

**MATA JIYO DEVI COLLEGE OF EDUCATION
KHANDA KHERI (HISAR)**



Self Appraisal Report

Submitted To

THE DIRECTOR

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

P.O. Box No. : 1075, Nagarbhavi, Bangalore Karnataka

2015

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A. Profile of the Institution

1. Name and address of the institution : Mata Jiyo Devi College of Education,
Khanda Kheri (Hisar)

2. Website URL : www.mjdcollege.in

3. For communication : Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal : Dr. Sunila Devi	+919416095180	01663-242306	Sunilamalik1@gmail.com
Vice-Principal : Mr. Anoop Kumar	+919068749000	-	rachitbagri@gmail.com
Self - appraisal Co-ordinator : Mr. Anoop Kumar	+919068749000	-	rachitbagri@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal : Dr. Sunila Devi	-	941609518
Vice-Principal : Mr. Anoop Kumar	-	9068749000
Self - appraisal Co-ordinator : Mr. Anoop Kumar	-	9068749000

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

1 Acre

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:



Month & Year

MM	YYYY
09	2007

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

KURUKSHETRA UNIVERSITY, KURUKSHETRA

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

Month & Year

2f	-	-
	-	-

Month & Year

12B	-	-
	-	-

10. Type of Institution

- | | | |
|---------------|--|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input checked="" type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input type="checkbox"/> |
| | iii. Co-education | <input checked="" type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of Composite
College | <input type="checkbox"/> |
| | vii. CTE | <input type="checkbox"/> |
| | Viii. Any other (specify and indicate) | <input type="checkbox"/> |



Self Appraisal Report

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
		D.Ed.	10+2	Diploma	2Year	English & Hindi
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 year	English & Hindi
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary	D.Ed.	F.NRC/NCTE/HR-1063/2008/56445	-	50
Secondary/ Sr.secondary	B.Ed.	F.NRC/NCTE/F73HR-625/28090 19/09/2007	-	100
Post Graduate				
Other (specify)				



B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

2

b) Fee charged per programme

B.Ed -Rs. 47,560/- D.Ed.-25800/-

3. Are there programmes with semester system

Yes

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

Yes		No	✓
-----	--	----	---

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

-



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

D.Ed.

-

B.Ed.

Method 02 Elective Options 02

M.Ed. (Full Time)

-

M.Ed. (Part Time)

-

Any other (specify and indicate)

-

6. Are there Programmes offered in modular form

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

Number	1
--------	---

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

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

Number	1
--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--
- Academic peers

Yes	✓	No	
-----	---	----	--
- Alumni

Yes	✓	No	
-----	---	----	--
- Students

Yes	✓	No	
-----	---	----	--
- Employers

Yes	✓	No	
-----	---	----	--

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

Seven Years

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

Yes		No	✓
-----	--	----	---

Number	-
--------	---

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

Yes	✓	No	✓
-----	---	----	---

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

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
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Criterion II: Teaching-Learning and Evaluation

How are students selected for admission into various courses?

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

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

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

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	M	F	Total	M	F	Total	M	F	Total
B.Ed.	-	47	47	-	19	19	-	28	28
M.Ed. (Full Time)	20	80	100	11	25	36	9	55	64
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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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
b) Unit cost including salary component

Rs. 12205/-

Rs. 34901/-

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	84.40	56	78.40	53.80
B.Ed.	79.03	50	75.50	47.91
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	60.86	17.4	21.74
B.Ed.	65	22.5	12.5
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-



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10. Pre-practice teaching at the institution B.Ed.

- a) Number of pre-practice teaching days 10
- b) Minimum number of pre-practice teaching lessons given by each student 16

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

03	03
----	----
- b) Total number of practice teaching days

20	20
----	----
- c) Minimum number of practice teaching lessons given by each student

40	40
----	----

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	No. of Lessons Pre-practice teaching	16
------------------------------	----	--------------------------------------	----

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.	34.5	65.5
B.Ed.	14	86
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-



16. Examinations

a) Number of sessional tests held for each paper 01

b) Number of assignments for each paper 01

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

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	✓	

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

Yes	✓	No		Number	01
-----	---	----	--	--------	----

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

Yes	✓	No	
-----	---	----	--

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	0	3	37.5
--------	---	---	------

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

-

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

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

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No



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

Yes ✓ No Number 18

International journals	11
National journals – referred papers Non referred papers	7
Academic articles in reputed magazines/news papers	-
Books	-
Any other (specify and indicate)	-

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

Yes	No	✓
-----	----	---

Number	-
--------	---

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

	Faculty	Students
National seminars	16	-
International seminars	1	-
Any other academic forum	-	-

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

- Self-instructional materials
- Print materials
- Non-print materials (e.g. Teaching
- Aids/audio-visual, multimedia, etc.)
- Digitalized (Computer aided instructional materials)
- Question bank
- Any other (specify and indicate)



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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

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

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



Criterion IV: Infrastructure and Learning Resources

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

3509 Sq mtrs

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

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

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

20

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

Rs. 50,000/-

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

Rs. 47576/-

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

Rs. 1,34,000/-

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

Rs. 3,73,499/-

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

Yes

No



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9. Total number of posts sanctioned B.Ed. -Principal and 07 Lecturers

	Open		Reserved	
	M	F	M	F
Teaching	4	7	2	1
Non-teaching	3	-	1	-
Administrative	-	-	4	2

10. Total number of posts vacant

00

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

	Open		Reserved	
	M	F	M	F
Lecturers	1	6	2	1
Readers	-	-	-	-
Professors	-	-	-	-
Instructors	2	1	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state	10
Other states	3



12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:8
B.Ed.	1:12.5
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

Open Reserved

Permanent	M	F	M	F
	2	-	5	2
Temporary	M	F	M	F
	-	-	-	-

b. Technical Assistants

Permanent	M	F	M	F
	1	-	-	-
Temporary	M	F	M	F
	-	-	-	-

14. Ratio of Teaching – non-teaching staff

1.4:1

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

65.02%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	09:00AM-04:00PM
On holidays	-
During examinations	09:00AM-05:00PM



18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	4902
- Textbooks	3950
- Reference books	343
b. Magazines	5
e. Journals subscribed	10
- Indian journals	-
- Foreign journals	-
f. Peer reviewed journals	-
g. Back volumes of journals	10
h. E-information resources	
- Online journals/e-journals	-
- CDs/ DVDs	-
- Databases	-
- Video Cassettes	-
- Audio Cassettes	-

20. Mention the

Total carpet area of the Library (in sq. mts.)	127.18 Sq. mts
Seating capacity of the Reading room	100

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>



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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation / information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input checked="" type="checkbox"/>



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23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day 40

Maximum number of days books are permitted to be retained

By students 14

By faculty 30

Maximum number of books permitted for issue

For students 4

For faculty 10

Average number of users who visited/consulted per month 700

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled 1:32.68

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

-

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	109	21945	352	40000	241	36434
Other books	-	-	-	-	-	-
Journals/ Periodicals	-	-	-	-	-	-
Any others specify and indicate	-	-	-	-	-	-



Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.	02	0	01
B.Ed.	01	00	01
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes	✓	No	
-----	---	----	--

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

1:50

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

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

	B.Ed.			D.Ed.		
	I 2013-14	II 2012-13	III 2011-12	I 2013-14	II 2012-13	III 2011-12
Pass percentage	58	52	85.56	83.67	91.66	100
Number of first classes	44	13	43	41	44	49
Number of distinctions	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-



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

	I	II	III
NET	2	1	2
SLET/HTET	2	5	4
Any other (specify and indicate)	2	1	3

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

Financial Aid	I 2013-14	II 2012-13	III 2011-12
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	2	23
Loan facilities	-	-	-
SC / BC	44	13	36

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes		No	✓

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

Yes		No	✓
-----	--	----	---

If yes, number of students residing in hostels

Men	-
Women	-



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

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

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	×	×	×	✓	×	2
Inter-university	×	×	×	×	×	×
National	×	×	×	×	×	×
Any other	×	×	×	×	×	×



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

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

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2012

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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



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

2013-14 2012-13 2011-12

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	10	07	10
Employment (Total)	03	06	04
Teaching	02	04	03
Non teaching	01	02	01

23. Is there a placement cell in the institution?

Yes No

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

1	2	3
03	06	04

24. Does the institution provide the following guidance and counselling services to students? Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling



Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	02
Staff council	02
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	06

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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



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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 organisation

03

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

National

04	03	04
----	----	----

International

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

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

1	1	1
---	---	---

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

1	1	0
---	---	---

e. Research development programmes attended by the faculty

3	2	2
---	---	---

f. Invited/ endowment lectures at the institution

04	-	2-
----	---	----

Any other area (specify the programme and indicate)

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

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes		No	✓
-----	--	----	---

e. Any other (specify and indicate)

Yes		No	✓
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7. Are the faculty assigned additional administrative work?

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

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

01 Hours

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	NIL
Fees	Rs. 47560/-
Donation	NIL
Self-funded courses	Rs. 6980297/-
Any other (specify and indicate)	-

9. Expenditure statement (for last two years)

	2013-14 Year I	2012-13 Year II
Total sanctioned Budget (In Lacs)	6980297	6795775
% Salary & Allowances	65.02	60.66
% Finance Charges	0.55	1.05
% Bank Charges	0.02	0.02
% General Expenses	1.38	1.39
% Medical Aid Expenses	0.34	0.37
% Advertisement Expenses	3.68	9.27
% Gardening Expenses	0.44	0.60
% Conveyance & Travelling Expenses	2.57	2.57
% Lab Expenses	1.91	0.60
% Building, Repair & Maintenance Expenses	2.60	5.32
% Postage & Stamp	0.22	0.42



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% Printing & Stationery	1.89	2.04
% Telephone Expenses	0.72	0.85
% Sports & Cultural Activities Expenses	0.37	1.61
% Staff Welfare Expenses	1.08	1.18
% Audit Fee	0.09	0.08
% Rate Fees & Taxes	3.74	3.98
% Function/Picnic Expenses	2.90	1.82
% News Papers, Books & Periodicals	0.23	0.23
% Depreciation	4.26	4.75
% Generator	0.62	0.39
% Total	94.63	99.20

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

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No



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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No



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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes

No

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

Yes

No

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

Yes

No



Criterion VII: Innovative Practices

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

Yes No

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

Yes No

3. What is the percentage of the following student categories in the institution?

Category	Men	%	Women	%
SC	B.Ed. 04 D.Ed. 00	04	B.Ed. 04 D.Ed. 07	04 14.58
ST	B.Ed. 00 D.Ed. 00	-	B.Ed. – D.Ed. 00	00
OBC	B.Ed. 3 D.Ed. 00	03	B.Ed. 6 D.Ed. 07	06 14.58
PHY. CHALL.	B.Ed. 00 D.Ed. 00	00	B.Ed. 00 D.Ed. 00	00 00
GEN. CAT.	B.Ed. 13 D.Ed. 00	13	B.Ed. 70 D.Ed. 34	70 70.83
RURAL	B.Ed. 18 D.Ed. 00	18	B.Ed. 72 D.Ed. 44	72 91.66
URBAN	B.Ed. 02 D.Ed. 00	02	B.Ed. 8 D.Ed. 04	08 8.33



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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	0	3	21.42
b	ST	-	0	0	0
c	OBC	2	14.28	2	14.28
d	Women	8	57.14	1	7.14
e	Physically challenged	-	1.14	1	7.14
f	General Category	4	28.57	3	21.42
g	Any other(specify)	-	-	-	-



CRITERION I : CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN AND PLANNING

1.1.1. State the objectives of the institution and major considerations addressed by them?

Answer: Mata Jio Devi College of Education Khanda-Kheri is a self-finance college affiliated to Kurukshetra University, Kurukshetra (Haryana). The College keeps the following objectives in view:-

Vision

The vision of the Mata Jiyo Devi college of education is to provide such a centre for educational excellence that can prepare professionals who are passionate about helping all students reach their full potential; provide leadership and, exemplary educational and related services to improve the lives of individuals in a changing and complex global society

Mission

To Equip the Prospective Teachers of our college With Knowledge, effective uses of technology, teaching and other professional Skills those are needed to become outstanding educators and teach Effectively.

Values

The college is committed to foster values general values of trust, fairness, honesty and integrity in all interactions, it also promotes intellectual curiosity and the application of knowledge to promote lifelong critical and creative thinking and an open exchange of ideas among its pupil teachers.

GOALS:

Major Considerations of institution:-

INTELLECTUAL:

To prepare teachers who are:

- Enlightened and effective
- Professionally sound
- Humane and caring.

ACADEMIC:



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Teacher educators are made aware about the strategies in transacting the teacher education curriculum in an effective manner, thereby invoke the understanding of pupil-teachers towards school curriculum with regard to:

- Exactness and accuracy in Mathematics
- Observation and development of scientific attitude and scientific temper in Teaching of Science.
- Expression of emotions and feelings in Teaching Languages
- Creating humaneness in Teaching of Social Studies
- Fair play on the playground.

TRAINING:

- 1) To train pupil-teachers skillfully in various academic and co-curricular activities.
- 2) To develop aural-oral communication skill among pupil-teachers.
- 3) To improve competence in the use of various Teaching Skills among the pupil-teachers.

ACCESS TO DISADVANTAGES:-

- 1) To provide friendly environment to the disadvantaged pupil-teachers.
- 2) To make necessary provisions i.e. infrastructure, teaching learning material etc. for the pupil-teachers belonging to disadvantaged group of society.
- 3) To provide more opportunities for all round development to the pupil-teachers belonging disadvantaged group of society.

EQUITY:

The college is strictly committed to justice and fair play with the student. It maintains equity between students for gender, racial and economic differences are our main objective.

Women Cell has been established in the college to solve woman related problems and action research is conducted at various stages.

Ragging is strictly prohibited in the college and hostel premises. The college has not received a single complaint about ragging since its establishment.



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The college offers a wide range of optional subjects and pupil-teachers are free to opt for any subject of their own choice. (Subject-Combination list is provided by the university in its ordinance for B.Ed. course.)

The college has also maintained a legal cell to cope up with the problems regarding academic matters.

