THE EXECUTIVE SUMMARY

M.L.R.S. College of Education, Charkhi Dadri was established in the year 1975 with a well defined objective of serving the society by making contribution to Education especially through Teacher Education. The Institution is situated in calm and beautiful natural and pollution free surrounding. It offers B.Ed. and M.Ed. courses. These courses are approved by National Council for Teacher Education (NCTE) and affiliated to M.D.U. University, Rohtak. The Institution abides by all the norms and decisions as per the regulatory body NCTE and M.D. University, Rohtak, Haryana for the required physical infrastructure, recruitment of the faculty, admission procedure, fee structure and curriculum.

The building of the institution is a lively example of good architecture. The campus of the institution is beautified with elegant lush green lawns, flower beds and pleasing plantation.

It is spread over a land of approximately -1.25 acres. The institution has an excellent infrastructure including spacious classrooms, well stacked library, multipurpose hall,

modern well equipped laboratories, and comfortable staff room, common room, indoor and outdoor games facility, canteen, drinking water, Uninterrupted Power Supply, internet, fax, photocopier, phone etc.

The institution tries to achieve its well defined motive by providing conducive environment to teaching, learning, research and innovation, library for teachers and student-teachers for their maximum potential actualization with new, innovative and value imbibed academic practices.

The academic and administrative bodies, various committees of the institution and the students of all Houses are doing efforts whole heartedly in order to realize the ambition. The institution focuses on creating and sustaining the environment, where prospective teachers will develop an aptitude for teaching, scientific as well as humanistic attitude, sprit of providing services to the society and all the essentials of teaching learning skills. This is being done here under visionary leadership of managing committee and the Principal with competent and committed faculty in the college. The members of management committee are well educated, socially responsible and humble human beings strongly determined and dedicated to the cause of social welfare by providing quality teacher education.

The faculty members are well qualified, experienced, enthusiastic, highly motivated and sincere and dedicated towards their profession and they are always ready to learn. Teacher educators themselves use and motivate the student teachers to use ICT in their classroom teaching in order to meet the emerging challenges, needs and problems of the school

education in global context. The value based practices in teacher education enables the student teachers and teachers to create harmony among different sections of the society. The institution is rapidly gearing up for changes taking place in teacher education in India as well as abroad. The college encourages the teachers as well as student - teachers to participate in professional development programmes, seminars, conferences, workshops and Inter- College competitions of academic and co curricular activities respectively.

The institution follows best practices in teaching learning in collaboration with practice teaching schools, academic members, and educationists. These are involved in positive social interaction through various curricular, co-curricular and extension activities.

In this way, the institution stands out as a unique college of teacher education by imparting the sound theoretical knowledge of curriculum subjects, teaching and training methods, including practical exposure to actual teaching with a humanistic touch to groom the student teachers to become both efficient teachers and good human beings.

