitions etc. are also organized to provide a platform to the students to exhibit their talent.
5. The college publishes it is yearly college magazine in the name of SSJK academic.

#### **5.3.4. Does the institution have a student council or any similar body?**

Every session the institution forms a students' council to give the representation to the student teachers. The students' council is constituted as per following procedure:

For selection of students' representative, a committee is constituted that of Principal and three other teacher educators of the faculty. The committee notifies to invite nominations from the top five student teachers of each section. The criteria for nomination are on the merit of B. Ed. entrance test. Out of these twenty student teachers, six student teachers shall be selected as student's representatives on the basis of their capabilities it exhibited in various spheres of academic, sports and cultural activities. From these representatives, one has nominated as president unanimously for the student's council. In case of divided opinion, the principal reserves the power nominate one student from the students' council. The constitution of the association comprised of six members, i.e. President, Secretary and four representative members.

The council is responsible for planning, organizing and executing the overall activities of the institution. The council suggests from time to time ideas to improve the academic atmosphere of the institution. In this regard, it organizes debates, quiz, essay competitions, inter-house competitions, and other extracurricular activities at the institutional level. Any grievance from students regarding academic matters is also considered by the council for its amicable solution. With a view to provide family atmosphere, the council prepares proposals for improvement in the basic facilities by the institution. The council takes necessary steps to maintain discipline among the students. The council suggests ways and means to promote various social activities with in and around the campus such as literacy, cleanliness, health and hygiene. The council also suggests about

the facilities related to games and sports activities to be provided to the students. It will also motivate the students to participate in different activities.

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

The institution provides an opportunity to all the students for being a part of almost every activity. For this purpose institution has house system in which there are three houses and from each house two student-teachers are selected as house representatives. These house representatives are consulted every time when any decision is to be taken for the students whether it is selection of uniform or organizing educational tour or organizing any function of the institution etc. The various committees, which have student's representative in it, are:

1. Alumni Association
2. Houses
3. Science Club
4. Mathematics Club
5. Social Studies Club, 6. Language Club
7. Eco Club
8. Discipline Committee

### **5.3.6. Does the Institution has a mechanism to seek and use data and feedback from its old students/ present students and from employers to improve the preparation of programme and growth and development of the institution?**

Yes, the institution has a mechanism to seek and use data and feedback in the previous years, the feedback is taken on a simple paper generally by the principal & teachers from time to time. But from last session, a "Suggestion Box" is provided where students can put their suggestions & feedback with or without their names. From the current session 2015-17 institution has devised to collect feedback from student-teachers and alumni & other stake holders also. They are:

#### **1. Students Feedback on Teachers**

#### **2. Students' overall Evaluation Of the programme and Teaching**

#### **3. Feed back on curriculum**

With the help of these three Performa, the institution collects the feedback from the students and then uses the data for the improvement of the programme.

### **5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION**

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

The best practices of, the institution in Student Support and progression are:

- Guidance and Counseling Cell
- Women Cell
- Suggestion Box
- Tutorial and House system
- College Magazine

- Alumni Association
- College Website
- Student-teachers representatives
- Placement Cell
- Students Council
- Mentor System

For student's support and progression, the institution has qualified and experienced staff members, organization of various competition and extension programmes with the active participation of student teachers, students' council, and scholarships for needy and capable students, orientation programmes and seminars, tutorials, educational tours and trips, regular meetings of faculty and student teachers.

The institution strives to provide quality education to the student teachers with the facilities of internet, books and new strategies of teaching and use of ICT. Students are provided with the opportunities to acquire learning through various modes, group discussions, cultural activities, sports and games thereby leading to all round development of personality of the students.

## **CRITERION VI: GOVERNANCE AND LEADERSHIP**

### **6.1 INSTITUTIONAL VISION AND LEADERSHIP**

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

S. J. K. College of Education has its clear humane purpose, definite distinct Vision, and a pious mission, values and Objectives.

#### **Vision of the Institution**

To produce a community of excellent pupil-teachers rooted in tradition equipped for the future.

#### **Mission of the Institution**

To build a vibrant multicultural learning environment founded on value based academic principles, wherein all involved shall contribute efficiently and responsibly to the nation and take the nation to such a height where the mind will be without fear and the head will hold high.

#### **Values of the Institution**

The institution promotes the following core values:

- Developing a sense of universal brotherhood by inculcating the eternal values.
- Building an academic environment where excellence in knowledge, skills and competence contribute to national development.

- Integration of information and communication technology with ancient wisdom of Indian education system.