SELF DEVELOPMENT:

- 1) To enable the pupil-teachers to develop and maintain spiritual and moral values.
- 2) To motivate the pupil-teachers to face the challenges of life.
- 3) To develop the personality of pupil-teachers so that they can become productive human resource for the Nation.
- 4) To develop the character and personality of pupil-teachers through participation in sports and physical training.
- 5) To make pupil-teachers up to date according to global trend of ICT and spread computer literacy among them.
- 6) To encourage pupil-teachers for manual work and inculcate the value of dignity of labour.
- 7) To develop aesthetic sense among pupil-teachers.

COMMUNITY AND NATIONAL DEVELOPMENT:

- 1) To encourage and sensitize the pupil-teachers about future Environmental concerns and to cultivate habit of conservation of nature and natural resources.
- 2) To encourage pupil-teachers to support community by taking active part in blood donation, population education programmes etc.
- 3) To spread awareness among the masses about polio, swine flue, HIV/ AIDS etc.
- 4) To encourage pupil-teachers imbibe values.
- 5) To spread literacy among illiterate people of adopted village through adult education programme and other SUPW activities.
- 6) To encourage the pupil-teachers for celebrating the days of international, national, social and religious importance with full zeal and fervor.



- 7) In order to develop manual skills and inculcate aesthetic sense in pupil-teachers, crafts like gardening, interior decoration, home craft, art and painting are not only taught but the pupil-teachers practice it as a part of curriculum.

ISSUE OF ECOLOGY AND ENVIRONMENT:

- 1) To encourage pupil-teachers to attend various Seminars, Workshops, Talks, and Conferences concerning matter related to ecology and environment.

VALUE ORIENTATION:

Values are given utmost importance among pupil-teachers. In order to explain the concept of values among pupil-teachers, lectures are delivered by experts. Spiritual discourses are given to pupil-teachers by inviting learned personalities and saints. Pupil-teachers and teacher-educators of the College regularly offer prayers, which help in imbibing values in a better way. Morning assemblies are the part of value orientation programmes. Experts deliver spiritual Lectures; religious gurus are also invited for this purpose.

EMPLOYEMENT:

The college arranges following kind of assistance to the pupil-teachers:

- 1) By establishing network of various placement agencies.
- 2) By providing information and to make aware the pupil-teachers through Wall Magazine, News Letter and Website about various employment opportunities available to them.
- 3) By constituting Teacher Placement Cell. It is an integral and functional part of the College.
- 4) By arranging guest lectures, workshops and seminars in collaboration with experts from Employment Exchange.
- 5) By inviting various educational institutions on matters related to placement and employment of the pupil-teachers.
- 6) Teacher-educators of the College remain in constant touch with Employment Exchange. In order to provide good jobs to the pupil-teachers, the College has constituted a Placement Cell. Members of this cell constantly inform the pupil-teachers about employment opportunities in and around the city.



GLOBAL TRENDS AND DEMANDS:

To provide opportunities to the pupil-teachers for increasing awareness about emerging needs in light of global trends and demands.

1.1.2. Specify the various steps in the curricular development processes?

- 1) Answer: The curriculum for the teacher education courses is developed by the Kurukshetra University Kurukshetra and the same is circulated to the affiliated colleges by the university. Although there is no direct role of the college in the curriculum development process, however, the college puts forward the suggestions for making improvements in curriculum as and when it is desired by the University.

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

Answer: 1. The curriculum of the programme is being developed by the concerned affiliating bodies and modern aspects of teacher education like ICT, computer education, SSA, inclusive education other latest developmental programmes in education sector etc. have been included in the curriculum. The concerned affiliating bodies make necessary modifications in the course curriculum from time to time as per UGC/NCTE guidelines and technological scenario.

2. Use of Information Communication Technology is one of the global trends in teacher education. The College orients and encourages pupil-teachers to develop their skill in the use of Computers, Internet and e-resources. Special emphasis is given on Practical Teaching Subjects. Teachers deliver their lectures through electronic presentation; Model Lessons on Microteaching are also demonstrated through L.C.D. Projector. College has allocated adequate time to pupil-teachers in their Time Table to use computers in college Computer Laboratory. Facility of Video Conferencing is available (on experimental basis) and sometimes used to teach classes in this college. College Language Laboratory is also fully equipped.

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

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



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Answer: Although the curriculum in teacher education courses are developed by the respective affiliating bodies, at the time of curriculum transaction in the college the teacher trainees are provided educational experiences with the help of OHP, LCD projectors, as well as they are also trained in the use of these modern technology in classroom teaching- learning process.

For bringing awareness among the teacher trainees regarding major national issues like environment and value education, education for values, environment and human rights has been included as a compulsory subject in Teacher courses.

The College is well aware about the national issues like environment, pollution, illiteracy and other epidemics like Swine Flue. Equal importance is given on Cleanliness, Environment education and other similar activities. From time to time, workshops on Environment and its related issues are held in the college. Experts from different institutions are invited for the purpose.

A Tree Plantation Campaign is also organized in the college to make the people aware about the importance of trees and increasing adverse effects of global warming. Special emphasis is given on protection of Medicinal Plants.

Most important aspects of education i.e. value education and spiritual education is imparted by inviting renowned scholars and religious Guru. Instead of only teaching values to the pupil-teachers, teacher educators try to lead an ideal life.

Our every session starts with Pooja and Hawan, in which each and every stakeholder from top level to bottom level remains present in that spiritual gathering. Such activities are also organized on other occasions to boost holistic values and religious knowledge of pupil-teachers.

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

Special Emphasis is given to Practical Teaching Subjects. Use of ICT and other equipments are practiced in teaching of pupil-teachers.

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

Answer: Yes, Curriculum planning is most important part of educational process. ICT is used to collect new ideas from other colleges and universities. The College has developed good relations with other colleges and institutions. Experts



are invited to seek advice on curriculum development. Each and every computer of the College has internet connection with dedicated access. Latest information regarding curriculum, activities carried out in other institutions, prospects for our intentions, current needs and aspirations of the society, views and ideas of other competent person etc. are obtained from internet and use in our routine teaching learning process.

1.2 ACADEMIC FLEXIBILITY

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

Answer: Curriculum can be made relevant and functional, if it possesses practical facility for students. Before starting Micro Teaching Classes, Teacher Educators demonstrate a Model Lesson with ICT equipments. After Micro Teaching session Pupil teachers are sent for Practice Teaching in different schools to turn theoretical experience into practical. It takes 20 days to teach Real students in schools. Projects are given to the students in different theory papers, with objectives of learning by doing, enhancing confidence, encourage self dependence and dignity of labour. In work experience and education pupil teachers do manual work and learn different skills of art and craft, chalk board writing and preparing teaching aids and handling of available equipments. Thus, full time is provided to pupil teachers to make teaching a reflective practice. The college arranges special lectures of pupil teachers even after the completion of real teaching practice in order to remain in regular contact of the practicing school. This practice also strengthens the links with educational community and makes the teaching a reflective practice.

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

Answer: The College has very liberal policies to enable the pupil teachers to acquire varied learning experiences. Pupil teachers are allowed to attend all types of Workshops, Seminars, Talks and Conferences meant for them. To motivate them to participate in these programmes all sort of financial help is extended to them. College allows pupil teachers to participate in different events and competitions to provide them varied learning experiences.



For B.Ed. students, there is enough scope for flexibility in transacting the curriculum. The B.Ed. students have to choose any two content cum method course from four Groups 'A,B,C,D'. There are five options in Group 'A' four options in Group 'B', five options in Group 'C' & four options in Group 'D'. Students have variety of options and they are allowed liberty to select the option of their choice. The list of each group is given below:

□ **Group A:**

- Opt. 1 Teaching of Hindi
- Opt. 2 Teaching of English
- Opt.3 Teaching of Punjabi
- Opt.4 Teaching of Sanskrit
- Opt.5 Teaching of Urdu

□ **Group B:**

- Opt.1 Teaching of Mathematics
- Opt.2 Teaching of Home Science
- Opt.3 Teaching of Commerce
- Opt.4 Teaching of Arts

■ **Group C:**

- Opt.1 Teaching of Life Science
- Opt.2 Teaching of Geography
- Opt.3 Teaching of Economics
- Opt.4 Teaching of Music



Opt.5 Teaching of Computer Science

■ **Group D:**

Opt.1 Teaching of Physical Science

Opt.2 Teaching of Civics

Opt.3 Teaching of History

Opt.4 Teaching of Social Studies

- **In paper III-B, a variety of options are available for students in which they can specialize as per their interest. They offers following papers :**

- **Yoga Education**
- **Environmental Education**
- **Health & Physical Education**
- **Educational and Vocational Guidance**
- **Distance & Open Learning**
- **Educational Measurement & Evaluation**
- **Gender Sensitization & School**
- **Human Rights & Peace Education**

The students are allowed to change their options (within a week) if they want to do so.

- **To develop the desired skills, values and attitudes in pupil teachers, work education and work experience are available. Keeping in view the varied interest of the pupil teachers, the College provides different options in work experience under group paper viii A, paper viii B, paper ix & x. The options of groups are given below:**



VIII A ICT enabled Practical/Projects

VIII B Community Based Projects and Work Experiences

(Any two of the following)

- 1) Out of School Children Enrolment Drive (At least 5 children Enrolment to Support teaching)
- 2) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc)
- 3) Serva Shiksha Abhiyaan (SSA) Project and Mid-day Meal
- 4) Alternate School Monitoring-Support Teaching
- 5) Out Reach Programme (Marginalized children i.e Special Needs/ Economically/ SC/ST/Girls)
- 6) Organizing Parent-Teacher Meeting
- 7) AIDS Awareness
- 8) Gender Sensitization and Female Foeticide
- 9) Disaster Management

IX School Experience Programme (SEP-)Teaching Practice: School Teaching Subjects I & II
(This programme must help Pupilteacher to learn to function as a Teacher)

One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head-Examiner) and two Members (Sub-examiners)

- Paper viii A is compulsory for all the pupil teachers.
- Each pupil teacher is required to select two options from paper viii B.

This flexibility has resulted in mastery over skills to the desired standards.



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

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

Answer: During the last four years the college has introduced several personality development aspect contents in the academic calender. Programmes to develop skill communication skills, ICT skills, life skills, blood donation camp, traffic rules awareness programme, health programme, distribution of books and clothes to the poor for community orientation.

COMMUNITY ORIENTATION:-

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

- ✓ Meeting with School Principals
- ✓ Meeting with Sarpanches of nearby villages.
- ✓ Meeting of faculty representatives of other College of Education.
- ✓ AIDS Awareness Programme in the near by villages.
- ✓ Participation in pulse polio programme.

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. Inclusive education**
- 4. Practice teaching**
- 5. School experience/ Internship**



6. Work experience/ SUPW

7. Any other (specify and give details)

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

Answer:

INTERDISCIPLINARY/ MULTIDISCIPLINARY

Interdisciplinary/ Multidisciplinary approach is followed in transacting the curriculum. The teaching of several subjects included in the curriculum like philosophy of education, psychology of teaching and learning, education and school management, Educational Technology etc. entail interdisciplinary approach.

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

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

MULTI-SKILL DEVELOPMENT: -

College emphasizes on Multi Skill development of the students. Attention is paid over:

- ✓ Physical Development
- ✓ Personality Development
- ✓ Social Development
- ✓ Emotional Development
- ✓ Knowledge of Interior Decoration
- ✓ House Keeping
- ✓ Personal Hygiene
- ✓ Cookery
- ✓ Mobile Download



- ✓ Photography
- ✓ Dance
- ✓ Fabric Painting, Glass Painting, Pot Making, Nib Painting.
- ✓ Computer Literacy
- ✓ Kitchen Gardening
- ✓ Collage making
- ✓ Preparing charts and models
- ✓ Preparing teaching aids

INCLUSIVE EDUCATION

- ✓ Identification of Learners with Special Educational Need.
- ✓ Use of Assistive Devices for Learners with SEN
- ✓ Educational Concessions and Facilities
- ✓ Practice of Classroom Management in Inclusive Education.
- ✓ Peer Learning, Whole Class Teaching, Collaborative Teaching.

PRACTICE TEACHING

After having gone through pedagogic analysis of method course, lesson planning, practice of teaching skills in micro teaching and mega teaching in simulation, pupil teachers go for teaching in local schools for 20 days.

SCHOOL EXPERIENCE / INTERNSHIP

During internship in teaching, pupil teachers prepare the school plan report in which they study the school from different aspects. The pupil teacher gain knowledge of various administrative jobs. They know how to maintain various records like fee record, students and teachers attendance registers, unit test and examination results etc.

Pupil teachers also participate in the programmes organized by the college related to schools (educational needs of schools) from time to time.

WORK EXPERIENCE/ SUPW

The college has variety of options for the pupil teachers to provide work experience related to teaching. In this regard the following options are available:

- Computer Applications
- Gardening



- Drawing and Painting
- Paper Cutting and Card Board Modeling
- Chalk Making

ANY OTHER (SPECIFY AND GIVE DETAILS)

As per the mission and goals of the college, the following aspects are also reflected in the curriculum:

- Competency building in teaching & management through practice of teaching skills under micro teaching, mega teaching and communication skills through interactive sessions.
- Commitment towards teaching profession through written material/quotes on professional commitment
- Sensitivity to local/ national concerns/ issues through extension lectures.
- Development of human values in response to the changing process by holding morning assembly, yogic practice and meditation.
- Building a new vision of a human society through articulation on Vision, Mission and Goals of college.

1.3 FEEDBACK ON CURRICULUM

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

Answer: The College has adopted a well-trying Mechanism of getting feedback and exchange of information with regard to the curricular and co-curricular programmes being run in the College. For getting feedback, following practices are in vogue:-

FROM STUDENTS:

- ✓ The college has set up the students' committees and communicates with them to get feedback about curriculum of various teacher education courses.
- ✓ Secondly, a self made questionnaire regarding the curriculum is filled by the pupil teachers. The questionnaire comprises of questions regarding Aims and objectives, syllabus, Methods of teaching, Examination and Evaluation techniques, Feed back system, Micro-Teaching & Practice teaching, Various activities done during practice teaching, feedback by the school students &



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school teachers or Heads of the Schools, various competitions like Drawing & Painting, Chart making, Chalk board writing, skill-in- Teaching, Collage making, Speech, Poem Recitation, quiz, flower arrangement, rangoli, slogan writing etc., Games and Sports and Other academic Programmes etc. are conducted.