The institution is sensitive to changing educational and social needs and demands and is geared to promote an ambience of creativity, innovation and improving quality. Value-based education, social justice, social responsibilities and good citizenry are the main issues of the whole agenda of the college.
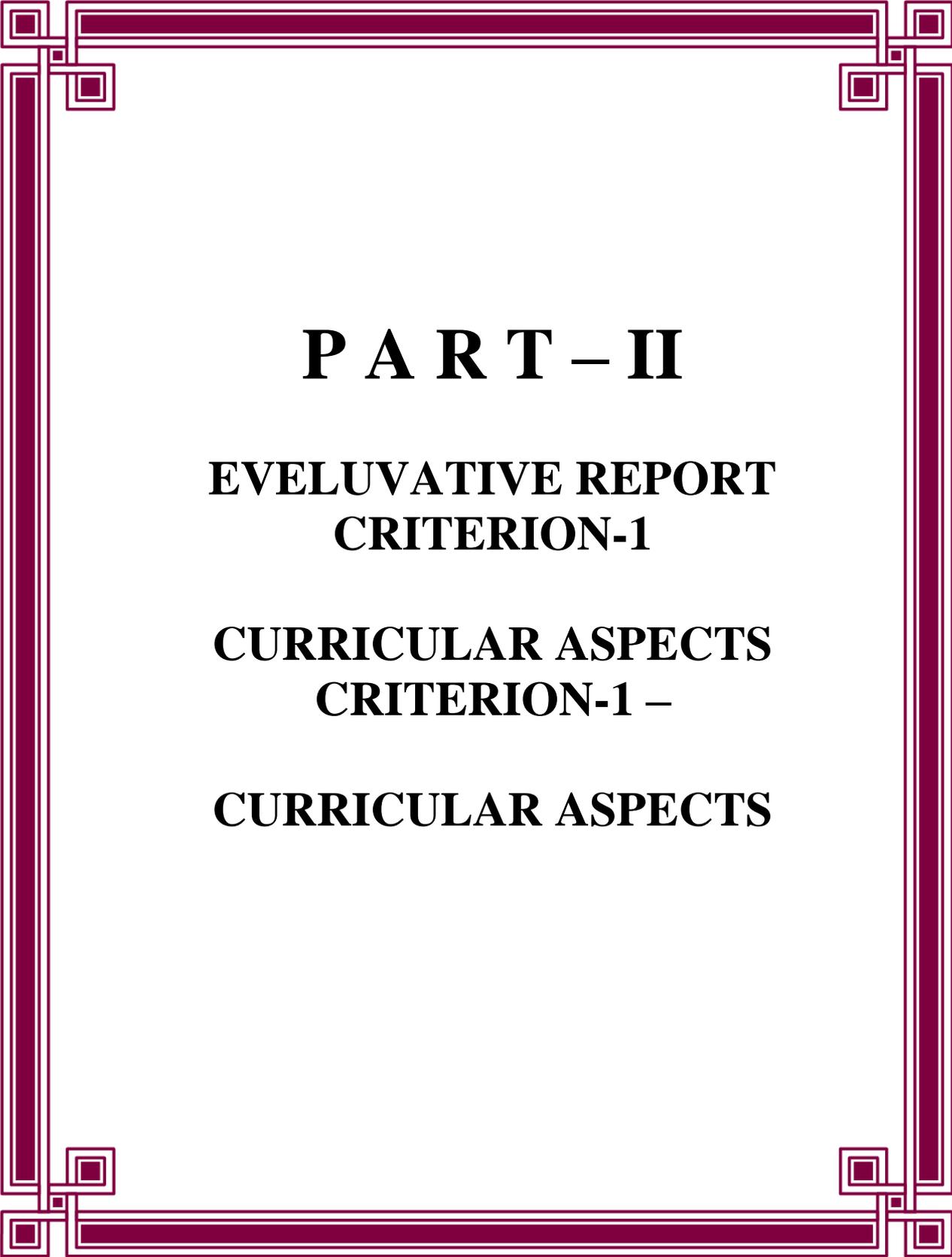
P A R T – II

EVELUVATIVE REPORT
CRITERION-1

CURRICULAR ASPECTS
CRITERION-1 –

CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

M.L.R.S. College of Education, Charkhi Dadri tries to achieve the following objectives:

1. To enable the pupil teachers to think in a logical way about the input, process and output of teaching learning system.

2. To impart qualitative knowledge of academic dimensions of teachers viz. teaching, research and extension and to develop global competencies, commitment and communication for quality teaching among teachers.

3. To develop the positive attitude among the learners for teaching and learning.

4. To enable the pupil teachers to adopt and discharge democratic principles in professional as well as personal life.

5. To develop the deep and right thinking about the changes required to improve the educational system.

6. To acquaint the pupil teachers with the problems of environmental degradation and its consequences and effects on our life and society in general.

7. To build appropriate and conducive environment to create the multifarious values and to imbibe them in personal and professional life.

8. To enable the students to compete in the global market of teaching profession and to sensitize the pupil teachers to the emerging needs, challenges and demands of globalization.