### **Objectives of the Institution**

- To recognize, promote and develop the capabilities and universal values in the student teachers needed for cohesion and welfare of society and nation.
- To make aware, inspire and enable the student teachers to integrate the ICT with, ancient Indian educational philosophy for a quality academic environment.
- To stimulate, educate and enable the student teachers for excellence in teaching, learning, research and innovation.
- To develop attitude, competence and core skills, essential to teaching learning process among the student teachers.
- To encourage the student teachers to derive an everlasting capacity of realizing and executing their roles and responsibilities in learner's holistic development.
- To provide an enthusiastic, motivating, inspiring and equally accessible teaching - learning environment, conducive to the professional growth of teacher educators and student teachers.
- To invent, adopt and practices the knowledge of ICT for teaching, learning and training of student teachers to meet the emerging issues, needs and problems of the school education system in global context.

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

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

Yes, the vision and mission statements are in terms of addressing to the needs and demands of the society, students, educational institution's traditions and value orientation. Institution is catering to their needs. Mission, includes quality issues, specifically participation of all the stakeholders in improving quality.

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

The top commitments of the management are:

- to create and to provide an environment congenial & conducive to the attainment of institutional goals focusing on a clear vision and mission,
- to impart quality teacher education,
- to develop intelligent, well informed, disciplined and socially responsible teachers,
- reincarnation of values into the student-teachers and teacher educators,
- to inculcate the spirit of service to the society among student teachers and teacher educators,
- to install a humane attitude and scientific thinking among student teachers and teacher educators.
- To elicit the co-operation of all stake holders.
- To ensure and to develop mechanism for monitoring and sustaining a work culture, commitment and passion for attaining the institutional goals.
- to develop this college as a centre of excellence in the field of teacher education.



The institution always tries to a large extent in translating its vision and goals into academic practices.

The management's contribution towards its mission is exemplary. It recruits well qualified faculty. It provides encouragement and recognition to the student-teachers and teacher-educators during functions and teaching learning process. Physical infrastructure and the latest ICT tools and apparatus are made available to carry out teaching learning process effectively. Management organizes various meetings with the faculty and also rewards the faculty. The faculty and students are given individualized care and concern. Every cultural, academic and sports event organized in the institution is encouraged by the presence of management members.

## **1. Composition & Functioning of Board of Management**

### **➤ Composition**

<b>Sl. No.</b>	<b>Office Bearer</b>	<b>Designation</b>
1	Sh. S.L.Batra (M.P.Rajya Sabha)	President
2.	Sh. B.B.. Batra (Ex.M.L.A. Rohtak)	Vice-President
3.	Advocate Sh.Gorav Juneja	General Secretary
4.	Advocate Sh. D.R. Aneja	Cashier
5.	Dr. Aparana Batra	Manager

➤ **Functioning**

Management provides infrastructure and financial aids to the institution for carrying out teaching – learning process smoothly.

**2. Composition of BOG**

➤ **Chairman of Governing Body**

Sl. No.	Name	Status	Designation in the BOG
1.	Sh. S.L.Batra (M.P.Rajya Sabha)	President	President

➤ **From the Members of the Society**

2.	Sh. B.B.. Batra (Ex.M.L.A. Rohtak)	Vice-President	
3.	Advocate Sh.Gorav Juneja	General Secretary	
4.	Advocate Sh. D.R. Aneja	Cashier	
5.	Dr. Aparana Batra	Manager	

➤ **Institutional Member**

6.	Dr. S.K.Arora	Principal	Conveyor
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➤ **Educationist Member**

7.	Dr. Meena Sharma	Principal, G.B. College of Education, Rohtak	Member
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➤ **Corporate Member**

10.	Mr.Bharat Bhushan Batra	Businessman	Member
11.	Mr. Mahander Khurana	Retired S.D.O	Member

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

The management and the head of the institution discuss, decide, assigned and allocate the roles and enumerates the responsibilities of the staff members on the basis of their academic record, potential, aptitude and interest and as well as the institutional regime experience in teaching and other academic and curricular events, creative and constructive aspects of the personality, specialization, value system, communication style and motivation level. The allocated responsibilities are communicated to the staff through staff meetings and circulars.

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

The meetings of the staff council provide the common platform to the management and the faculty members. The valuable suggestions furthered by the management, are taken into consideration during the planning of agenda of the meetings and then the decisions are taken and review of various activities is made. The proceedings of the staff council meetings and meetings of various committees are forwarded to the management. By this, a valid information is made available to the management to review the activities of the institution. The management also gets the valid information through personal contacts with the faculty members, student-teachers, their parents and community members during institutional functions and various extension activities.

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

The institution identifies and addresses the barriers in achieving the vision/ mission and goals in the following manners:

- Thinking on the Issues.
- Developing and implementing mechanism in the informal, direct, indirect way.
- Various committees have been constituted for smooth functioning of the institution. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution. The management, in the staff council & academic council meetings, by taking into consideration the suggestions provided by the faculty members, takes remedial measures. The concerned committees deliberately works for various qualities related issues pertaining to teacher education being impacted by the institution for the betterment.