FROM ALUMNI:

The college have alumni association and it takes valueable feedback from his alumnies in the annual alumni meet.

TEACHING STAFF:

- ✓ The members of the faculty meet after every activity to review and discuss the strengths and weaknesses and necessary measures are adopted for the improvement.
- ✓ Staff meetings are held from time to time to check the existing functioning of college related to curriculum.
- ✓ Teachers play an active role in the tutorial session to solve students' problems regarding curriculum.
- ✓ Unit tests, class tests and House examination are conducted.

COMMUNITY:

- ✓ The College organizes a meeting with Principals of nearby schools related with present curriculum problems
- ✓ The College invited Sarpanches of nearby villages to resolve the curriculum and other Educational problems.
- ✓ The College has established extension linkages with local Educational Institutions – Practicing Schools.
- ✓ The College invites various Institutions in every function organized by the College.
- ✓ The College invites the teachers of various schools to orient and refresh their knowledge and skills about latest developments in the field of Education.
- ✓ The College invites Schoolteachers, Parents and other Community members, to attend Exhibitions/Competitions on Teaching Aids, Skill-in-Teaching, Cultural activities, Sports meet etc. and to record their feedbacks.



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- ✓ The Real Teaching Practice is carried out at local Schools and feedbacks are received from the School Teachers and Head of the School. The list of Practice Teaching Schools is as follows :

Sr. No.Name of Schools

1. Govt. Sr. Sec. School , Khanda Kheri
2. Govt. Girls High. School, Khanda Kheri
3. Param Mittra Vidya Niketan Sr. Sec. School, Khanda Kheri
4. Govt Primary School Khanda Kheri
5. Govt. Sr. Sec. School Narnaund

- ✓ The College has adopted practising Schools for conducting various research activities like Action Research, Case Study, Field Work and other related activities.
- ✓ The College has set up EVG Cell in order to extend professional guidance.
- ✓ The Pupil Teachers distribute their Teaching Aids to the Local Schools and the schools adopted by them during Real Teaching Practice.

ACADEMIC PEERS

- ✓ The College has adopted a well tried mechanism of getting feedback and exchange of information with regard to the curricular and co-curricular programmes being run in the college. For getting feedback and exchange of information, the following practices are in vogue:
- ✓ A staff meeting is held from time to time to check the existing functioning of college related to curriculum and to discuss other problems related to students and the teachers.
- ✓ The College maintains a Record Register of House-Examination and final Examination regularly in order to provide feedback to the students as well as to the teachers for their improvements.
- ✓ The lessons delivered by the pupil teachers during the Practice Teaching are observed by the College to improve their quality of teaching.



- ✓ The lessons delivered by the Lecturers are kept record of by the College and are demonstrated to the concerned Lecturer to improve their quality of teaching.

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

- ✓ Answer: Mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and changes to be brought in the curriculum
- ✓ To improve the students skills, creative and critical thinking through book reviews, creative writing, competitions like calligraphy, Poster making etc and classroom discussions are used time to time.
- ✓ Students' views are taken on the present curriculum and suggestions given by them to analyze the whole curriculum of D.Ed and B. Ed.classes.

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

Answer: An Institution is known by the richness of the curriculum offered to its learners. The underlying principles of a dynamic curriculum are variety, diversity, flexibility, feasibility and adaptability to emerging needs and situations. Definitely autonomy for an institution is the prerequisite to achieve this end especially for an affiliated one. Formation and development of the curriculum is the responsibility of the university.

1.4 CURRICULUM UPDATE

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

1. Answer: There has been a major change in the curriculum in last five years of both courses. The revised syllabus is being attached in annexures.

1.4.2 What are the strategies adopted by the Institution for curriculum revision and update?



Answer: Following strategies are followed by the institution for curriculum revision and update.

- ❖ **Participation in syllabi revision workshops in University**
- ❖ **Meeting of Principals for the curriculum update in the College Campus.**
- ❖ **Feedback from the practicing schools (Teachers, Principals and students)**
- ❖ **Feedback from students regularly**
- ❖ **Alumni Meet**
- ❖ **Fostering action research of the College by the students**

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

1.5.1 What is the Quality Sustenance and Quality Enhancement measure undertaken by the Institution during the last five years in curricular aspects?

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

- ✓ **Computer Education**
- ✓ **Socially Relevant Programmes**
- ✓ **Use of ICT**
- ✓ **Vocational Education**
- ✓ **Academic Skills**
- ✓ **Value Education**
- ✓ **Personality Development**
- ✓ **Choice Based Curriculum or flexibility**
- ✓ **e-Learning**
- ✓ **Teaching Practice Committee**
- ✓ **Projects work**
- ✓ **Peer Learning**
- ✓ **Internet Center**
- ✓ **All Subjects Lab**
- ✓ **Co-operation with community**
- ✓ **Link with Literature**
- ✓ **Counseling**
- ✓ **Publication of College Magazine**



- ✓ **Research Projects/Work**
- ✓ **Remedial Classes**
- ✓ **Distribution of Study material to needy Students**
- ✓ **Environmental Education**

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

Planned Practices

The College is planning the following practices in future:-

- ✓ **Project Work.**
- ✓ **To cultivate human and spiritual value.**
- ✓ **More Certificate Courses to be introduced.**
- ✓ **Work Education.**

Implemented Practices:

- ✓ **Work Education**



CRITERIA – II :TEACHING LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Answer: Since this college has been established with a specific philosophy and certain well thought out values, the whole programme is geared to realize the ancient wisdom of the Vedas and Upnishads – coupled with modern ways of development and thinking.

The institution has followed the instructions provided by Kurukshetra University Kurukshetra through Handbook of Instructions for B. Ed. Admissions and also instruction provided by NCTE regarding the admission procedure. After allotment of the seat by university on Merit basis to a student by university the students has to go through the college admission committee. The institution forms admission committees of three members including one convener under the guidance of the Principal. The students can see the positions of the vacant seats on university website. Faculty members of the college are also deputed in admission counseling for the admission to the B.Ed.and D.Ed Courses by the university.

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

Answer: Affiliating University and the university conducting admissions advertise guidelines regarding admission to the B.Ed. course. For this purpose, it publishes its Handbook of instruction. All, the seats are filled up by the university on merit basis.

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



Self Appraisal Report

Answer: The institution monitors admission decision to ensure that the determined admission criteria are equitably applied to all applicants. Admissions are strictly made on the bases of merit of marks obtained in the qualifying examination, Instructions given in the Handbook of instructions for admission to the B.Ed. and D.Ed Courses.

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

Answer: The admissions in the college are strictly made as per the guidelines and reservation policy of the State Government/University. After the admissions of the students, the institution provides best benefits to the diverse students population e.g. individuals of diverse, economic, cultural, religious, gender, linguistic backgrounds and physically challenged.

Proper Library and Book Bank facility is provided to the needy students and also the students belonging to weaker sections of the society.

1. Students have option to attempt examination according to their preferred language i.e. Hindi or English.
2. Teachers of the institution use bilingual method of teaching keeping in view the language limitations of the students.
3. Women Cell has been established to take care of problems of female students.
4. Students have choices in paper IIIB. They can choose the teaching subjects according to their interest.

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.

Answer: Yes, there is a provision for assessing student's knowledge/need before the commencement of the teaching programme. In the beginning of the session, the college organizes Talent search competition to find out their talents. At the time of admission their documents and certificates are also checked. It serves as a medium for selecting student for different work experience streams. Background



of the students, especially the subjects studied by them, is taken into consideration while allowing them to opt for different optional papers.

2.2 CATERING TO DIVERSE NEEDS

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

Answer: The College has its own Educational Technology Laboratory, Language Laboratory, Library, Science laboratory, Mathematics laboratory , Social Studies laboratory and Activity/work experience room. The college has adequate equipments (Hardware like Video Camera, Slide Projector, Film Projector, Multimedia Projector, Colour T.V. etc.) operated under the guidance of a trained member of faculty assisted by a Technician. Teacher trainees are given first hand experience with regard to handling and operating of audio-video equipments.

Each pupil teacher is required to prepare audio-visual aids related to his/her selected school subject under the guidance of the faculty. The college has also formed some clubs and societies for the development of leadership qualities among the students. Students participate in different activities and responsibilities are shared and duties are assigned. So they get first hand experience how to organize different activities not only at college level but also at their day to day life.

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

Answer: After identifying the diverse learning needs of the students, following practices are adopted:-

- 1) Extra Classes for weak and needy students.
- 2) Providing notes and study material.
- 3) Provide books to the students during examination period.
- 4) Arrange seminars at section and college level.
- 5) Assignment and Project work are given to the students.
- 6) Different options are provided to students according to their interest and aptitude in paper III B , VI and VII.



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

Answer: Teachers provide / demonstrate models of teaching catering to diverse situations and category of students in real teaching situation. Model lessons are given by the all Subject teachers in their respective subjects. Pupil teachers are given training how to understand the equity and diversity of students in their micro teaching practice in which they play different roles as teacher observer and student participants in a particular class.

Transaction of theory courses including methodology courses.

- ✓ Preparation for practice teaching
- ✓ Creativity / diversity in lesson planning.
- ✓ Developing of core Teaching skills in simulated setting under diverse situation and locations (micro-teaching)
- ✓ Observation of demonstration lessons
- ✓ Practice teaching in schools
- ✓ Catering to diverse groups in classroom Teaching
- ✓ Observation of peer teaching
- ✓ Reflection on teaching by trainees.
- ✓ Interaction with the school and community

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

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

1. Student feedback is also taken regarding the teaching of all the faculty members.
3. A duly constituted committee from the university, including three professors, one of them a subject expert, is called for the selection of the teacher educators to ensure their efficiency in their subjects.



Self Appraisal Report

The college follows a procedure to evaluate pupil teacher's achievement and their performance in different areas of study. A number of assignments related to each paper and other practical activities like pedagogical skill in each theory paper, preparing reports on different aspects of practicing schools, types of lesson – micro teaching, mega teaching in real classroom, preparation of teaching aids, practicing in chalk board writing, drawing and painting gardening. Paper Cutting and Card Board Modeling and Interior decoration etc. are given and performance of students teachers their in monitored

Besides, record of the performance of each pupil teacher in other activities of the college, other than stated above, is also maintained. The incharge of each House makes an assessment of each member's performance in different programmes and finally submits the same to the incharge of activities / programme. Thus, an evaluation is made while adding scores of each course/paper, activity and aspects of performance both in the classroom and outside through periodical assessment and house test.

Teachers are encouraged to attend orientation, refresher courses, Workshops, Seminars, Talks and Conferences for enhancing core teaching competencies and to be aware about latest development in their subject and global trends and demands for understanding the diverse emerging needs.

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

Answer: There are certain well tried practices, which enable pupil teachers to imbibe new ways of thinking and adopt human values. Some of these practices are given below:

- Holding daily morning assembly in which the whole faculty and pupil teachers get together. The following items are organized.
- The assembly begins with Gayatri Mantra.
- Teaching/thoughts of wisdom of eminent personality.
- Recitation of devotional song/hymns/Bhajans.
- Presentation of self composed poems / articles on socio national theme.



- National Anthem.
- New session / important functions start with 'Hawan' chanting Vedic Mantras, reciting Bhajans and prayer (invocation)
- Organizing cultural programme based on social and cultural values of the community.
- Display of thought of eminent thinker and educationists.
- Celebration of 'Lohri', 'Independence Day', 'Republic Day', 'Teachers' day', 'Science Day', 'World AIDS Day', 'Environment Day', Earth day, Ozone day, Mother's day, World disabled day, and 'Women Day' etc..
- Beautification and up keeping of college campus with a view to develop civic and aesthetic sense among the pupil teachers.
- The college has adopted a number of practices through which a sense of civic under-standing and responsibility is inculcated.
- While holding programme like 'House meeting' and 'morning assembly', different responsibility are assigned to pupil teachers. They get opportunities to organize programme independently under the guidance and supervision of the House incharge.
- The pupil teachers are assigned different responsibilities in the organization of educational tours.
- In organizing inter house competition in skills in teaching, chart making drawing and painting, and Rangoli, flowers arrangement, collage making, poem recitation, the students teacher share different responsibilities.
- During the week, members of the house on duty perform duties like writing of news, thought for the day, observing discipline in the library and canteen, controlling and regulating the visitors.
- For plantation of trees and flowering plants for beautification of the campus and maintaining cleanliness, student teachers are involved.



2.3 TEACHING LEARNING PROCESS

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

Answer: The institution has engaged students in active learning with the help of available resources i.e. library, internet facility in computer lab. All the students of the college are divided into various groups while organizing microteaching, real teaching, morning assembly groups, P.T.A. groups, work experience and work education groups. It's the priority of the institution that all the students will interact with each other in one or the other group.

Some individual and group projects are distributed to develop the feeling of tolerance, co-operation, brotherhood and socialization of the pupil teacher. In every teaching paper the teacher assigns one project to the students for more interaction with the peer group and society. Various co-curricular activities are arranged by the institution to draw out the best from the individual and to give proper direction and platform for internship, role playing and practicum etc.

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

Answer: Keeping in view that learning is made student centered, the college always aims at development of student teacher's personality so as to make them effective and competent teachers as well as enlighten citizens. A variety of programmes have been planned to help the pupil teachers to draw rich experience while participating in curricular and co-curricular activities. In this background, the following practices have been adopted.

1. Personality Development Programme (PDP) is organized by the teacher educators in the class room through lecture on different aspects of personality.
2. Each pupil teacher is invariably involved in various activities of the college, which help in developing his/her talent in the respective field of their interest.
3. All the students having academic/personal/social problems are also provide guidance and counseling either through the tutorial system or counseling cell.