9. To aware the pupil teachers regarding the contemporary changes in school curriculum.

Considerations:-

Intellectual

- To make intellectual development of pupil teachers.
- To address the major areas like meaning and nature of learning and teaching, the process of learning and higher mental process involved in learning etc.
- To create employable and responsible citizens with the value education in focus.
- To sustain high quality of education.

Academics

- To develop the academic and intellectual aspects of pupil teachers.
- To address the concern like the role of the teacher in teaching, research and extension work, teaching - a service or a profession, transparency, accountability etc.
- To improve the thinking of teachers regarding the different dimensions of teaching.

Training

- To train pupil teachers to excel in all walks of life which are useful and purposeful to the society.
- To develop latest professional skills among pupil teachers.
- To develop such trained and efficient manpower in the field of education that can contribute in the process of nation building.
- To provide best possible infrastructure and facilities to run B.Ed. and M.Ed. courses adequately.

The Disadvantaged

- To take care of the problems of students coming from urban, rural and tribal areas and the weaker sections of the society.
- To keep in consideration the needs and problems of the disabled learners.
- To empower female students through vocational-professional education.

Equity

- To provide education to all irrespective of all disparities regarding caste, creed, sex, religion and the social strata.
- The institution follows state reservation policy in favour of the SC,ST, OBC and SBC.
- The college imparts quality education for overall growth and development of general.

Self Development

The college is committed to

- To make the learners self reliant and capable of showing direction to others.
- To improve communication skills
- To enable the learners to deal with the complexities of life

Community and National Development

- To inculcate a sense of responsibility towards society
- To contribute to the national cause contributing for by celebrating the national festivals, and social and religious festivals etc.

Issue of Ecology and Environment

- The college spreads awareness among students regarding the protection of environment by encouraging them to plant saplings in the campus and by saving natural resources.
- Students are encouraged to use and promote eco-friendly items like jute bags instead of poly bags.
- Extension lectures are also organized on the topics related to the protection of environment.

Value Orientation

Value-based holistic vision is developed among the students by

- Imparting moral education through examples and actions and regular lectures by faculties laying stress on the need for peace in life
- Instilling values of respect to elders, honesty, sincerity, loyalty, and equality of opportunity
- Developing the proper values among the students by creating proper environment.

Employment

- Emphasis is laid on creating and promoting employment potential and opportunities for the pupil teachers by developing suitable employable skills.
- Dignity of manual labour is being developed among the students.

Global Trends and Demands

- To empower the pupil teachers in the era of privatization and globalization to counter the challenges and issues arising out of global trends.
- To enable the students to utilize the communication skills with the help of advanced technological skills.
- To enable the learners to use ICT in teaching-learning process.

All above mentioned objectives of the institution are expected to promote intellectual, academic, social, personal and value development i.e. total development among students besides training them in certain skills leading to better employment, understanding their surroundings including ecology, environment, society and world as a whole and emerge as a balanced personality.

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

The Institution is affiliated to M.D.University, Rohtak, Haryana and it follows its prescribed curriculum strictly for B. Ed and M.Ed courses. The institution implements the curriculum by providing specified optional courses and learning experiences through teaching, practice lessons, practicum and co-curricular activities. In this manner, the institution contributes indirectly in the curricular development process.

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

The global trends in the teacher education are reflected in the existing curriculum as follow:-
 The university modifies the curriculum from time to time taken into consideration the global trend. The college has introduced the following:

- Paper V, Educational Technology as compulsory paper and the practical on ICT as per the prescribed syllabus of M.D. University has facilitated exposure to ICT. As a result, the college has been imparting knowledge of computer through theory classes as well as providing enough time and equipment to impart practical knowledge.
- Students have been assured access to the computer in the computer lab.
- Computer aided Instruction is a regular feature of the programme. Students watch programmes through VCDs.
- The syllabus content is mostly delivered through project based learning, group discussion, and constructivist strategies like problem solving and co-operative learning.
- Since present day education is no longer confined to the four walls of the class room, students are exposed to outdoor activities, participation in Inter collegiate events and social surveys.