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

During the meetings between the management and the staff members, the management considers the suggestions of the staff members. They encourage, appreciate and support the involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. Management actively involves in professional growth of the faculty members by organizing extension lectures, seminar, and workshops in the institution and also encourages them to participate in various seminars, conferences, workshops organized by other

educational institutions. T.A. /D.A. are also provided by the management to faculty members for attending/ participating in various activities organized by other institutions.

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

Principal of the institution provides requisite leadership to the system. He continuously supervises the working of teaching and non-teaching staff and gives suggestions for their improvement. The head of the institution has constituted various committees after discussing in the staff council and work of each committee is coordinated by a convener. The recommendations of these committees are considered and approved in the staff council meeting. The principal provides administrative and academic leadership in association with the various faculty members. Strategies are evolved for academic growth. The head of the institution takes care and fulfilling the requirements of the faculty. Individual appreciation, personal care & concern for the staff members, student teachers and institution are observed by the head of the institution and the management. The principal of the institution is always available to the student teachers and staff members for redressal of their grievances and also works as a liaison between the student-teachers, faculty and the management. The employees and student-teachers, however, can also have a direct access to the management as and when required.

## 6.2 ORGANIZATIONAL ARRANGEMENTS

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

The college encourages participatory management practices and work between the different components of the college. To assist the principal, in academic work various committees are constituted. These committees plan, execute and co-ordinate the activities in their respective areas, of the college.

The constituted committees and their meetings details held during the session 2015-2016 are as under:

<b>SI No.</b>	<b>Committee</b>	<b>No. of Meetings Held</b>
1	Admission Committee	06
2	Discipline Committee	10
3	Teaching practice	3
4	Library advisory committee	4
5	House Constitution	1
6	Tutorial Groups	1
7	Literary/ Seminar/ Discussion/ Wall Magazine Committee	6
8	Cultural Activities	10
9	Academic Planning & management Committee	03
10	Time Table	03
11	Examination	04
12	Games and Sports	13
13	Exhibitions	03
14	Tour Committee	01
15	College Magazine	01
16	Physical Resources Management Committee	02

17	Student Advisor	06
18	Women Cell	05
19	Guidance & counseling Cell	04
20	Scholarship Committee	02
23	News Letter Publication committee	04
24	Academic Linkage & & Community Services Cell	05
25	Grievances Redressal Cell	10

### **Major outcomes of the meetings:**

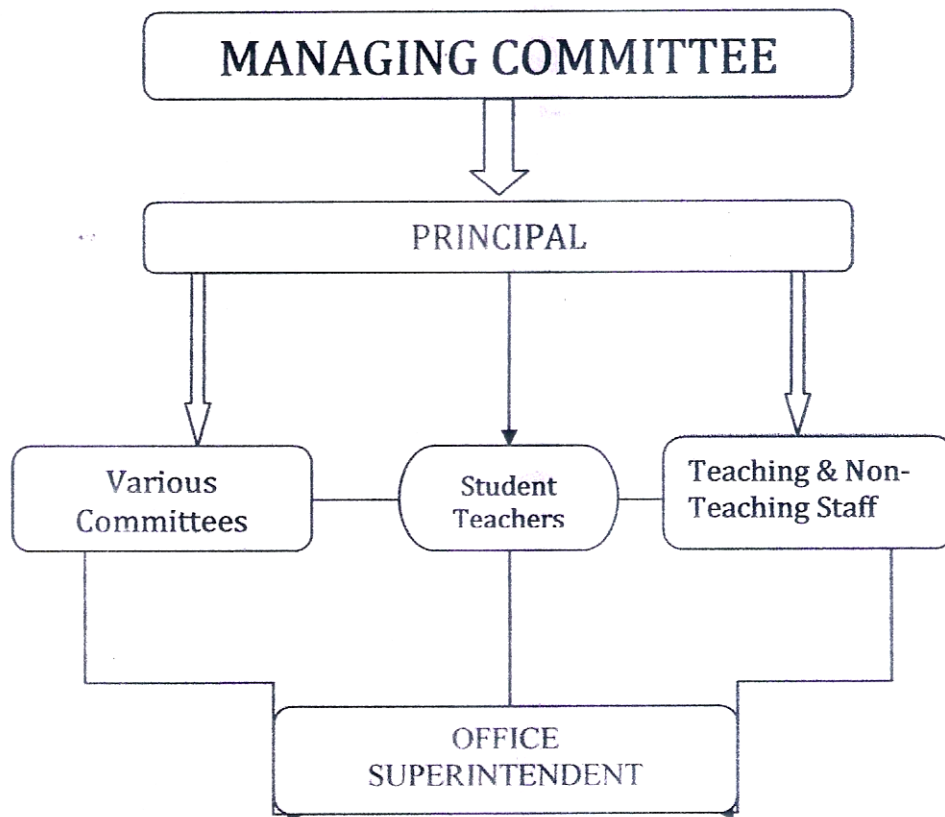
- The strategies were finalized for implementing the orders of the State Govt. of Haryana regarding the admission in B.Ed. course.
- Rules and regulations were framed by the discipline committee.
- Schedule regarding orientation about skills, micro-teaching and practice teaching was finalized.
- Library committee reviewed the library resources and decisions were taken regarding upgradation the library facilities. New editions and volumes of books and journals were recommended by the library committee.
- Schedule of various literary and extension activities to be organized by the institution were finalized by the literary committee.
- The board of residence and health took decisions for improvement in the facilities of canteen services. Rate list of various items available at the canteen were also finalized.
- Schedule for Organizing Talent search Competition, celebrating eco friendly Diwali, Lohri function, women's day celebration and others cultural activities for the session were finalized by the cultural committee.
- Academic plan of the year was finalized by the academic planning and management committee.
- Duties of the faculty members were reallocated for conducting house examinations. Layout was prepared for the students for the annual B.Ed.