Self Appraisal Report

4. Discipline in the college is maintained through through Disciplinary Action Committee.
5. There is a prescribed uniform, which is worn on each Monday, Thursday and Saturday during morning assembly and other important functions of the college.
6. Punctuality is maintained by the students and faculty in all programmes.
7. In order to indicate a sense of service and sharing with the fraternity, Blood Donation Camp are organized at the college campus every year.
8. In order to meet the requirement of the time and challenges created by technological development, training in computer application is imparted to student teachers.
9. For developing effective communicative skills various activities are conducted in the language lab.
10. Students are offered a variety of choices with regard to work experience.
11. Students teachers are assigned duties in different programme as per their nature/interest and capabilities.
12. Yoga and meditation classes are conducted for physical, mental and spiritual development under the supervision of physical instructor.
13. 'Hawana' is performed in the beginning of the academic session and important functions of the college in which pupil teacher and faculty activity participate.
14. Special classes on value education are held and certificates are awarded to the successful candidates.
15. Extension lectures by the experts in different field are arranged to provide wider expert to the pupil teacher about various field of life.

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

Answer: Under the teaching learning process, transaction of theory course including method courses: Theory and method courses are transacted during the academic session through interaction model, Cognitive model, discussion group



and science enquiry model. Teacher educators use audio-video aids, simulative technique, learning by doing, project method etc. While transacting theory and practical portion.

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.

Ans: Yes, there is a provision for additional training in models of teaching like science enquiry training model, general concept attainment model and Herbert model of teaching.

Steps of Model:

- 1 Preparation**
- 2 Presentation**
- 3 Comparison**
- 4 Generalization**
- 5 Evaluation/observation**
- 6 Preparation for practice teaching**
- 7 A pedagogical content analysis.**

Both the content of method course and their transaction in terms of maxims, methods of teaching, practical work etc. are discussed in the class.

- Lesson Plan

Special sessions are devoted for the preparation of lesson plan and related requirements. Different aspects / step in lesson planning like stating objectives in general and behavioural terms, breaking of contents into teaching points / steps, teaching aids and method / approaches are discussed. Pupil teachers are also given training in handling of available equipments in paper IX of their syllabi.

- The institution has a provision for additional training in models of teaching before starting micro teaching and mega lesson in simulated conditions. . Teacher educator gives a demonstration lesson on each skill and each teaching subject. In this programme a pupil teacher has to complete five lessons, one on each skill in each teaching subject, five general lessons and two discussion lessons in their teaching subjects.



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

2.3.5 Does the pupil 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.

Answer: Yes, the pupil teacher practicing under mentioned micro skills i.e.

- 1. Skill of introduction**
- 2. Skill of Questioning**
- 3. Skill of explaining**
- 4. Skill of illustration with example**
- 5. Skill of stimulus variation**
- 6. Skill of map reading**

Demonstration on each teaching skill is presented by the teacher educator. It is followed by individual practice by the pupil teacher under simulated situation. Five mega lessons in each method course are delivered by each student teacher in simulated situation.

- **Observation of Demonstration Lesson:**

Demonstration Lessons are arranged in each method course with the real students at the college campus. Demonstrations are presented by teacher educator and observed by the student teacher. At the end of each demonstration lesson, the strengths and weakness of the lesson are discussed.

After having practiced micro and mega lesson in simulated condition, student teachers are sent to practicing school for real classroom teaching. Each pupil teacher has to deliver 15 lessons in each teaching subject along with one discussion lesson. Each pupil teacher has to observe total 15 lessons in two method courses delivered by the peers. Peer feedback is given on observation lesson to the student teacher.



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

Answer: Each student teacher deliver 15 lessons in each method course along with one discussion lesson for each subject. Therefore per day two lessons are delivered by the student teachers.

- Each pupil teachers observe total 15 lessons in two method course delivered by the peers. Supervisor observed two discussion lesson of each student.
- Peer feed back is given on observation lessons to the pupil teacher.
- Mentor teacher observes discussion lessons and block teaching lessons also.
- Each teacher is assigned one practicing school for the purpose of supervising teaching practice in local school.
- At the end of the practice teaching in schools, a discussion session is assigned in which all the pupil teachers and staff of the school shared their observation. They are provided an opportunity to reflect on the quality of the programme.
- Mentor teachers regularly check the lesson plans.
- School teachers are also encouraged to observe the lessons delivered by student teacher.

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

Answer: Each teacher educator is assigned one practicing school for the purpose of supervising teaching practice in local schools. She/he observes the lessons, gives her/his observation in the form of qualitative remarks and discusses the same with the student teacher. Performance in skill in teaching of each student teacher is evaluated at the end of the programme the following points are taken into consideration while assigning school to the trainee for teaching practices.

1. The distance of the school from the institution
2. Distribution of method courses of the pupil teachers according to the requirement of the school students and curriculum.
3. Medium of the pupil teachers and availability of Hindi medium and English medium students.



4. Attention is also paid to the ratio of the mentor teacher and students at least 1/20.

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.

Answer: In the beginning of the practice teaching in school, a discussion session is arranged in which all the teacher trainees and staff of the school share their views. Schoolteachers are consulted regarding syllabus-covered distribution of sections/ classes and in maintaining discipline during the practice teaching. Student teachers are also asked to prepare plan as per the directions and syllabus given by the schoolteachers.

Mentor teacher also remains in continuous touch with head of the school, school teachers and student teachers. They are provided an opportunity to reflect on the quality of the programme. Student teachers often interact with the school and the community in the context of the issues and problems faced by them. They interact and prepare a report on specific aspect of school/community and submit the same to the college for evaluation. The student teachers also write a report on school plan. In this manner, they are made aware of the existing condition of schools functioning in the local community.

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

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

- 1) Training in Micro Teaching skills.
- 2) Training them in formulating objectives of the teaching lessons.
- 3) Making them enable to know and apply different teaching methods.
- 4) Providing training in preparing lesson plans, use of chalk board and other teaching learning aids for making lesson effective.



- 5) Providing knowledge about Child Psychology and Individual differences.
- 6) Enabling them to be familiar and well oriented with process of conducting Action Research, case study, intelligence test, creativity test, achievement test and personality test etc. With the help of conducting these activities the teacher educators are able to make the teacher trainee understand school know the diverse needs of the students in the school.

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

Answer: the pupil teachers are provided training in development and use of various teaching-learning materials during micro-teaching and simulation sessions which help them in getting knowledge and understanding inclusive teaching in classroom situation. The pupil teachers are also provided training in art and craft work so that they can transmit such skills to school students. For identifying students with diverse characteristics, the pupil teachers are acquainted in use of different psychological tests. During micro teaching, simulation and practice teaching sessions, pupil teachers are provided knowledge, understanding, skills of various teaching methods and strategies for dealing with the students of diverse characteristics. He student teachers are also imparted training in preparation and use of different techniques for evaluation. Apart from this, the student teachers are provided knowledge to identify individual differences in the classroom so that they may give direction to teaching accordingly.

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.

Answer: When the pupil teachers are sent for practice teaching they are given proper instructions to make content the school teacher regarding syllabus to be covered, medium of instruction and other strategies to cover the topics allotted to



them. Before starting the teaching practice, pupil teachers should discuss with the concerned school teachers regarding syllabus covered, language of the students or curriculum, students point of view and the proper strategy to teach these topics in a effective manner.

Preparation for Practice Teaching

(A) Pedagogic Content Analysis.

Both the content of method courses and their transaction in terms of maxims of teaching, methods of teaching, practical work etc are discussed in the class.

(B) Lesson Planning

Special sessions are devoted for the preparation of lesson plan and related requirements. Different aspects/ steps in lesson planning like stating objectives in general and behavioural terms, breaking of content into teaching points / steps, teaching aids and methods / approaches are discussed.

(C) Developing core teaching skills in simulated setting

People teachers are oriented to microteaching, and its related aspects like teaching skills, simulation, modeling and feed-back.

(D) Observation of Demonstration Lessons:

Demonstration lessons are arranged in each method course with the real students at the college campus. Demonstrations are presented by teacher educators and observed by the pupil teachers. At the end of each demonstration lesson, the strengths and weaknesses of the lesson are discussed.

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

Answer: The ratio of the mentor teacher and students at least 1/20.

Decision is taken as per the rules, regulation norms of N.C.T.E. and other regulating bodies.

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

Answer: In the micro teaching a proper setup is arranged for the pupil teachers. In a group 15-20 pupil teachers include among them observers, students and presenter of the lesson plan. In this group every one has to play a role of teacher, observer and student in the presence of the mentor teacher. A peer feed



back is also given to the presenter of the lesson in each micro and mega lesson in simulated condition. Observation of the supervisor and the pupil teacher plays the specific role regarding the feedback and group feedback is given in the end of the lesson.

- Pupil teachers are provided guidance related to their lesson plan and other activities. A teacher working as a supervisor is deputed in a school with 18 to 20 pupil teachers. Then a class of 20 students is provided to a pupil teacher for teaching practice according to the school timetable. And generally decision is taken by supervisor after discussing with the pupil teacher.

- After going through the micro teaching and mega-lessons in simulated condition, integration of teaching skills are used in block practice teaching. Pupil teacher get training in teaching and various other curricular activities like lesson planning, workshop activities, preparation of survey tools and action research.

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

Answer: For making the pupil teacher aware about the decisions taken by the authority, the information is displayed at appropriate time on the college notice board as well as the same is also announced in the morning assembly. The students are encouraged to consult journals, magazines and newspapers for acquainting themselves with various educational needs and problems of students. The display boards in library are also used for updating students on educational needs of the school. Apart from this, major policy decisions are also displayed on web site of the college.

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

Answer: Teachers of the institution are attending regular programme including orientation courses, refresher courses, Workshops, Seminars, Talks and Conferences at various places, institutions.



Pupil Teachers also participate in different programmes like skill in teaching competition, drawing and painting, workshops, seminars, conferences and other Edu-Sat programmes also.

A variety of practical activities like chalk-board writing, drawing and painting, clay modeling, are offered to the trainees so as to develop manual skills and aesthetic values.

Students and teachers are oriented and trained in using Information communication technology to update their subject specific skills and teaching methods.

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

Answer:. To ensure the personal and professional / carrier development of the teaching staff to the institution training, organizing and sponsoring professional development activities and promotional policies, institution send different faculty members to participate in workshop seminars, orientation and refresher courses.

Members of the faculty regularly attend and participate in institutional/ state/ national/ international level seminars/ workshops/ conferences and orientation courses organized and/or sponsored by UGC and other educational bodies.

It has been a wonderful tradition of the college to extend support and patronage to members of the faculty to improve their academic, professional qualifications and administrative competencies.

The writings, including research papers of some members of the staff are published and duly recognized in various reputed national journals.

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

Answer: Yes, the institution has a proper policy to motivate the staff members from time to time. Management is contemplating in and giving one advanced increment to the teacher who shows our excellence performance in the academic session. The institution has given appreciation letter and mementos are also given by the management in annual functions who brings good result in final



exams in their respective teaching subjects. So, it motivates the staff members to do their best in their respective subjects.

2.5 EVALUATION PROCESS AND REPORTS

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

Answer: Identification, communication and addressing of barriers

- 1. Classroom interaction**
- 2. Feedback from the students through different activities like curricular and co-curricular.**
- 3. Preparation of lesson plans; through micro, mega, simulated lessons.**
- 4. Observation of discussion lessons and other lessons by teacher educators as well as pupil teachers.**
- 5. By using different psychological tests and report writing.**
- 6. Preparing of various teaching aids like models (both), charts, maps, slides, strips, transparencies, etc.**
- 7. Use of different kinds of boards.**
- 8. Use of ICT**
- 9. Participating in seminars, workshop, and arrangement of various functions.**
- 10. Research work/ project work and evaluation programmes.(class performance, unit and house exams).**

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

Answer: Evaluation scheme are practiced in a college thoroughly discussed and conveyed to pupil teachers during a two day orientation programme in the beginning of the session. Complete evaluation scheme and techniques such as assignments, class test, house test, practical and viva-voce examination are clarified. The nature and manners of evaluation about the programmes conducted in the college like house activities, morning assembly etc. are also explained to the pupil teachers.



Self Appraisal Report

The college follows an evaluation procedure to evaluate pupil teacher achievements and their performance in different areas of study. A number of assignments related to each paper and other practical activities like pedagogical skills in each theory paper, preparing reports on different aspects of practicing school, types of lesson – micro teaching, mega teaching in real classroom, preparation of teaching aids, practice in chalkboard writing, clay modeling, chalk making, gardening etc. are given and performance of pupil teachers therein monitored.

After the assessment marks and the copies of subjects are showed to the students. Tutorials and remedial classes are arranged to clear the doubts of the students and improve their knowledge and skills. The entire process of evaluation and improvement is supervised by the subject teacher educators. The classes are arranged as and when required.

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

Answer: Feedback is obtained from through various techniques of evaluation/ assessment following by the college

Verbally and written feedback is given. Staff council takes major decision regarding this process. Theory assessment ,practical re-feedback, re-demonstration etc. The performance of the students, curriculum transaction and evaluation outcomes communicated through merit list of the students displayed on the notice board. Those students who perform well in house as well as in final exams, appreciation letter also given to them.

Besides, record of the performance of each pupil teacher in other activities of the college other than stated above is also maintained.

The incharge of each house assesses the performance of each member in different programmes and finally submits the same to the incharge of activity / programmes. Thus, an evaluation is made while adding scores of each course / paper, activity and aspect of performance both in classroom and outside through periodical assessment and house test.



Self Appraisal Report

An extract of the evaluation scheme as approved by the university is given below and accordingly the performance of the candidates appearing in B. Ed. examination is evaluated.

1. The theory parts in all the papers that is paper I, II, IIIA, IIIB, IV, V, VI, is evaluated through a system of external evaluation. The university appoints external paper setters and examiners as per its practice and routine.

2. The practical work and pedagogical skill development / project work in paper I, II, IIIA, IIIB, IV, V, VI are evaluated by a committee of examiners constituted for this purpose. The committee is internal and includes the Principal of the college of education concerned and all the teacher educators in the college during the concerned academic session.

3. Evaluation in paper XI (participating in community services and co-curricular activities) is done by an internal committee of the college. This committee comprises of the Principal and concerned teachers organizing the activities in the college of education. Only grades are assigned in this paper. However, this grade shall not be counted towards determination of division etc.

4. The evaluation in paper VII and VIII practical skill in teaching (Teaching Subject I and Teaching Subject II) is done as follows:

A. The work in this paper that is discussion lessons, observation, and preparation of lesson plans, block teaching practice and maintenance of concern record in the note book etc. during the session is evaluated by an internal committee of the college of education concerned. The principal and three senior teachers of the college will constitute such a committee.