1.1.4 Does the college ensure and the curriculum bears some thrust on national issues like environment, value education and ICT?

The prescribed syllabus lays emphasis on the environmental, value education and ICT issues. The present syllabus includes topics on Environmental Education, yoga and Health Education. The whole functioning and approach of college is value-oriented and environment friendly.

Ecology and Environment Pollution:
- Topics on environmental issues are incorporated in the curriculum and co- curricular activities.
- Pupils participate in co-curricular activities related to environment such as best out of waste.
- Moreover they are encouraged to prepare teaching aids out of waste material as well. Students show their creativity in practicing techniques and making items which are least expensive but very useful.
- Extension lectures are also organized on the topics related to environment.

Value Education:
- Emphasis is laid on imparting value education, on cultural, religious, educational, democratic values as well as character building.
- Students are guided during the course of study as to how to implement the value system in their practical life and practice them with their own family members. Difficulties felt by them in implementation are taken up as classroom discussion.
- Students are asked to compile philosophers' quotations.
- Educational CD's based on Value and Peace Education are regularly shown.

1.1.5 Use of I.C.T. for Curricular Planning

The institution makes use of ICT for curricular planning as follows:
- Time table, invitation letters to the experts for extension lectures, programme agenda, attendance and reports are prepared with the help of computer.
- Examination planning, paper typing, entry of marks and results are prepared by making use of ICT.
- Various Academic Committees plan their activities with the help of computers.
- To prepare annual reports for NCTE, NAAC and UGC, ICT is used.
- Project based learning is encouraged through the use of computers.

Thus, the institution makes use of ICT to the fullest for implementation of Curriculum and for academic planning.

1.2 ACADEMIC FLEXIBILITY

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

The institution follows the curriculum in such a way as to provide varied experiences to the students. To achieve this aim students are given professional training in teaching by the following measures**:**

- To make the teaching effective and reflective, students are given valuable training in the form of micro teaching and demonstration of various teaching skills by the concerned faculty.

- Our college faculty conducts demonstration lessons in every subject for teacher trainees to observe and reflect upon them. The faculty members provide the fundamental knowledge of keen points of teaching by demonstrating lessons based on various teaching skills with the help of necessary teaching aids.

- Every year at the beginning of micro-teaching / core training programme, Orientation lectures are organized to orient the teacher trainees regarding various aspects of skills in microteaching and for better understanding of microteaching skills. With the help of these lectures, they get a clear idea about microteaching and practice lessons.

- During micro teaching practice, the observer provides valuable suggestions to the students regarding their weaknesses and strength in teaching to prepare them for future challenges of teaching profession. The students are also encouraged to use maximally the technological equipments like computers, internet, teaching aids like charts, models, pictures, flashcards etc in their teaching.

- The teacher trainees are instructed to select the method and techniques that are suitable for the teaching of the content. They are also required to provide the rationale for the selection of methods and techniques. It develops reflective thinking about the use of appropriate teaching strategy.

- The teacher trainees are made to review critically and reflect upon the actual classroom experiences after taking practice lessons. Thus they become aware of the success and the limitations of the teaching activity that was conducted. In this way, practice of introspection and self evaluation is developed among the students and in

the long run it helps them to develop flexible teaching style that leads to the successful transaction of curriculum.

- The institution practices student-oriented learning, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as activity based learning, cooperative learning, and inductive teaching and learning, inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. Learner oriented teaching methods shift the focus of activity to the learners. It promotes collaborative group learning, both inside and outside the classroom.

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

The institution provides for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the student teachers, both on the campus and in the field. The college provides students with a rich and varied learning experience characterized by atmosphere of intellectual excitement, a research culture, clear academic expectations and standards, and a vibrant and exciting social context.

In addition, the college motivates its students to take responsibility of their learning and create dynamic relationship with peers and teachers.