examinations by examination committee.

- Guidance and Counseling Cell was established in staff council meeting.

In routine the Principal Convenes the meetings with the staff members to discuss about the academic calendar, Syllabus, examination and implementation of various decisions regarding student-teachers related issues, administration and finance issues.

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



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



Administration of the institution is totally decentralized. This college has maintained an administrative set up in which the Principal is given full freedom by the management committee mainly taking care of the financial responsibilities for the development of the institution. The institution has constituted 25 committees to execute different functions like admissions, academic activities, examination, management of library etc. There is constant interaction among the functional units of all the committees. The meetings of the committees are chaired by the Principal and the decisions of these committees are finalized by the Principal after discussing with the management committee. The functions of each committee are well defined to ensure the administrative decentralization. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Principal which arrives at final decisions. The decisions of the Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees. Ultimately all the academic and administrative activities are reviewed by the concerned committees to ensure academic and administrative accountability of the system.

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

Meeting of the concerned school personnel with the college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from the school personnel. School teachers are also consulted while developing the academic and their suggestions are considered during decision making. The audio visual aids like charts and models are distributed to the schools. During teaching practice, the student-teachers of the institution are provided a platform to participate in different

activities of the school. They organize morning assemblies and Bal sabha in the school. They maintain the different records of the school. They maintain the student discipline and also help in serving mid- day meal during teaching practice. Cleanliness of school campus and plantation in school premises is maintained by the student teachers. All these activities are planned, guided, monitored and reinforced by the mentor teacher and school teachers in collaboration to improve the quality of educational provisions. The student-teachers participate in the camps organized by the institution to strengthen the collaboration of institution with school and community. They participate in the camps which the institution organized, in different village's schools to aware them about "Swachh Bharat Abhiyan," "Beti Bachao, Beti Padhao Abhiyan" and "Health & Hygiene". Student-teachers also participated in Blood donation camp, Eyesight Check Up camp, Dental checkup camp and Literacy Mission ( Right to Education).

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

The institution welcomes all the meaningful and relevant information for decision making and performance improvement. The concerned data for feedback is obtained from the faculty members, student-teachers, heads and staff of the teaching practice schools, visiting eminent educationists and social workers. The decisions regarding innovative teaching learning practices, teaching aids, academic environment, and institution-society relationship are taken for performance improvement.

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

For promoting cooperation among the faculty members, various committees are constituted for executing the institutional work and teaching learning activities. The committees consist of various faculty members and one of them acts as convener. Respective committee members cooperatively work as a team for the work they have been assigned. Principal monitors the functioning of all the committees. Suggestions regarding various activities of the institution are placed before the Principal and decisions are taken after discussing the matter in the staff meetings. Institution also works for the empowerment of the faculty. They are provided a conducive environment for the working. Extension lectures, seminars and workshops are organized in the college premises. The faculty are also motivated and sponsored to participate in the seminars, workshops & conferences organized in other institutions. The faculty members are provided with the platform to upgrade their skills for using ICT in teaching.

**6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT**

**6.3.1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

The institution collects and analyses the data and information on academic and administrative aspects to decentralization of the power and work.

The institution monitors the performance of the teaching and non-teaching staff through self appraisal, students' feedback on the faculty performance and assessment of the faculty members by the Principal.

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

The changes resulting from the action plans are accomplished and sustained by proper allocation of the Human and financial resources.