B. The two final examination lessons delivered by the students will be evaluated by the external examiners and the principal of the concerned college of education appointed for this purpose by the university on the recommendation of the board of studies concerned as per the previous practice.

The teacher education programme of the college lays more importance on learner centered pedagogy. The stress is on learning than on teaching. The pupil teachers are involved in the activities which foster self learning. They are guided to



prepare two assignments in each subject by consulting relevant material in the library. Thus, adventuring in the quest for learning and knowledge.

They are also motivated for individual and joint presentations in the class. Seminars are held on various topics and students present their papers thus breaking all inhibition for speaking in the presence of their fellow pupil teachers and teacher educators. This helps in enhancing their presentation and interactive skills.

2.5.4 How is ICT used in assessment and evaluation processes?

Answer: Use of ICT is in practice in evaluation process through gathering, collecting and analyzing of data about teaching and learning which makes us capable to diagnose the students programme more accurately. ICT is used for assessment and evaluation by developing question Data bank which is implemented for evaluation of pupil educator's progress.

BEST PRACTICES IN TEACHING LEARNING AND EVALUATION PROCESS:

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

Answer:

1. Use of modern teaching learning techniques like group discussions, class quizzes, assignments, and team teaching imparting knowledge.
2. Use of modern educational technology to make the teaching-learning process interesting and effective.
3. Continuous evaluation of students in various aspects through informal means.
4. For developing effective communicative skills, classes are held in spoken English.
5. Training in communication skill given at language lab.
6. Internal workshops on preparation of resume, mock interviews are organized by Counseling Cell.
7. Orientation in computer application for B. Ed. and D.Ed. students.



8. **Orientation in operation of hardware like OHP, Slide Projector, LCD, internet etc.**
9. **Internal workshops in different fields are assigned and executed through committees, groups, team as well as individually.**
10. **Internal assessment in the both courses on the basis of students' involvement in class activities and in out of class activities.**

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

Answer: The institution uses best practices as under:

1. **Power-Point presentation (lessons are presented by teacher educator through LCD Projector)**
2. **Guidance and Counseling**
3. **Attendance of the students**
4. **Encouraging students to make maximum use of library resources.**
5. **Ensuring students participation in active learning through various co-curricular and extension activities.**



Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

Ans: To promote research, the college gives teachers opportunity to participate in various Seminars/ workshops/ Orientation Programmes regularly. Apart from this, the college encourages them in many ways as given below:

- 1 Special lecture series and workshops on research for faculty are arranged.
- 2 Research ideas through normal teaching and generation of innovations are encouraged.
- 3 Teachers regularly conduct action research for remedial purposes.
- 4 Members of the faculty are encouraged to undertake individual research projects in various thrust areas.
- 5 Teachers are provided with seed money for the research projects.
- 6 The college provides secretarial support like prototype setting, photocopying, binding of the reports etc. For this purpose, an office assistant, very competent in English and Hindi typewriting and handling of computer system has been appointed.
- 7 Institutional Projects are designed and executed by the teachers.

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

The thrust areas of research are:

- Educational Philosophy and Eminent Educational Thinkers
- Teacher Education
- Education & I.C.T.
- Special Education.
- Educational Psychology.

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

Yes, the institution encourages action researches for diagnostic and remedial action. Action research in the college covers not only problems of academic but also problems in Human relations etc.

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

Some times students also suggest various problems, which the teachers analyses and take up action research on some such problems.

Some Discussion related to action research are:

- (i) Discussion on Verbal Communication skill
- (ii) Discussion on Written Communication skill
- (iii) Discussion on Problems of Late Comers
- (iv) Discussion on Inter-personal relations



List of Conference/ Seminar/ Workshop Attended by Teacher Educators:-

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.

The institution has a tradition of acquainting the pupil teachers of the both programmes with the development of various teaching aids and teaching-learning materials. The institution has developed a number of audio-visual aids for enhancing the quality of teaching-learning process which are used during classroom interaction. Micro teaching/simulation sessions respectively for enhancing teaching effectiveness and skills of students.

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

The institution provides computer systems, High-speed internet connection, Printers, Scanners, Digital tablet, Digital camera, Photocopier etc. for developing instructional material.

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

Yes, our teachers have developed I.C.T. based Instructional Material in the form of Transparencs for teaching B.Ed. and D.Ed. classes. The institution has developed various numbers of charts, models and power point presentation on various school subjects for making their use in teaching-learning and training process. In addition to this, question banks have also been developed in the both courses.

3.2.4 Give details on various training programs and/or workshops on material development (both

Instructional and other materials)

- a. Organized by the institution**
- b. Attended by the staff**
- c. Training provided to the staff**

Ans: A: Organized by the institution

- 1. Science Day Celebration**
- 2. Annual Chart making competition**
- 3. Annual FIRST-AID Camp-2009 (for Pupil Teachers)**
- 4. Card Making Competetion.**
- 5. Training Workshop on Power Point Presentation.**
- 6. Educational Video Development including Video Editing (Non-Linear Editing).**

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

- 1- Social welfare**
- 2- Journal of sports and sports sciences**
- 3- SREIT Journal of Research**
- 4- Paramhansa Yogananda Journal of Yoga and Philosophy.**



- 5- Heera Lal Journal of Social Sciences.
- 6- DIRDA
- 7- Impact of School Environment on Child Development.
- 8- Survey on School Education System in India.

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

N.A.

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

N.A.

3.3 Consultancy

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

Yes, few staff members provided consultancy services to different organization/Institution /Schools as per requirement For our own college students,

the centers provide consultancy in many areas. The list is as below:

- i. Consultancy in Family adjustment
- ii. Marriage counseling
- iii. Educational and Vocational guidance and counseling
- iv. Consultancy in Spiritual Development.

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

Yes, the areas of competency are

- Teacher training and interactive.
- Learning disabilities
- Guidance & Counseling
- School Administration and Discipline

Consultancy is provided through personal interaction and college-school level relationship

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?

Free consultancy is provided for the welfare the organization and society as a whole.

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

Not applicable



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)

Through the various types of awareness camp, rallies associated with social in personal seminars.

- a) Health care camp, blood donation camp with government organization.
- b) Yoga , sports and meditation programmes for surrounding communities
- c) Social education service programme as adult education child education women education etc.
- d) Rellies for awarnes against different social evils
- e) Meetings with Sarpanchs of nearby villages for development programme

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

Due to the whole hearted efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community. The students are given better private residential accommodation by the local people in the form of PGs which is a great contribution for the college from the local people. The institution also donates teaching aids and teaching-learning materials to the nearby schools and provides academic and vocational guidance to the senior secondary school students. The college also provides academic help and guidance to the school teachers who approach the college. This help and guidance is in form of issue of library books, help in carrying out research works and guidance in preparing and in use of TLM. The college also organizes special lectures by the experienced school teachers for providing better educational experience to the student teachers. Due to the involvement of school teachers in the development of lesson plans and providing feedback to the student teacher at the time of practice teaching. The college has succeeded in providing better training to the perspective teachers.

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 proposes to conduct the following programmes to provide community orientation to students:-

- One week teaching to the weaker section of the society.
- Community reform works.
- General awareness camps (eg. Aids, Polio, etc.)



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

The institution has conducted the following community development programmes from time to time;-

- Medical awareness camp.
- Blood donation camp

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

The college develops social and citizenship values and skills among its students through the cultural activities, games and sports, community awareness programmes, participation in other college activities interactive session with guest faculties, morning assembly social speech, etc.

3.5 Collaborations

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

Shatabdi Institute of Education, Meerut

Savita Devi Mahavidalaya, Mohiudinpur, Meerut

The college avails many banifits regarding education and social welfare

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

Not applicable

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

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

The college has a good linkage with a number of schools in the surrounding to accomplish the different activities as teaching practice, functions, games and sports, etc. and also has good networking with community personnel for community development.



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

Yes, our faculty is actively engaged in schools. As per university norms, real teaching is compulsory for all the pupil teachers, and with the help of District Education Officer, we plan for this event. Along with this, we adopt two schools. Our pupil teachers continuously go for practice in these schools escorted by the faculty members. Pupil teachers report in the school as per the time-table of the school. The faculty member design and prepare the teaching schedule with the help of the school Principal.

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

The institution collaborates with the school on behalf of interaction approach and to the other colleges of the university to fulfill the need of the curriculum, examination and expertise.

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?

Library with digital sections, internet facilities, Learning facility, availability of a number of good journal, special provision for the extension of research work, academic leave, provision for the extension of research work, special increment policy for financial incumbent and recognition.

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

- a) Workshop on development of research tools and data analysis through computers.
- b) AIDS awareness related activities.
- c) Organized awareness related activities in nearby villages to bring awareness among rural women relating environmental issues and plantation.



CRITERIA IV - INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

Answer: Yes, the Institution has all physical infrastructure as per NCTE norms, details of the facilities are given in Table below and the master plan of the building is enclosed in Annexure-VII.

Infrastructure required as per NCTE Norms for intake of 100 seats	Institution's Position according to intake of 100 seats + D.Ed 50 seats
<p>✓ The institution must have at least 1500 sq. mts. land whereupon built-up area consisting of classrooms etc. shall not be less than 500 sq. mts. Space in each instructional room shall be 10 sq.ft. per student.</p>	<p>✓ Institution has total land area of 4046 sq. mts (1 acer)</p> <p>✓ Total covered area 4927.543 sq.mts.</p> <p>✓ Total covered area for B.Ed. course 1894.688 sq mts,</p> <p>✓ Total covered area for D.Ed. course 1614 sq mts,</p> <p>✓ Total covered area for Proposed M.Ed. Course 1418.150 sq. mt.</p> <p>✓ Total common covered area for all courses 4927.543 sq. mt.</p>

For other details kindly refer to the master plan of the building attached.

The college building has three floors – ground floor, first floor and second floor.

Amount Invested for developing the infrastructure as per Audited Balance Sheets .

Master plan of the Building attached.

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

Answer: The present infrastructure of the college is augmented from the funds raised and investment made by the management, from Tuition fees from students, promoters own contributions and contribution from the corpus fund. It has been decided by the management that in case more space is needed, more rooms



will be constructed. The present accommodation is sufficient for the number of students in various courses.

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

Answer: The College has separate rooms for Laboratories, for Art and Craft, Work Experience, and Language Learning and a number of pieces of equipment for co-curricular activities and extra-curricular activities are also available. The institution also has a multi purpose hall to conduct seminars, workshops, various curricular, co-curricular and extra curricular activities, sports ground and various courts, and a well equipped sports room.

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.

Answer: The physical infrastructure available in the institution is shared by the both courses.

4.1.5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students.

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

- Separate common room for girls and boys.
- Separate toilet facilities for boys and girls.
- Separate toilet facilities for male and female staff members.
- Water cooler and RO system for safe drinking water.
- Canteen for students and staff
- First aid facilities for students and staff.
- Separate wash room for Principal.

4.1.6. Is there any hostel facility for students?

Answer: No, there is no hostel facility for students.



4.2. MAINTENANCE OF INFRASTRUCTURE

4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of the Building, Laboratories, Furniture, Equipments, Computers and Transport?

Answer: The College has spent funds on the Infrastructural facilities and their maintenance. Record of expenditure over last three years is given as under:

Year	2013-14	2012-2013	2011-2012
Building	-	174034	193371
Laboratories	-	-	-
Furniture	140298	68701	62925
Equipments		15040	17695
Computers	45000	7691	19229
Transport	-	-	-
Library	-	37168	43727

***Budgeted and spent amount is same every year.**

The College has a faith and policy in building and expanding its infrastructural facilities continuously, which is the index of progress. The College focuses on the upkeep and maintenance of its infrastructure on priority basis, which is one of the indicators of its vision and commitment. The College has been spending funds on the maintenance of physical infrastructure according to details given below:

- Regular white wash of buildings
- Cleaning blockage in drains
- Cleaning of roofs before the start of rainy seasons
- Regular check up and repairs of electric points/fittings (regular electricians have been appointed to perform this job).
- Regular checkup and servicing of Computers, Fax Machine, Photostat Machine, Printers, and Generators etc.
- Greasing of all fans is done every year during summer vacation.
- Regular weeding out of weeds in grass (permanent gardeners are appointed).
- Regular pruning of plants to give a beautiful look.
- Regular maintenance and refilling of Fire-Extinguishers.



- Regular insurance/assurance of building and costly equipments.
- Cleaning and chlorination of water tanks.
- Spray of anti termite medicine.
- Use of naphthalene balls.
- Replacement of old furniture and so on.

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

Answer: The College timings are from 9.30 A.M. to 4.00 P.M. Throughout the days each and every room is used for one activity or the other. College multipurpose hall is used for holding functions, examinations of the college, for morning assemblies, various competitions and special lectures. Workshops, Seminars, Talks, Conferences, Guest Lectures . Multimedia Room is used by teachers to take special classes involving use of special electronic equipment.

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

Answer: The College gives adequate attention to the environmental issues. There is a Garden in the college campus, in which different varieties of plants have been planted. In front of the college building, beautiful lawns are maintained.

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 collections and media/computer services)?

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

List of Staff

1. Mr. Karampal - Librarian
2. Mr. Om Parkash - Asstt. Librarian

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.

Answer:



Total No. of Books	-	4902
No. of Title of Books	-	1282
Journals	-	10
Magazines	-	5
Encyclopedia	-	4
Audio-Visual/Teaching-Learning Resources	-	0
Software	-	0
Internet Access	-	01
E- books	-	0

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

Answer: Yes, the College has a Committee of the Library.

The Committee requests the teachers to give detailed lists of educational and other books for the library. The Committee takes decisions regarding upgrading and extension of the library. Every year new books and journals are added in order to enrich the library with latest reading material.

The college library is computerized and has Internet facility, both for students and teachers.

For drawing out new knowledge and ideas from various sources (reference books, encyclopedia, research abstracts, etc.) and developing reading habits and skills of information processing, the library is richly equipped and updated from time to time. There is a Book-Bank in the college library for needy and deserving students. Book-Bank is maintained with the active cooperation of students and teachers of the college.