Students receive both formal and informal learning experiences in both in the campus and in the field in the following manner:

- A comprehensive and flexible time table is prepared in the institution in which ample scope of academic and non academic activities is provided.

- Apart from this, the college prepares its own academic calendar in which all the forthcoming activities of the session are given. Various activities like fresher's party, sports meet, students' seminars, quiz contest, debates on social problems and current issues, slogan writing and essay writing competitions etc are organized for providing maximum exposure to the students.

- The learners undergo actual formal learning of theory courses.

- They collaborate with other students in learning.

- Simulation of classroom teaching through micro teaching and mega lessons provides them the experience of teaching and learning with the help and in collaboration with their peers.

- Participation in different cultural activities provides informal education in planning and implementation of co-curricular activities and programmes.

- The college has a very well equipped library. It provides a wide range of books for course work and for extra reading. During the examination period, optimum utilization of library is facilitated for students.

- They actively participate in life beyond the classroom. They participate in discussion and debate and learn respecting the others' viewpoints by being reflective, creative, open-minded and receptive to new ideas;

- Constructivism in the classroom also provides hands on learning, where students learn by doing.

- Due arrangement is made in the Time Table for practical and project work.

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

The college on its own cannot introduce courses but it is done through the prescribed courses of the M.D. University,Rohtak,Haryana during curriculum transaction. The following activities are conducted in addition to the prescribed courses for the same:

- For developing communication skills and increasing expressive powers of the students, there is a provision of students' seminar in which students speak on various current issues and problems.

- For developing life skills , speech on moral values are given by teachers and students during the daily morning assembly.

- Every year orientation for teaching skills is given.

- The pupil teachers carry out assigned work with the help of computers. They are trained in the art of using teaching aids such as charts, pictures, models and slides.

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

i. Interdisciplinary/Multidisciplinary

ii. Multi-skill development

iii. Inclusive education

iv. Practice teaching

v. School experience/internship

vi. Work experience/SUPW

vii. Any other (specifies and gives details)

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

i) Interdisciplinary/Multidisciplinary:

Teacher education in itself is an inter-disciplinary course. The curriculum of both B.Ed and M.Ed programmes in this institute follows both interdisciplinary and multidisciplinary approaches. The students in both programmes, study and exchange their views on various aspects of philosophy, sociology, psychology, ICT and educational technology, yoga etc.

ii) Multi-Skill Development:

The B.Ed. programme is essentially introduced for the development of teaching skills. These skills include teaching skills at micro-levels. To develop various skills, which are essential to become an effective teacher and to lead a successful life, various curricular and co-curricular activities are organized from time to time in the college. Students are motivated to participate actively in both types of activities for their all round development. They are taken to educational tours and are encouraged to participate in debate, and declamation contests for better understanding and information about various social issues. To enhance the reading skills and general knowledge, activities like paper reading, students' seminars, quiz contests etc. are organized in the college.

iii) Inclusive Education:

The present curriculum of B.Ed. and M.Ed. has the provision of Education for students with special needs in which the students are taught how to identify and face the personal, social, emotional and educational needs of such type of students.

iv) Practice Teaching:

As per the curriculum and norms of apex bodies teaching practice is mandatory in B.Ed programme. According to this provision, the students of this institute are required to prepare micro teaching lesson plans ,Mega lessons, real classroom teaching, discussion lessons, and observation and criticism lessons. Proper feedback is provided to the pupil teacher by peers and observer during teaching practice session. Internship of students is arranged in various private and government schools every year.

The teaching practice programme comprises 33 lessons, which include

(1) Micro teaching (five lessons) followed by mega lessons(five) in each teaching subject.

(2) School-based teaching (20 lessons) followed by Discussion lessons (two lessons) in each teaching subject.