Various committees of the institution are entitled to assess and recommend the resources needed for carrying out the academic and co-curricular activities. The concerned committees forward the recommendations to the Principal and then the Principal and the management members consider the recommendations for allocation of the human and financial resources.

### **6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goal planned and obtained?**

To support the implementation of mission and goals, an institutional academic plan for the whole session is prepared by the academic body of the institution, in which the activities related to teaching- learning, curricular and co-curricular activities are planned. To carry out these activities smoothly the human and financial resources are planned, and obtained according to the norms. According to need and urgency of the work, the financial resources are provided by the management.

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

Academic planning and management committee prepares the academic calendar of the college. The recommended academic plan is discussed during staff meeting among staff members and Principal of the college the management members, concerned school personnel and then it is get finalized. Before finalizing

the academic plan, the practice teaching school teachers are also consulted regarding tentative schedule for the availability of schools for practice teaching and organizing extension activities.

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

Major decisions are taken during staff council meeting. The information is passed to the staff members through circulars and are displayed on the notice board for students.

The communication and deployment approach of the institutional objectives is individualized. It adopts a hierarchy from students to teachers. Teachers in specific and through committee are accountable to the Principal. The Principal and the management Committee mutually get in touch with the parents of the student teachers, practice teaching schools, and personnel of education department of district, the state and the university. The objectives of the institution are communicated to the student teachers through prospectus, orientation classes, events organized, and meetings of houses and tutorials, college magazine, wall magazine and specifically through the display of the vision, mission and objectives in the institution. The management and the Principal deploy the faculty and student teachers to achieve the objectives by organizing meaningful events, along with its academic activities and co-curricular venture. The feedback and participation of schools and community are deployed in action by sharing the objectives with them.

### **6.3.6. How and with what frequency is the vision, mission implementation plans monitored, evaluated and revised?**

Since its establishment, the institution is adding an extra milestone to achievements towards the cited vision and mission. The frequency of monitoring, evaluating and revising the implementation plans of vision and mission depends on

the emergent needs and it is not limited or confined to a specific number. The institution use to meet for these objectives in the beginning of the session with a determination to reach the paramount of quality in teacher education. Every academic year begins with a review of what has been attained and what is to achieve. Every aspect of the institutional work is evaluated. A comprehensive and continuous monitoring of all the scheduled academic, cultural, co-curricular and social activities is executed by monthly staff council feedback from the students and stakeholders, alumni meetings, academic and administrative committee meetings with the management.

### **6.3.7. How does the institution plan and deploy the new technology?**

The institutional plan includes every latest instructional aid to upgrade the level and effectiveness of classroom interaction and instructions in terms of learning outcomes. So, the Principal considers the suggestions and references proposed by the faculty members regarding the use of new technology in teaching-learning process and deploy the physical resources management committee of the institution. The committee makes a survey of the adjoining markets and then reports to the Principal for further actions.

## **6.4 HUMAN RESOURCE MANAGEMENT**

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

The faculty development needs are identified by the Principal of the institution by evaluating self appraisal reports of the faculty members. By taking into consideration the needs of the changing scenario, the Principal guides the faculty for career progression. From time to time, he motivates the staff members to proceed further studies and research work and appreciates their contribution.

### **6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self appraisal method,**

**comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

Teachers' evaluation is made by self appraisal report. The efficiency the of non-teaching staff is monitored by the Principal. A comprehensive evaluation by the student- teachers are also done. The institution uses this evaluation to improve teaching and service of the faculty and other staff.

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

The institution encourages the faculty members to undertake and to complete the research programmes like M.Phil and Ph.D. along with their teaching.

Teachers are provided with internet access facility and consultancy from the principal. They are motivated and sponsored to attend the seminars, workshops and various conferences organized by other institutions. Various curricular and co-curricular events are organized in the institution, where faculty members learn the organizing and managerial skills also.

Transport facility is provided for the staff and a good salary according to the norms also provided. Medical facility, Loan facility etc. is also provided to the staff. TA/DA is given for attending workshops, seminars and conferences. Various seminars are organized by the institution for improving teaching learning process.

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

Yes, Institution has organized a workshop on 'Methods of teaching' for skill upgradation and providing training of the teaching to the teaching staff.

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

Rules and regulations established by UGC, NCTE, M.D. University, Rohtak and the C.R.S.U. Jind for the recruitment policy & service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers of national repute, one is of English and other of Hindi. Applications are invited and then interview is conducted by the duly 'constituted selection committee of the university. All the norms and guidelines prescribed by the affiliating university are followed. Keeping in view the long term development of the institution, the annual increments are provided by the management to retain the qualified young faculty.

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

Part time faculty is appointed.