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

Answer: The library is partialy computerized for issue and purchase of books, Audio-Video material, stock verification. Different reports can generated through the use of computers and orders can be placed for short and new books.



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

Answer: The college library will be computerized with Computer Systems, internet connection and reprography/photocopy facility. On an average, 60 students and 10 teachers use library resources daily.

The Principal of the college has donated books to the library.

TIMINGS OF THE LIBRARY

Working hours	-	08 hours per day
During Holidays	-	-----
Before & During Examination-		08 hours per day

4.4 ICT AS LEARNING RESOURCE

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

Answer: The institution has proper ICT facilities available in the institution. It has a well-equipped Computer Laboratory.

The College has an Internet connection and all the P.C.s are networked through LAN. Software in the form of CDs related to information and communication technology, value education, children with special needs and inclusion and effective teaching is available. Video CDs on Teaching, teacher behaviour and linguistic skills have been added.

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

The details of the distribution of computer systems are as follows:

Principal's office	1
Administrative office	2



Accounts department	1
Labs	one in each lab
ET/Computer lab	20
Library	4

4.4.2 Is there a provision in the curriculum for imparting computer skill to all students?

Answer: The College has a fully furnished Computer Laboratory, with latest configured computers and having internet facility and access on each system. All the students of the college are permitted to use the Computer laboratory during working hours of the college and assistance is provided to those students who need it. Basics of computers, Office Suite, internet operation, working on network etc. are the areas in which students take active and keen interest.

On the college website, Students' Corner is designed and updated in which students can contribute their creative creations, their views, ideas, feedback on methodology and curriculum and contribution to the website.

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

Answer:

- Teachers are trained and encouraged to power point presentation.
- Teachers prepare lesson presentation through the projector.
- Library material assessed by the teachers.
- Internet surfing for academic up gradation by the teachers.
- Lesson plan material prepared in the form of CDs.

4.4.4 What are the major areas and initiatives for which student teachers use/ adopt technology in practice teaching?

Answer:

- Developing lesson plan and other related academic material.
- Classroom transaction of teaching learning process.
- Preparation of results of unit tests and house exams.
- Marking attendance.
- Preparation of teaching aids.



4.5 OTHER FACILITIES.

4.5.1 How is the instructional infrastructure optimally used? Does the institution share its facilities with other?

Answer: Working of the college is scheduled from 9.30 A.M All the students and staff of. to 4.00 P.M. the college use each and every resource of infrastructure optimally. Laboratories, Playgrounds, Sanitation Facilities, Canteen etc. are optimally used during the college hours. All students are encouraged to use library and computer laboratory work any time when they are free.

- Audio Visual aids, prepared by the pupil-teachers of this college, are gifted to the practice teaching and adopted schools.
- The available facilities are shared by all the three courses of the institution.

4.5.2 What are the various audio-visual facilities/materials are available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Answer: The following audio-visual facilities are available with the college to provide varied learning experiences and practical training to the students of all the three programmes:

- | | |
|--------------------------|--------------------------|
| (i) OHP | (ii) Slide Projector |
| (iii) Tape recorder | (iv) Radio |
| (v) LCD Projector | (vi) Colour TV |
| (vii) CD Player | (viii) Vedio Camera |
| (ix) Digital Camera | (x) Speakers |
| (xi) Computer systems | (xii) Audio CD's |
| (Xiii) Audio-visual CD's | xiv) Projector slides |
| (xv) Audio-cassettes | (xvi) OHP Transparencies |

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



Answer: The College has laboratories for demonstration and conducting experiments. List of Laboratories is given below:

- a) Educational Technology Lab cum Computer Lab
- b) Language Lab
- c) Psychology Lab
- d) Science Lab
- e) Social Studies lab
- f) Mathematics lab
- g) Art & Craft lab

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

For the purchase of equipment for laboratories and the college, a purchase committee has been formed in which decisions regarding purchase of needed articles are taken.

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

Answer: The following facilities like multipurpose hall, workshop, sports room, etc are available with the institution.

1. Multi purpose hall
2. Sports room
3. Work experience room
4. Seminar hall

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.

Answer All the class rooms are well ventilated and airy, well lighted and fitted with electric tubes/CFL ceiling fans and electric extension connection. The classrooms will be equipped with modern technologies like LCD/OHP projectors and computer systems.



4.5.6 Are the classrooms equipped for the use of latest technologies for teaching?

Answer: Classrooms of the College are constructed in such a way that all the latest technologies can be used as per to the requirements and needs. The College has plans to equip all classrooms with Multimedia equipment although some classrooms are equipped with projectors and other teaching aids.

4.6. BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

Answer: Fully ventilated classrooms and facilities to use multimedia equipments, proper sensation facilities, Separate Multimedia room, Rich Laboratories and Library with plenty of books are the main best practices of the College.

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

Answer: Following are the best practices related to the use of ICT, which contribute the quality enhancement:

Following are a few best practices adopted:

- 1) Digital Library having 03 workstations for online information retrieval, e-resources, Internet access. (under process)
- 2) Hands on training on presentation skills.
- 3) Spacious campus with master plan.
- 4) Built up area of 3574 sq. mtrs. having fire safety gadgets and rain water harvesting.
- 5) Spacious laboratories, class rooms, seminar hall are well furnished.
- 6) Excellent indoor and outdoor sports facilities, grounds, materials, gymnasium.
- 7) First aid facilities.
- 8) Use of LCD/DLP projector, overhead projectors and slide projector for delivering lectures.



- 9) **Entire staff of the college is computer literate.**
- 10) **Latest configured computers are available in computer/ET laboratory.**

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

Answer: Resource room for students with special needs is available.



CRITERIA V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1. How does the institution assess the student's preparedness for the programme and ensure that they receive appropriate academic and professional advice through commencement of their educational programme to completion?

Answer: In order to assess and enhance the professional competency of student teachers the college organizes many competitions like flower arrangement, preparation of teaching aids, chart making competition, writing competition, chalk board writing, best out of waste, pot painting etc. are organized from time to time. The college organizes training programme of "Micro Teaching" in which various teaching skills are practiced by the student teachers. In this training session Micro Lesson, Mega Lesson in simulation and observation lessons are practiced.

After this the student teachers are sent for teaching in real situation in various schools. There also the students are encouraged to participate in administrative as well as academic activities of the school like organization of competition, conduction of morning assembly, participation in Mid-Day Meal Programme and discipline etc. They also find the deficiency and realities of classroom and possible efforts are made by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor teacher) and school staff.

In order to prepare them for the development of various aspects of their personality, inherent potential, interest of trainees a Talent Hunt programme is organized in the beginning of the session. They are encouraged to participate in various activities undertaken by the college and other institutions. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mime, Mimicry etc.

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

Answer: FOR MOTIVATION:



Self Appraisal Report

The college motivates the students by giving Certificate (for participation in any activities), 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. Students achieving positions have their names displayed on notice board so that other students may also get motivation. Faculty members motivate the student for their best performance (praise) and verbal reinforcement is provided.

SATISFACTION:

For the satisfaction of their efforts the students are encouraged by awarding grades, numbers, praise of their work etc. which satisfies them

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 and Guest Lecturer on Values and Yogic practices
- Social Development Celebration of various functions like Lohri, Makar Skranti etc.
- Intellectual Development Quiz, Debate, Symposium etc.
- Cultural Development Organization of various Plays and Dramas.
- Vocational Development Introduction of new fields by the expert and guidance programme.
- Spiritual Development Yoga Classes and Meditation

3. PERFORMANCE IMPROVEMENT:

For Teaching : Micro, Mega and Real Teaching.

For Academics : Unit Tests, Seminars, Assignment, Projects, and House Exam etc.

For Practical Work: Work Experience and Work Education are held.

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



Answer: B. Ed.

Session	Admitted Students	Appeared in Exam	Drop Out		Total Drop Out
			Male	Female	
2013-2014	100	100	1		1
2012-2013	100	99	1		1
2011-2012	97	95	1	1	2
2010-2011	100	100	-	-	-
2009-2010	100	100	-	-	-

D. Ed.

Session	Admitted Students	Appeared in Exam	Drop Out		Total Drop Out
			Male	Female	
2013-2014	48	48	-	-	-
2012-2013	49	49	-	-	-
2011-2012	49	48	-	1	1
2010-2011	50	49	-	1	1
2009-2010	50	50	-	-	-

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?

Answer: There is a provision of extra classes and coaching by the teachers and other experts who help the students in awareness preparation of all competitive exams.

5.1.5 What percentage of the students on average go for further studies/choose teaching as a career? Give detail.

Answer: The college does not have any specific data bases to determine percentage of ex students joining some teaching jobs or pursuing higher studies but on the basis



of informal information it seems that most of them join as a teacher in school and side by side they also pursue their studies through distance education board or in private capacity.

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.

Answer: The students can easily access the library after leaving the college. They can easily get the library resources like books, encyclopedia, dissertation, field work etc, Internet facility, computers are also easily accessible by the old students by the permission of principal.

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?

Answer: Yes the college has a placement cell and many students are benefited by the cell.

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

Answer: Students coming from rural areas lack appropriate communication skill for placement in good public schools. Some female students do not want to join service due to their personal or family reasons. They are pursuing B.Ed. only for increasing their qualifications for any future need

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

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

The screening of merit list is done according to the requirements of the school. The students (ex-students by now) are then interviewed by the school recruitment committee.



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

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

Answer: The institution had authorized the Placement Cell to contact potential recruiters by way of personally visiting the school or by telephone to various institutions. The expenditure on these activities is borne by the institution. The Placement Cell has 3 members and a typist to help them.

The Placement Cell has been provided with a computer having an internet connection. Institution has computer lab with internet connection, LCD projector, DVD player, TV, Over Head Projector, Educational CDs, Printer etc. which are provided to the Placement Cell as and when required.

All facilities including contingent expenses are provided by the institute

5.2.1. 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?

Answer: For effective transaction of curriculum the teacher of B.Ed and D.Ed programmes prepare course outlines their concerned subjects to be taught by them. These outlines are prepared well in advance before the commencement of the classes and monthly and weekly planning is done. The outline consists of micro teaching and simulation activities. The availability of resources and time is kept in view while planning the outline. The whole programme is planned in such a way that there remains enough scope for carrying out revision of certain important topics and conducting practical activities.



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The college prepares academic calendar for the education programmes before the commencement of the new session. Regarding co-curricular activities, a list of activities is prepared by the Cultural Committee after discussing with the other staff members. The academic calendar is planned strategically on the basis of previous year's experiences and decisions regarding various activities are taken through mutual consensus in the meetings of staff council.

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

Answer: Planning is done as per the requirement of physically handicapped students.

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

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

1. Tutorial and Houses:

The students of the college are divided into various houses and Tutorial Group and each house has a mentor (teacher incharge) for helping the students to solve their problems (Educational, Social, Personal, Emotional and Spiritual). In addition to it, s/he encourages the students for to participate in various functions like morning assembly, competition etc..

2. Counseling Cell:

The college has counseling cell for the counseling of students if they face any problems (Educational, Social, Personal, Emotional and Spiritual) they can get controlled by the college. The cell has also mentor (teachers).

3. Women Cell:

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

4. Legal Cell:



To orient student teachers in legal matters, there is also a Legal cell in the college.

5. Disciplinary action committee

The college has a disciplinary action committee to maintain discipline in every field in the college permisis.

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

Answer: The college allows its teachers to attend various Workshops, Seminars, Talks and Conferences for enhancing the effectiveness of faculty like Intel Programme, Computer Literacy, meeting regarding various aspects of their all round development. Teachers of the college also attend Orientation courses organized by the Academic Staff College of different University, if organized.

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

Answer: Yes, the institution has its website - www.darshdeu.org. The latest information like information about staff members (Teaching & Non-Teaching), details of Methodology Lab, rules, function's photographs, Infrastructure, latest news upcoming college activities, etc.

➤ College faculty also has its evaluated site.

The website is updated annually/session-wise.

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

Answer: Yes, the institution has a remedial programme for academically low achievers which are given below:

The Institution provides extra coaching and counseling service to support low achievers.

Tutorials are arranged for academically low achievers. They are guided properly to keep pace with other students.

Encouraged to participate in discussion and other activities to overcome their deficiencies.

5.2.7. What specific teaching strategies are adopted for teaching?

Answer: The following teaching strategies are adopted for teaching,



- Easily comprehensible study material for difficult topics is given and books are recommended.
- Various topics are discussed in detail in the classrooms.
- Difficulties and misconceptions are cleared.
- Assignments are given to the students by the faculty members in their concerned subjects.
- Tips are given to the students by the faculty members about answering the questions in a better way.
- Advice to improve writing speed is provided.
- Question papers of previous years are discussed in the class and important topics are identified.

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

Answer: The Principal and members of the staff provide guidance and counseling to the students at different stages as under:

At the inauguration of the session:

Every year at the beginning of the session, a two-day orientation programme is held in the institution for academic guidance and counseling to the newly admitted students to enable them to make a right choice in selecting subjects/option/activities.

During the session:

The faculty members provide guidance and counseling to student teachers in tutorial groups once a week to solve their problems.

Guidance and counseling for reformation:

Committee of senior members of the faculty guides the students for reformation if there are any grievances.

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?

Answer: For redressing the major grievances of the students Grievance Redressal Committee has been formed in the college. Any of the major grievances of students are heard by this cell and after mutual discussion and consent, the final



solution is forwarded to the head of the college for approval. However, if some grievances are not solved at the college administration level, then those are forwarded to the Management of the institution to take necessary action in that regard. The minor grievances/problems are solved by faculty members or committee incharge at their level through mutual cooperation and consent.

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

Answer: ACADEMIC PROGRESS:

Daily classroom observation by the mentor teachers, monthly class tests, seminars, assignments, projects, house examination, internal viva-voce are done time to time.

CULTURAL & SOCIAL PROGRAMME:

Participation in Morning Assembly, Functions, guest lectures on various aspects, competitions and awareness programmes is encouraged. Other than this, students organizes different competitions as Rangoli, Slogan Writing, Poster making, mehandi, Quiz, Card Making, Salad Making, flower decoration and arrangement, Poetic recitation, dancing and singing etc.