(3) The Final lesson (one) in each subject is delivered in the presence of external examiner appointed by the University.

v) School Experience/Internship

During real teaching practice in schools all the pupils teacher has to perform the duties assigned by the principal of practicing schools as organizing morning assembly, taking regular attendance, preparation of classroom and school time table and other day-to-day administrative work.

vi) Work experience/SUPW:

For the overall development of the students various activities like sports meet, cultural programmes, art education, gardening, drawing and painting, interior decoration, campus beautification, etc are carried out in the institution, in which students actively participate and they have to prepare the required practical work. Through these activities, the sense of dignity of labour is inculcated in them. The students are also taught to prepare teaching aids for their effective teaching.

1.3 Feedback on Curriculum

The review of the existing curriculum is helpful in updating, making it more efficient and effective. Feedback is regarded as an indispensable component for development by the college

1.3.1 How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stakeholders with reference to the curriculum?

- Students are the primary and most important source of information. Regular feedback regarding the existing curriculum is taken from the students during the academic session. Informal discussions are held from time to time to elicit their response on the curriculum use. The principal also interacts with the students to collect their views on the curriculum, the methods of teaching and extent of implementation.

- The parents of the students also provide suggestions at the time of admission, functions and other informal meetings which are organized by the institution.

- Self appraisal format is filled by the staff members to evaluate their own functioning and performance.
- The management of the college also collects the feedback from the students regarding the overall environment of the institution.

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

The institution is affiliated to M.D.University, Rohtak, Haryana, therefore the prescribed curriculum is followed by the institute and the changes made by the University are followed by the institute strictly.

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

The College is not a member of the University/Department of Education's Board of Study. However, senior faculty members of the College forward the suggestions to Deptt. of Education, MDU,Rohtak through interactions held in workshops/seminars/conference organized by the colleges and University.

1.4 Curriculum Update:

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

The College has introduced new paper,i.e,inclusive education in the curriculum of B.Ed. which had been revised M.D.University,Rohtak,Haryana in last five years. Subject matter in all the compulsory and teaching subjects has undergone change. Some new topics are added in all the subjects of B.Ed. as well as M.Ed. Subjects such as ICT and practical work like ICT enabled projects, projects on SSA, mid-day meal preparation and monitoring, recycling of waste papers, disaster management, polio drive and first aid, OPTM, etc have been introduced in the curriculum of B.Ed. All these revision helps the students as well as the teachers in knowing and managing the challenges of teaching profession.

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

The college has no role in curriculum revision and update and it follows the prescribed curriculum as per norms.

1.5 Best Practices in curricular Aspects

1.5.1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

For the quality sustenance and the quality enhancement, the institution has taken the following innovative steps:

Measures undertaken by the college during the last five years in curricular aspects for sustaining and enhancing quality are enumerated below
Quality sustenance & Quality enhancement measures

Teachers have been evaluating curriculum through classroom interaction, internal assessment, checking of files, projects, assignments etc. and furnishing furnish feedback.

Issues were identified and requirements postulated.

Academic experts have been invited to conduct workshops to provide solutions, quality input for teaching particular topics, to suggest teaching skills and/or the use of audio visual aids, etc. and on constructivist approach. The same were incorporated.

Statutory Academic Bodies provide guidance. The University revised curriculum in the light of model curriculum framework provided by N C T E. Performance appraisal is done through internal assessment & assignments, formally and informally and due correction is make at the local level, if feasible Faculty is empowered by organising and ensuring participation in seminars on curricular issues. Workshops have been organized under the guidance of educationists.

Use of IT is promoted and ensured in Lesson planning and in preparation of teaching learning materials.