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

The institution supports and ensures the professional development of the faculty. Faculty members are continuously motivated and encouraged for their professional development. The institution encourages the teachers to undertake and



to complete the research programmes like M.Phil. and Ph.D. along with their teaching. Teachers are provided with internet access facility and consultancy from the principal. The faculty members are sponsored to participate in seminars and workshops organized by the various other institutions. For the purpose, TA/DA is provided by the institution to the faculty members. Institution also organizes extension lectures, seminars and workshops for the professional development of the faculty.

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

The physical facilities are provided to the faculty members. Institution has well furnished staff room with proper seating arrangement, well furnished principal office, college office with all the necessary amenities, completely equipped laboratories, well maintained classrooms and well stocked library are provided to facilitate the faculty members for imparting their duties. Seminar room with all the facilities for organizing seminars is provided.

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

Faculty members get information from the principal through circulars. College has provision of Whatsapp group and suggestion box where stakeholders from time to time can give their suggestions and get information regarding institution. Stakeholders get information through newsletters published by the institution, notice board, through website and brochure.

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

Every staff member is involved in various activities of the college. Each staff member is a member of constituted committee to look after routine functioning of the college. Ample time is given to every faculty member to carry out all activities efficiently.

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

Provision of increments is there to motivate the staff members. Staff members are encouraged to pursue the higher studies and attend advanced programmes. This helps in the up-gradation of their skills, teaching methodology involving ICT enabled methods.

**6.5 FINANCIAL MANAGEMENT AND RESEARCH MOBILIZATION**

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

No, the institution does not get financial support from the government. As the college is self financing institution so, its revenue is course fees.

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

Nil, No resource is mobilized through donations.

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

Yes, the operational budget of the institution is adequate to cover the day-to-day expenses.

**6.5.4 What are the budgetary resources to fulfill the missions and offer programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit).**

The main budgetary resource is course fee to fulfill the missions and to offer quality programs.

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

Yes, the accounts of the college are maintained and audited regularly by the Chartered Accountant.

**6.5.6. Has the institution computerized its finance management systems? If yes, give details.**

Yes, the institution computerizes its finance management system and all the accounts are managed by the Chartered Accountant.

## **6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP**

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

The main best practices are:

- Well defined duties and responsibilities to develop organizational climate in the institution and managerial skills in the staff members for smooth functioning.
- Transparency in administration.
- Decentralization of the leadership through various committees.
- Democratic decision making system.
- Value audit system.
- Cordial interaction among stakeholders and administrative members.

- Leadership qualities in the student-teachers are inculcated by providing them a platform to participate in various sports and cultural activities organized by the institution.
- Organizational and managerial skills are imparted to the student teachers by providing them opportunities to organize and manage various activities like morning assembly, college functions etc.
- Leadership qualities are developed among student-teachers by electing student representatives from each House.
- Communication Skills are developed through Seminars, Declamation debate and contests.
- For providing first hand experiences about functioning and management of institutional work, the student-teachers are also associated with the different institutional committees.

## **CRITERION-VII: INNOVATIVE PRACTICES**

### **7.1. INTERNAL QUALITY ASSURANCE SYSTEM**

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

The Internal Quality Assurance Cell (IQAC) has been established in the College in 2010 with a view to ascertain and sustain quality of Teacher Education through cooperative efforts of the participative organs/constituents of the institution.

Year of Establishment – 2010

Composition:

Chairman:

Dr. S.K. Arora

#### **Members:**

1. Representatives of Parents/Guardian of the students.
2. Dr. Renu Swami
3. Mrs. Suman Arora
4. Mrs. Kanchan Kochar
5. Dr. Seema Taneja
6. Mr. Naveen Kumar

**The objectives of the IQAC are:**

- a) To ensure quality improvement in the entire activities and programmes of the institution.
- b) To ensure stakeholders participation in planning, management and development of different programmes.

**Major activities of the IQAC are:**

- a) To design and implement the annual plan of the institution for quality enhancement.
- b) To develop the mechanism of feedback from all stakeholders.
- c) Development and application of quality parameters for various academic and administrative activities of the institution.
- d) Collection of information on various quality parameters of education and best practices followed by other institutions.
- e) Organizing seminars, workshops and training programmes on quality related subjects and promotion and dissemination of such activities of information.
- f) Development and application of innovative practices in various activities leading to quality enhancement with a futuristic perspective.
- g) Creation of student-centric classroom learning environment, conducive to quality education.
- h) Preparation of Annual Quality Assurance Report (AQAR) for review and reflections.

### **7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

The Board of Governors, Academic Body and the Administrative body critically analyze the efforts and results made by the institution to evaluate the achievement of goal and objectives. It involves the evaluation of feedback and suggestions provided by the student-teachers, teaching practice schools, alumni members, parents of the student-teachers, well informed community members and faculty members.