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

Answer: The institute ensures the students competency at the beginning of the teaching practice through skill development, micro teaching and simulation. Each student practices at least five teaching skills in each subject before going to practice teaching. A teacher educator remains full time in school to support and supervise the student, lesson planning and teaching practice.

5.3 STUDENT ACTIVITIES

5.3.1. Does the institution has 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.

Answer:

a. List of current office bearers is as below

Sr. No.	Name	Designation
1	Ritu Rani	President
2	Ritu Rani	Vice President
3	Meenu Rani	Secretary
4	Pawani	Treasure

b. The year of last election is 2013

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

Answer: The institution encourages the students to participate in extra curricular activities including sports and games are as follows:

Evaluating student teacher performance in different activities and giving credit to them in their overall grade. The student trainees are given prizes and certificates of commendation for their participation in various activities. They are appreciated in morning assembly for their commendable performances. Student teachers who actively participated in the different activities are further involved in organizing and sharing responsibilities. The participants are given extra coaching to keep their regular studies up to date. Students are given sports kit materials required to participate in various programmes.

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

Answer: The institution provides financial aid, raw material and other technological assistance to the students to encourage the students to publish material.

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



Answer: Yes, the institution has a Student Council. It constitutes of five members i.e. President, Vice President, Secretary and two executive members.

The main function of this council is to assist in planning and smooth organization of various academic, co-academic and extension activities. This association works for the betterment of students and college and is constituted to put up the students' problems and suggestions to the college administration. The members of the council are elected by mutual consensus. Funds for organizing various activities are provided by the college as per requirement.

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

Answer: There are student representatives in the following committees:-

- Student Council**
- Women Cell**
- Grievances and Redrassel Committee.**
- Alumani assosiation**

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

Answer: Yes, the institution has mechanism to seek feedback for quality enhancement. It consists a collective student feedback on teacher performance and institution's work as whole feedback is also obtained from the teachers voluntarily or collectively for necessary change and improvements.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

Answer:

- Participation in morning assembly and various co-curricular/ extension activities is mandatory for all students.**
- Students' representation in various committees.**



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- Use of student-centered teaching learning approaches like group discussions, class quizzes, seminars, team teaching, etc.
- Grievances Redressal cell for students.
- Suggestions and complaints from student are heard.
- Bus pass facility provided.
- Medical and first aid facility.
- Mentoring arrangement for students to promote peer group learning.
- Feed back on class, unit test and house exams.
- Remedial progress for slow learners/ low achievers.
- Special coaching for high achievers.
- Book bank for poor and needy students.
- Issue of library books for examination period



CRITERIA 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?

Answer: Vision

The vision of the Mata Jiyo Devi college of education is to provide such a centre for educational excellence that can prepare professionals who are passionate about helping all students reach their full potential; provide leadership and, exemplary educational and related services to improve the lives of individuals in a changing and complex global society

Mission

To Equip the Prospective Teachers of our college With Knowledge, effective uses of technology, teaching and other professional Skills those are needed to become outstanding educators and teach Effectively.

Values

The college is committed to foster values general values of trust, fairness, honesty and integrity in all interactions, it also promotes intellectual curiosity and the application of knowledge to promote lifelong critical and creative thinking and an open exchange of ideas among its pupil teachers.

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

Answer: Yes, the institute is committed to provide the excellence in education covering its aims and objectives through teaching learning and extension activities based on the society needs. The institute endeavors to impart liberal, modern and sound education in teacher education programme inculcating the sense of humanity, spirit of values, national integration, democratic outlook to develop multi dimensional personality.



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

Answer:

MANAGEMENT OF PARAM MITTRA MANAV NIRMAN SANSTHAN

Sr. No.	NAME	AGE	OCCUPATION	ADDRESS	DESIGNATION/ POSITION
1	Capt. R.S. Sindhu	58	Business	23-25 Rajdoot Marg, New Delhi	Chairman
2	Major Satyapal Sindhu	55	Business	96-A, Subhash Nagar, Rohtak-124001	President
3	Dr. Kulbir Chhikara	48	Business	62-B, Sec.-1, Rohtak-124001	secretary
4	Sh. Rajesh Dhaka	45	Business	248/10, Preeti Nagar, Hisar	Treasurer
5	Sh. Rajbir Singh	52	Business	52-P Sector-14, Rohtak 124001	Member
6	Sh. Rajbir Narwal	50	Business	H.No.7, Sector 14, Rohtak-124001	Member
7	Sh. Kulbir Singh Surjewala	49	Business	C-101, New Multan Nagar, Delhi	Member
8	Sh. Dev Suman Singh	44	Business	96-A Subhash Nagar, Rohtak-124001	Member
9	Brig Madan Dass (Retd.)	65	Retd. Army Officer	32B, Pocket B, Hari Nagar, New Delhi	Member

GOVERNING BODY ELECTED BY PARAM MITTRA MANAV NIRMAN SANSTHAN

Sr. No.	NAME	Designation
1	Capt. R.S. Sindhu	Chairman
2	Major Satyapal Sindhu	Member
3	Dr. Kulbir Chhikara	Member
4	Dr. Sunila Malik	Principal, Mata Jiyo Devi College of Edu.
5	Dr. Sushma Jhakar	Principal, Indus College of Educ. Rohtak
6	Dr. Sonia	Lect. Representative



7	Mr. Rachit	Non Teaching Representative
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Functions of the Management/ Governing Body

- ✓ To purchase, lease or otherwise any immovable or moveable property or properties.
- ✓ To receive grants, donations, contributions and gifts. Whether in cash in kind, admission and tuition fees etc.
- ✓ To open bank account/ accounts with such scheduled bank/ banks and to operate such bank account/ accounts.
- ✓ To raise loan for the benefits of society from any bank financial institute against the assets of the society or otherwise as term loan or working capital etc
- ✓ To deposit all money belonging to the society in such bank account/ accounts or invest the same specified securities as may be beneficial to the society.
- ✓ To invest the society funds securities as authorized under income tax act and as may be decided by the managing committee from time to time.
- ✓ To utilize the whole of the income of the society(how ever derived) towards carrying out the objects of the society.
- ✓ To maintain proper accounts and other relevant records and prepare an annual statement of the balance sheet as prescribed under the law and to get the same audited every year.
- ✓ To fill any vacancies, how so ever cause, in the managing committee.
- ✓ To appoint and constitute such governing body/ bodies, committee/committees ,sub committees, as may be deemed fit and found necessary to delegate all or any powers to the said governing body/ bodies, committees and Sub committees or to the principal officers as other officer as may be deemed fit and found necessary furtherance of the objects of the society.
- ✓ To play all expenses preliminary or incidental to the formation of the society and for its management and administration.
- ✓ To employ necessary staff on such salaries and wages as may be determined and to take steps and for their welfare.



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- ✓ To do all such other law full acts, deeds or things and either alone or in conjunction with other organization, as are incidents and conducive for the attainments of objects of the society.
- ✓ To make bye-laws, rules and regulations etc. for the conduct of the affair of the society and to add, amend, vary or rescind the same from time to time, as may be permitted under the law and as decided by the managing committee.
- ✓ All the administrative power shall vest with the managing committee excepting those specified for the general body of the society.
- ✓ The Term of the managing committees shall be three years. In case the election of new managing committee are the delayed due to some reason the old managing committees till the new managing committee takes over.

GENERAL RULES

- The income, funds, donations, subscriptions and property, both movable and immovable of the society shall be solely applied toward the promotion and the furtherance of the objects, here in mentioned before provided that nothing here in shall prevent in good faith, the payment of remuneration to any member, official, servant etc. in return for any service actually rendered to the society.
- If upon winding up or dissolution of the society there remains after satisfaction of all debits and liabilities, some properties what so ever the governing body in consultation with the relevant government authority, if required, transfer the assets in hand of other society or trust with similar objects as per may be possible and practicable, in the best interest of the society aims and objects.
- Providing human resources and physical infrastructural facilities as per the requirement of the institutions.

Provision of Human resources

- Lab technicians are provided in different labs of the institution like computer lab, language lab, science lab, educational technology lab, psychology lab
- Persons relating to different field like internet, computer, Photostat machine etc.
- Instructors related to different field like clay modeling, gardening, candle making etc.

Provision of physical facilities



- LCD projectors are provided to the college for making the teaching learning process effective.
- OHP are provided to faculty for present the topic in the class
- Computer with internet facilities are provided to equip both the student and the faculty members for smooth running of teaching learning process.
- Automated Attendance Machine (AAM) is provided in the college to maintain the punctuality among the faculty.

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?

Answer: The Management of the institution and the head of the institution work together to frame and execute the policies and responsibilities of the institution and always communicated to the staff through the responsibility charts, meeting circulars etc.

New plans are implemented by faculty members and students through team efforts. The faculty members are assigned duties and responsibilities on the basis of their willingness and interests. Different decisions, tasks and responsibilities are well-defined and distributed to the teaching and non-teaching staff through staff meetings, office orders and circulars. Sometimes, the responsibilities are given informally in a verbal manner. The communication is made well in advance to the staff members so that various tasks and activities can be carried out smoothly. The work load of teaching staff is kept almost similar and equal for every member so that no grievance could arise. For all such of tasks and responsibilities assigned, the person concerned is held accountable.

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?

Answer: The feedback obtained from various sources like students, parents, visitors, teachers, visiting resource person etc. is reviewed by a specially formed committee comprising of the head of the institution and two senior faculty members. Feedback is analyzed by the committee and appropriate decisions are taken. These decisions are then communicated to the management for review and bring about desirable changes as required.



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

Answer: The barriers and problems are faced in realizing the vision, mission and objectives which are identified through feedback obtained from faculty members, students, school teachers/heads and local people for removing the problems and improving the situation in forthcoming academic sessions, necessary decisions and steps are undertaken by the college by keeping in view the resources available and the additional resources that can be made available to the college by the employers.

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?

Answer:

- Through formal discussions in meetings.
- Sponsoring staff for professional development programmes, seminars, workshop, etc.
- Seeking suggestions from staff members at various junctures.
- Conducting sudden inspections to keep quality control over institutional affairs.
- Providing various facilities to the faculty members like interest free loan, accidental insurance, transport as per requirement.
- Providing facility of various types of leave like casual, earned, medical and study leave.
- Computer and Photostat facility to faculty members for undertaking research.

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.

Answer: The principal of the institution plays a dynamic role in governance and management of the curriculum, administration, allocation and utilization of the resources because of his twin quality of head and heart.

- The Principal coordinates with the management, staff and students effectively and efficiently.



- The Principal is efficient and well versed with internal co-ordinating and monitoring mechanism for smooth functioning of the institution.
- The Principal is sensitized to modern managerial concepts such as strategic planning, team work, decision making and computerization and total quality management.
- The Principal regularly hold meeting of staff council and other committees for improvement of the institutional process.

6.2 ORGANIZATIONAL ARRANGEMENTS

6.2.1. How does the institution collaborate with other sections/ Departments and school personals to Improve and plan the quality of educational Provisions?

Answer:

The college has set up a large number of Committees and the function of each has been specified. There is a Committee for internal checks. The college could set up a small Co-ordination body under the Principal to monitor the functioning of the various committees. The work efficiency of the teaching and non-teaching staff is assessed by the principal and the management. The academic calendar is finalized after they are discussed in staff meeting.

In the Educational Institution, different committees are made to decentralize the duties among teachers. Following committees have been formed in the institution:

1. Disciplinary Action Committee –Maintain overall discipline of the college
2. Cultural and Co-Curricular Committee – Arranges resources, facilities and decides the time, venue, etc for Extra curricular activities, programmes and functions.
3. Sports Committee – Organises sports activities for the collage.
4. Library Advisory Committee – Advices for the introduction of books, journals and overall responsibility of library affairs.
5. Grievance Redressal Cell – Redresses the grievances of students and staff members.



6. Examination Committee – Looks after all the affairs related to the examination.
7. Staff Council – To assigned staff members their duties.
8. Guidance and Counseling Committee – guides and counsels the students in various matters.
9. Legel Cell – To provide legel advises to the students and staff members

Academic management:-

In educational Institution the academic management is done by Academic Calendar which has been prepared in the starting of the new session and daily time table is prepared to run the Classes properly

Meetings:-

There are different types of meetings to administrate the different activities in College like –

- Meetings for Educational tours
- Meetings for the arrangement of intra and inter-College Skill-in–Teaching Collage making, Speech, Poem Recitation, quiz, flower arrangement, rangoli, slogan writing, Games and Sports Meets, preparing teaching aids, drawing and Painting, Poster Making, and co-curricular activities.
- Meetings for setting the different activities performed by Student Tearchers in various houses.
- Meetings for beautification of College Campus.
- Meetings for arranging the resource-persons for Extension Lectures on different activities as- adult Education, Environmental awareness, AIDS awareness Population Education etc.

Finance:- All finance issues are handled by Param Mittra Manav Nirman Sansthan

Infrastructure:-

Faculties:- There are 07 Assist. Profs. Including one Principal in B.ed, 6 in D.ed,. In the Non-teaching staff, there are 1 Clerk, 1 Accountant, 1 peon, 1 gardener, 2 sweepers, 1 librarian, 1 Assistant Librarian.

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



Examination:-

There is a provision of class tests, Unit tests and House examination in the middle of the session for continuous and comprehensive evaluation. Besides, assignments are also given to the student teachers by the concerned teacher educators in the academic session.

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

Answer: College is being run by Param Mittra Manav Nirman Sansthan, and the organizational structure in hierarchical order is as under:

1. Param Mittra Manav Nirman Sansthan
2. Managing Committee of the college
3. Principal
4. H.O.D – D.Ed.
5. Office Superintendent – Non-Teaching staffL
6. Librarian – Asstt. Librarian
7. Committee In charges

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

Answer: The overall administration is done by the head of the institution i.e. the Principal. In his absence, the other senior and efficient teacher is given the charge and responsibility to look into the college affairs. This teacher is given the designation of ‘vice-principal’ and has special powers in absence of the principal, he acts as college incharge in case of the absence of the principal. Various committees are constituted in the college have been assigned necessary powers and authority by the principal to organize and manage different academic and co-academic activities. The students of all the three programmes have been given due representation in these committees so as to make the process of teacher training .