1.5.2 What innovations / best practices in Curricular Aspects have been Planned / implemented by the institution?

In the year 2010, the B.Ed. curriculum was revised. It had incorporated some modifications in course content and the scheme of internal assessment. New optional courses were added and changes were made in practicals and practice lesson as well. The internship programme was also modified in the revised syllabus. The University has presented a schedule for curriculum transaction, practicals, practice lessons, internal and external evaluation process.
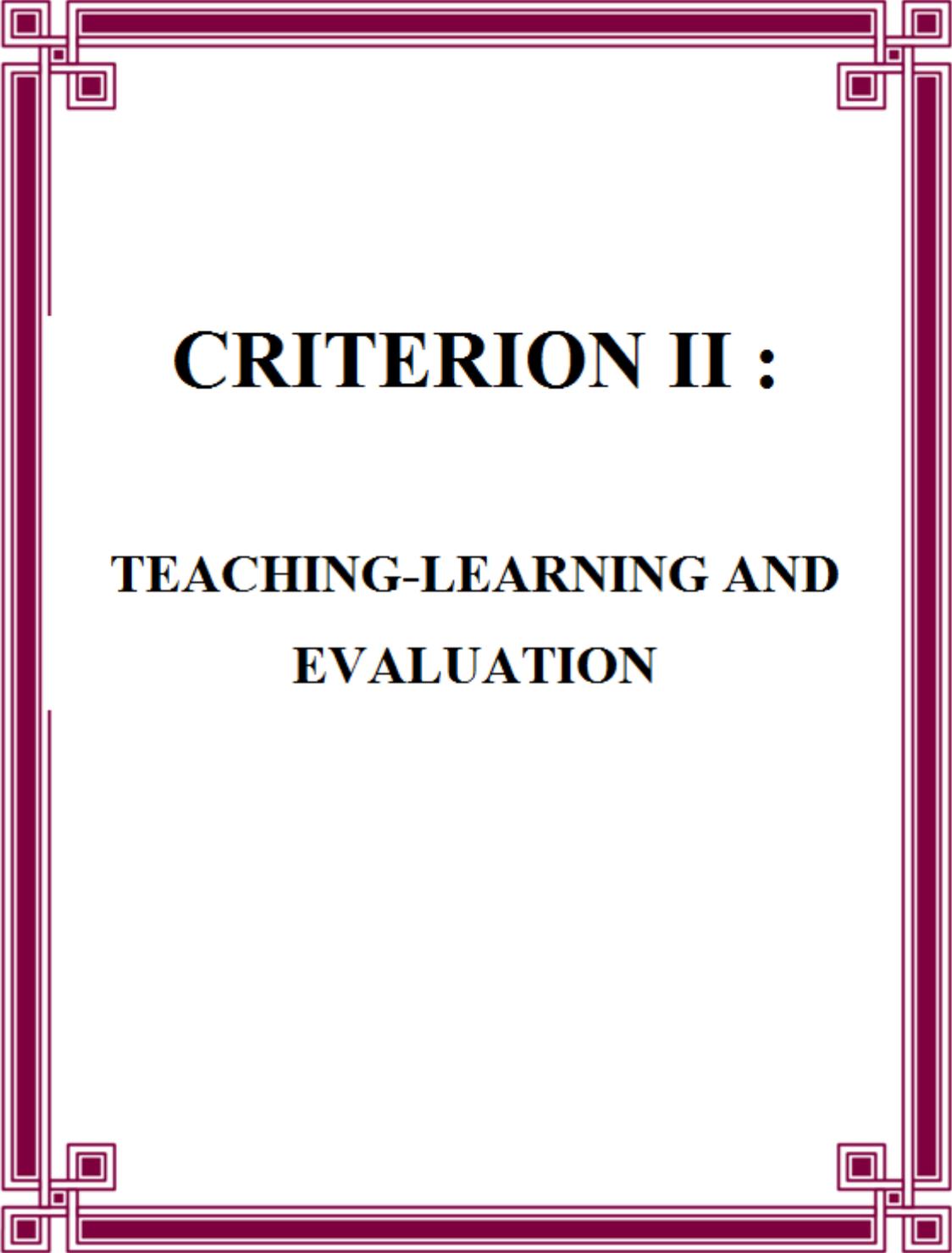
CRITERION II :

TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile:

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

B.Ed. Admission process:

a)   B.Ed. admission process in our state is centralized and undertaken by M.D.University,Rohtak, Kurukshetra University, Kurukshetra, C.D.L.University, Sirsa turn by turn as per the directions of the Government of Haryana. B.Ed. admission is generally held in the month of August. The designated university conducts online counselling programme on the basis of academic merit of the qualifying examination and colleges are alloted as per the availability of seats.