All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provide a complete picture of accomplishment status of goals and objectives.

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

The institution ensures the quality of its academic programmes through developments and application of quality benchmarks for the various academic and administrative activities of the institution.

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

The institution ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. The quality initiatives on financial management are like,

- Preparation of annual statement of accounts by the management.
- Auditing by a registered chartered accountant.

- By constituting the Finance Committee consisting of Management and other such C.A. etc.

The administration is a totally decentralized one, where teaching, non-teaching, student-teachers, the management of the institution as well as members of the community participate.

#### **7.1.5. How does the institution identify and share good practices with various constituents of the institution.**

Meetings are organized periodically to identify and share good practices with all the constituents of the institution. The institution has constituted some committees consisting of teachers, management members and student representatives to critically evaluate the growth and efficiency of the institution and its stakeholders. Student-teachers participations is also encouraged especially in academic and administrative matters.

### **7.2 INCLUSIVE PRACTICES**

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

This institution encourages to focus on design and development of pedagogic activities which will promote inclusion in the institution. The teachers are being exposed to the concept of inclusive education, need based pedagogy on principles of effective teaching such as - classroom organization, seating arrangement, evaluation process, etc. The teachers are being given orientation on different disabilities. Discussion sessions are organized for the teachers and students on –



- a. The different types of disabilities, identification, causes and prevention.
- b. How to help the children with disabilities in classroom and at home.
- c. Various government facilities available to the students with disabilities etc.

As and when possible teachers are allowed to attend seminars, workshop and training programmes and undergo training to appraise themselves with the direct application of their knowledge and skill to teach .students in inclusive setting.

**7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?**

The institution follows Haryana State Government’s Merit cum Reservation Policy in matters of admissions. In the syllabi the B.Ed, courses there are some subjects especially devoted to education of exceptional children, women education, and education of socially disadvantaged. This provision in the curriculum makes teachers’ work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning.

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

In the curriculum of B.Ed, course the activities that are being organized to foster social interaction, active engagement in learning and self -motivation are:

- a. Projects are designed and surveys are conducted related to the interaction with the community are provisioned. Role of education in women

empowerment, Education and socioeconomic status, Education and Income pattern of the society etc.

- b. Building strong link with the schools and community.
- c. To identify and mobilize community resources for overall improvement of institution and vice-versa.
- d. Joining the community in planning the various school programmes and planning steps for preventing environmental degradation through Village Education Committee.
- e. To understand each child individually to provide personal attention in the learning process, especially to the children with special needs through case studies.
- f. To manage and organize 'other than classroom' school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.
- g. Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.
- h. Making proper arrangement for the use of library, teaching aids, field's visits, play ground etc.
- i. To identify and focus special attention on the content enrichment needs of the pupil.
- j. Action researches are conducted by every student-teacher and they get self motivated to solve their day to day classroom problems.

- k. In B.Ed, courses various-activities are provisioned in the curriculum such as community services, maintaining records of the schools, preparing TLM, organizing various extension activities etc.

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

The institution provides orientation to the student-teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:-

- Making the student-teachers aware of the characteristics of children with diverse background.
- Student-teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.
- Student-teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.
- Conducting case studies of children with special needs belonging to diverse backgrounds.
- Conducting action research by the student-teachers.
- Observing and reporting about some behavioral aspects of an exceptional child.

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

The institution provides wheelchair facility and ramp for easy access for physically challenged students. Teaching faculty is also acquainted to address the

individual needs of physically challenged and differently abled students enrolled in the institution. They provide special attention to students with partial sightedness and low hearing. All the laboratories, resources room, classrooms and library are provisioned on ground floor of the building.

**7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

The institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management alike. Special care is taken to avoid the any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also. Sufficient number of women teachers are employed.

**Some of the activities of the Women Cell are -**

- (a) Orientation of student teachers to make them aware of Gender issues
- (b) Making teaching - learning process gender responsive.
- (c) Providing insights into the social construction of gender roles for assigning different responsibilities to men and women.
- (d) Medical camp for girls students for testing of Hb is being organised by woman cell.

International Women's Day is being celebrated every year on 8th March. The active and inspiring women from the community are invited on this occasion. The inter house competitions of-Poster making, Slogan writing, Poem recitation, Speech, Skits and Drama are held on the theme of women empowerment. Each

sadan is accompanied by a female teacher and a female student-teacher representative.

All the student-teachers of the institution participate in awareness and extension services concerned with gender sensitive issues. The female teacher and student-teachers of the institution attend and participate in the workshop and competition organized by Maharshi Dayanand University on issues related to gender sensitization. This institution gives priority to promote social responsibilities and citizenship roles among the students.