The decision s regarding academic calendar and co-curricular activities are taken in a cooperatively in the meeting of concerned committees and finally in meetings of staff council. The college students Council has been framed in the college to assist in adequate and smooth organization of various activities and



putting forward the problems of students as well as make the suggestions for improvements and modifications.

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

Answer: The faculty members of the college meet with the school teachers/head in formal as well as informal manner and discuss different issues related to school education. This helps in bringing improvements in teacher training process in the college. The lesson plans for practice teaching are discussed with school teachers so that best educational experiences can be provided to the students. School teachers also observe the lessons of student teachers during practice teaching and provide feedback to the students for further improvement in their teaching.

The college also collects feedback from school heads/teachers on various aspects of practice teaching through in future. Also, school teachers are invited to college for guest lectures as well as examiners for evaluating the works of students in different activities.

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

Answer: Yes, the college collects feedback (data) from the following and use it in further decision-making and performance improvement:

1. Feedback from students regarding teachers and campus experiences.
2. Feedback from school teachers/heads at the time of practice teaching .
3. Self- Appraisal reports of teaching and non-teaching staff members.
4. Feedback from employers, local people and some old students through informal discussions and personal contacts.

The feedback or information thus collected is analyzed and discussed in staff meetings. On the basis of the discussions, decisions are taken for further improvements in functioning of the college. Such decisions which do not require any additional human or financial resources are implemented during the next session and the new action plans or decisions that need extra human or financial resources are further discussed with the employers. On getting the additional resources from



the employers, such decisions are implemented in a joint manner through team efforts. The progress of these plans is monitored for their systematic organization.

6.2.6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

Answer: Institution provides computer and internet facilities for research purposes.

- It motivates faculty members for further studies to increase their Qualification.
- It provides computers on demand to the faculty members.
- It motivates the faculty members to send papers for publishing, presentation and participation in various seminars, conferences and workshops.
- It encourages the faculty members to perform the duty of resource person in various seminars, conferences, workshops.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspect of the institutions?

Answer: The institution is fully computerized and all information is collected, stored, processed, and utilized by the means of ICT. Whole administrative office is computerized and all information is available on just one click. Institution has its own website where all information about institution is available. The details of the course available, facilities, admission and other details all are just one click from the person wants to get that.

The institution has monitored the performance of the teaching and non-teaching staff by self-appraisal, students' assessment of the faculty performance, expert assessment of the faculty performance.

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



Answer: The college has sponsored some faculty members for professional development programme (to attend the seminars, conference, workshop) at national as well as international level.

To allocate financial resources, the institution has internal and external financial audit mechanism for accomplishment and sustaining the changes resulting from the action plans.

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

Answer: Resources needed to support the implementation of the mission and goals, planned and obtained in following manner:

- Faculties are directed to attend the Orientation, Refresher Courses.
- Invited/endowment lecturers at the institution.
- Faculties are assigned additional administrative work. Senior faculty members are deputed as convener/proctorial duties etc..
- Spent on research and scholarship (seminar, conferences, faculty development programmes, faculty exchange etc.).....

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?

Answer: Academic plan of the college usually come from university in the form of academic calendar and various notifications issued from time to time. But even than academic calendar at college level. Committee frames the plan after discussing the matter in the meeting. All the staff members participate in the meeting for plan construction.

Following are the procedure of developing academic plan:

- The college has developed inbuilt flexibility for the students by offering them more opportunities than the stipulated ones to attain mastery level in respect of micro-teaching, mega teaching and pedagogical skill development.
- Before sending to the pupil teachers to school for practice teaching in different schools, proper permission from principal and headmaster is



taken. Students are involving in teaching in due concentrate on syllabus.

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

Answer: Regular Meetings held in the institution in which latest issues and actions regarding that are discussed. Important information passes to students by displaying notices on notice board and through circular to the staff members.

Duties are assigned to the faculty members according to their abilities for smooth functioning of the institutions. Decentralization of the responsibilities and impartial attitude of the heads towards faculty is the major contribution for institutional development.

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

Answer: Vision, mission and implementation plans are monitored by the teacher incharge of different field. Like teacher incharge of cultural activities pay attention and organize different activities to promote the healthy attitude to achieve the vision and mission of the institution. Frequently meeting is organized to revise the different activities to achieve the vision and mission.

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

Answer: The institution plans and deploys the new technology like LCD Projector, Over Head Projector, Slide Projector, Computer; internet facility is available for all the student to boost their knowledge and skills.

6.4 HUMAN RESOURCE MANAGEMENT

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

Answer: Faculty development need and career progression of staff is identified and proper arrangement is provided by institution. The Principal has healthy relations with all the faculty members and identifies the need and progression of staff and motivates them to proceed. Also the management motivates



the staff members to proceed for the career progression after identification. Those who have some achievement, they are motivated by increments and appreciation letters.

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

Answer: Each of the faculty members is required to fill in a self-appraisal report in each academic year which highlights the teaching performance, research progress and the participation in other institutional activities like sports and cultural events, innovative practices adopted to contribute to academic development etc. Based on the above said report the performance of faculty is evaluated by the Principal. The self-assessment report is an important yardstick for promotion of the faculty. It also highlights the needs of the faculty in terms of their research and other activities. The college makes efforts to identify and meet such needs to encourage the faculty. Faculty is given various opportunities to take part in developmental activities like conferences, seminars etc. at national level. Faculty members are also encouraged to organize seminar, conference, workshop in the college. Suggestions to improve the academic system provided by the faculty through Self-Appraisal Report are also taken into account by the college to improve the teaching, research and service of the faculty and other staff members.

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).

Answer: For the welfare of faculty and staff members, the college provides

- i) Free Transport facility
- ii) Appraisal & Respect
- iii) Good Salary & perks
- iv) Provident Fund



- v) TA/DA for teaching practice , seminars etc.

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.

Answer: Yes, the institution has conducted staff development programme for skill up gradation and training of teaching & non-teaching staff.

- Internal workshop was organized and nearly 11 members of staff got the training by an expert about the use of computer in teaching.
- Computer literacy programme was also organized to improve the knowledge & skill of teaching & non-teaching staff about the operation of computer.
- Members of the teaching staff are given study leave for attending orientation programme.
- TA/ DA and registration for attending Workshops, Seminars, Talks and Conferences reimbursed to the faculty members.

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.)?

Answer: The institution follows all the rules and regulation established by NCTE/UGC & the university. Advertisement is given in two leading newspapers of national repute; one of English and other of Hindi, applications are invited, interviews are conducted by duly constituted selection committee of the University, approval of staff etc. is taken according to norms and guidelines issued from time to time by the University.

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

Answer: There is no provision to appoint part time/adhoc faculty.



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

Answer: The institution ensures that the staffs grow professionally. Staff members participate in seminars, conferences, workshop at local and national level. Staff members are encouraged to attend professional development programmes such as orientation courses at different academic staff colleges. Research is also supported by the management. Presently some faculty members are doing Ph.D. and some members are in process of enrolment.

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).

Answer: The physical facilities are provided to all the staff members. Institution has well furnished staff room with cupboards. computer with internet facility and wash room facility. Well furnished and decorative principal office, Professor's room, college office, conference room, multipurpose hall, resource room, class rooms and library with internet facility.

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

Answer: The faculty gets information from the Principal/ Management freely. If anybody wants to lodge a complaint / suggestion s/he can write complaint or can directly give it to Principal /management.

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.

Answer: Workload policies and practices that encourage faculty and all the rules are followed by the institution, which are given by University.

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



Answer: Yes, a prescribed mechanism is there to reward and motivate staff members. Provision of increments and appreciation letter is there to motivate staff members.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

Answer: The institution does not get any financial support from the Government. The college is running under self-financing scheme. The fees of B.Ed. students are the main income source of the college. However, the management of the college is financially very sound and it fulfills all the requirement of the college from time to time

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

Answer: No donations have been received by the institution during the last three years.

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?

Answer: Budget of the institutions is adequate to cover the day-to-day expenses.

6.5.4. What are the budgetary resources to fulfill the mission and offer quality programs? (Budget allocation over the past five years, depicted through income expenditure statement, future planning, resources allocated during the current year, and excess/ deficit)

Answer:-

The fees of B.Ed and D.ed. students are the main sources of income of the college.



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

Answer: Yes, accounts are audited regularly. A Chartered Accountant is appointed by the institution for this purpose. All the matters concerned with finance are looked after by an accountant and assistant.

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

Answer: Yes, the institution has computerized its financial management systems.

6.6 BEST PRACTICE IN GOVERNANCE AND LEADERSHIP

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

Answer:

- Grievances and Redressal Cell for students and staff members.
- Similar workload for teachers of respective faculty.
- Decentralization of administration
- Students' representation of in various committees.
- Feed back from students, faculty members, school teachers/heads and employers to improve college functioning in future.
- Engaging school teachers/heads in developing lesson plans and carrying out various activities during practice teaching under overall guidance of concerned school head and teachers.
- Formulation of new action plans on the basis of previous experiences and feedback obtained from various stake holders.
- Internal quality check by employers through sudden visits.
- Monitoring of various activities.



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.

Answer: Yes. The college have an IQAC. The date of establishment was 10/09/201.

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

Answer: The College has its own mechanism for assessing the achievement of goals and objectives. The details are as under:

1. Feedback from the teacher educators, pupil-teachers and administrators is obtained.
2. Informal discussion with teacher educators, pupil-teachers and other stakeholders is a regular feature. Such discussions and interviews are helpful in ascertaining the extent to which goals been achieved.

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

Answer.

- Obtaining regular feedback from pupil teachers.
- Self-appraisal report of the teacher educators
- Regular discussions with pupil-teachers and teacher educators
- Feedback from parents
- Feedback from community
- Suggestions from experts
- Organizing internal seminars and workshops on quality improvement

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

Answer: To ensure the quality of its administration and financial management processes, a number of strategies are used as per details given below:



- Monthly meetings regarding the problems of institution are held with the administrator. Financial Management is a centralized process and the college has no direct control over it except in some minor areas.
- Satisfactory Salary Process is in vogue.
- Purchase committee has been formed.
- College Discipline Committee helps in maintaining discipline in the College.

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

Answer: 1. Good practices are identified by convening meetings of teacher educators and administrators of the college on regular basis.

2. Regular feedback from pupil teachers, teacher educators and supporting staff is obtained periodically.

3. Suggestions from pupil teachers, teacher educators and other stakeholders are collected verbally.

4. Innovations/ Good practices, which are shared by all constituents:

- The college has started educational and vocational guidance committee
- The college has permanent provision of inculcating values among the students during the morning assembly as well as in the class room.

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?

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

1. Extension lectures are arranged.
2. In-house seminars are organized on various relevant issues.
3. Latest developments in the area of inclusive education are obtained from various sources and stakeholders are informed accordingly.
4. Discussions with students of special categories are held regularly.



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?

Answer: Some of the strategies are as under:

1. The students are given lectures on inclusive education and gender differences.
2. Debates and discussions are organised in which the students take active part.
3. Experts are invited to interact with students and to make them aware of many intricacies of inclusive education etc.
4. Project work is given to the students on women empowerment.

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

Answer: Talent Search Contest is organized in the beginning of every session. Students are judged.

The other strategies are:

- The pupil-teachers go for real teaching in schools.
- The pupil-teachers visit the villages for organizing awareness camps.
- Social Projects, Gardening and Clay modeling etc.
- Internal workshops, seminars, discussion groups etc. are organized.
- Inter-House Competitions in various activities are organized on a regular basis.

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

Answer: As explained elsewhere, the pupil teachers are provided opportunities to understand specific problems of children with diverse backgrounds and exceptionalities. This is done with the help of extension lectures, group discussions, simulation games, seminars, visits to schools etc.

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



Answer: For such students, following provisions have been made in the college:

- a) Provision of labs on the ground floor
- b) Provision of seminar room on ground floor
- c) Provision of music as optional paper to meet the unique needs of visually challenged students
- d) Facilities of washroom are available on each floor.
- e) Ramp in college for second floor .
- h) Extra time are also provided to meet the unique needs of these children.

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)?

Answer: Women cell handles and responds to the gender sensitive issues. Activities under taken by the women cell are as follows:

1. Regular lectures by the members of teaching faculty
2. Establishment of Grievance Cell in the College

7.3 STAKEHOLDER RELATIONSHIPS

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

Answer: The College ensures the access to the information on Academic and administrative performance to the stakeholders as under:

1. Regular feedback is obtained from the pupil-teachers and teacher educators. The responses are tabulated and analysed by a group of teacher educators of the college. On the basis of the analysis, valid inferences are derived. Other stakeholders are also informed accordingly.
2. Regular meetings with the stakeholders are convened in which information about the performance is given. The stakeholders are encouraged to give their comments and suggestions for further improvement of the functioning of the College.

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?



Answer:

1. The weak points related to various processes are noted and discussed by the staff in a meeting at the end of the session.
2. The success areas of the college are pooled through interaction with staff i.e. teaching, non-teaching and old students.
3. Strong as well as weak points of the college are also noted.

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

Answer: The feedback mechanisms are:

1. Feedback Performa meant for pupil teachers is administered to them regularly.
2. General comments of selected pupil teachers of the college are collected and analysed. The information is used for planning next year programmes.
3. Feedback received from pupil teachers, staff, public and parents is used for improving the quality of administration and academics.
4. The responses from various sources are collected and tabulated. Arranged information is analyzed by a panel of senior teachers and administrators. Suggestions thus arrived at are implemented.



Mapping of Academic Activities



NAAC for Quality and Excellence in Higher Education

10



Self Appraisal Report

MATA JIYO DEVI COLLEGE OF EDUCATION

(Approved by N.C.T.E. Jaipur and affiliated to Kurukshetra University, Kurukshetra)

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Ref. No.....

Date 02-08-2015

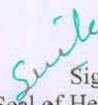
Declaration by the Head of the Institution

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

This SAR is prepared by the institution after internal discussions ,and no part there of has been out sourced.

Time 02-08-2015

Place Khanda Kheri


Signature
With Seal of Head of the Institution
Principal
Mata Jiyo Devi College of Education
Khanda Kheri (Hisar)

Run By : Param Mitter Manav Nirman Sansthan, C-101, New Multan Nagar, New Delhi-110056