### **7.3 STAKEHOLDERS RELATIONSHIP:**

#### **7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

The institution ensures the access to the information on organizational academic performance during meetings of the academic council. Maintaining confidence of the stakeholders in the institution is a top priority of the institution. The institution displays its achievement pursuits and excellence of its students in information brochure, college magazine, during teaching practice, meetings of community members, national and local newspapers, through SMS group, Whatsup group and on its website also. The URL is updated from time to time about the new developments in the institution.

#### **7.3.2. How does the institution share and use the information data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

The institution involves stakeholders through institution community-parents' participation and Alumni Association. In different meetings organized by the

institution, various issues are being discussed about the academic and administration aspects with stakeholders periodically. The stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time. Students are involved directly in the academic activities as far as content analysis, evaluation methods, and extension activities are concerned. Tutorial groups and House incharge ensures the participation of students in cultural and social activities and competitions. Student-teachers' suggestions are also invited through suggestion box. Student representative of each sadan communicate the information, problems and suggestions of the student-teachers to the respective teacher incharge.

### **7.3.3. What are the Feedback mechanisms in vogue to collect data and information from students, processional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The institution has devised certain performa to collect data from students and their parents about the administration, teaching and their on campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operations. Further students feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The student-teachers also provide feedback through suggestion box and student corner portal on college website.

The institution undertakes regular assessment of the ICT tools, computer labs, science labs, etc. so as to make the course, content, delivery and evaluation more attractive, productive and relevant further interactive learning through

discussion, demonstration and practical experience is being followed to create an environment conducive to learning.

The institution also allows the students to collaborate with peer groups, review their marks, and overall performance, register and participate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc. available in one central location. Thus the institution acts as a means for consolidation of variety of information and effective utilization of the same. In this way the institution manages to maintain the quality in its administration and academic activities.

## **A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN THE STATE**

Teacher education is an important aspect of the entire education system. It has to meet the aspirations of the Nation in global dimensions. In Haryana, teacher education is flowering day by day. It is a well recognized and well established discipline and has its own identity in the state of Haryana in comparison to any other state of the country.

The state universities – Maharshi Dayanand University (Rohtak), Kurukshetra University (Kurukshetra), Ch. Devi Lal University (Sirsa) & Bhagat Phool Singh Mahilla University (Khanpur), C.R.S.U. Jind, Ch. Bansi Lal University, Bhiwani offer the teacher education programme through Departments, affiliated Colleges and Department of Distance Education. Different teacher education courses i.e. M Ed., B.Ed, are popular and are in great demand in Haryana. Though there are separate Health University, Engineering University, Science University and now all the colleges of education have been given to C.R.S.U. Jind.

B.Ed, is secondary teacher education programme and it is regulated by the state universities- Maharshi Dayanand University (Rohtak), Kurukshetra University (Kurukshetra), Ch. Devi Lal University (Sirsa) & Bhagat Phool Singh Mahilla University (Khanpur), C.R.S.U. Jind for all affiliated colleges of education in Haryana. These regulatory and affiliating universities ensure that the norms, rules and guidelines provided by the NCTE, State Government and Department of Higher Education, Haryana are implemented by all the colleges of education. The admission criteria, procedure, fees, reservation policy, curriculum, recruitment of the faculty and all the essential amenities are followed by all the secondary teacher education institutions. It is monitored and regulated by the affiliating universities for most of the academic and administrative activities. There are approx 19



Government and Aided and more than 492 Self Financing Institutions for secondary teacher education in Haryana. With there are same separate self finance universities too in Haryana.

The teacher educators for B.Ed, course are prepared by offering M.Ed./M.A. Education courses through the state universities in department of education, government and aided colleges and self financing post graduate colleges of education. The admission to the B.Ed, course is given on the basis of merit of entrance test scores. The reservation policy and fee structure prescribed by the state government are exercised by the concerned university.

In brief, it can be said that there is a systematic, well regulated and properly monitored teacher education programme in the state of Haryana. The vision and mission is to promote the education of girls and woman belonging to rural folk. In consonance with this mission, the educational Institutes have made a profound impact and are still continuing the legacy by up lifting the life's of women through education at a very minimal cost. The state is committed to the cause of empowering women with a holistic educational approach that will enrich personality and groom them into a motivated, creative, self sustained, responsible, confident and innovative teachers.

As a significant increase in the number of self financing secondary teacher education institutions has come up in the state, there is great deficit of well qualified and trained teacher educators in Haryana. Even then the quality of teacher education programmes is enhanced and sustained by the honest efforts of state government, universities and particularly those Self Financing and other Government and Aided Institutions that are quality conscious. Needless to say that the proliferation of institution in any field does lead to cropping up of some problems and issues that demand constant vigil and redressal.