Hence, the admission process is transparent.

b) Eligibility to do B.Ed. course is 50% marks in qualifying exam and there is relaxation to SC, ST. They require 45% marks in qualifying exam.

c)The rules and regulations of State Government regarding reservation are strictly followed.

d) The prospectus is issued by the concerned university and it gives the detail for admission procedure and the list of colleges, with the number of seats allotted to them.

M.Ed. Admission Process:

- M.Ed. admission process is also transparent.
- It is on the basis of the marks of entrance examination and the marks obtained in B.Ed. examination.
- The rules and regulations of State Government regarding reservations are strictly followed.

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

- B.Ed. admission programme is announced / advertized in national news papers.
- Detailed information is provided on line or in the prospectus issued by the concerned university.
- The concerned University provides clear information to the aspiring candidates about the schedule of admission and process of completion of requirements, including the fee-structure, refund policies, financial aid and student support services, etc.

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

Throughout admission process, staff members are allotted duty to monitor implementation of admission decisions/ criteria given by the concerned university. The use of technology has made the whole process effective, clear and transparent. In case of doubts / problems, the concerned university is consulted.

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)

The students are admitted to the institution through the central admission process. These students are from different groups regarding their economy, culture, religion, gender, linguistic background and challenged with special needs.

To retain all these students from diverse background in the institution, we adopt the following strategies according to their needs and requirements:

- By Following state reservation policy.
- Inclusion of activities in promoting brother hood, religious harmony etc. in co-curricular activities, scholarships and fee concession for ST/SC/OBC/BPL
- Only a few physically handicapped students are admitted in the institution. They are supported according to their needs and requirements by the faculty members as well as the peer group members. Special care of physically challenged by arranging classes at ground floor and allotting nearby schools for teaching.
- Provision of separate common room for girls.
- Various scholarships and stipends are provided to the economically backward students as per the rules and norms laid down by the state government
- The college has adopted secular approach in all the practices. All the festivals of diverse cultures and religions are celebrated in the institution. All the students are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution.
- The college is co-educational. There is an increase in female students taking admission for this course.
- Hindi Language is also used as a medium of instruction for the students, who are not comfortable with English.

Thus, the college tries to retain the students from diverse background very effectively.

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

The students are admitted through Central Admission Procedure. The College organises Talent Search Programme to provide the students with an opportunity to present curricular and co-curricular talent and potential. Micro, Mega and Real classroom teaching provide opportunity for testing and demonstrating skills in particular subject before the commencement of practice teaching.

2.2 Catering to Diverse Needs

1. Describe how does the institution works towards creating an overall environment conducive to learning and development of the students?

- Better Infrastructure like Classrooms, Playground, Garden, Canteen etc.
- Instructions and Lectures by highly qualified staff
- Extension lecture
- Facilities like internet, Audio Visual Aids.
- Medical Facility.
- Library comprising latest research journal, encyclopedias, reference books etc.
- Fully equipped laboratories like Psychology lab, Science Lab, Computer Lab etc. teaching, classroom seminar, excursion, Saturday activities etc.
- Participation in Youth Festival
- Students are encouraged & motivated to participate in various Curricular and Co-curricular activities such as Cultural & Literary activities (Hindi and English), Quiz, Poem recitation, Songs (Solo, Group), Drama, Rangoli, Painting and Sketching

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

Keeping in view the availability of technical and non technical resources of the institution, the teachers cater to the learning needs of the students by identifying weak and strong students and providing them the required support. The fast learners are given extra challenging work and assignments to utilize their talent and intelligence level while slow learners are given due consideration in the form of remedial classes. The due consideration is also given by the teachers in their methodology of teaching. Different educational journals, newspapers, magazines, encyclopedias and course books are available in the library to provide latest information. Extra classes are given to the students facing difficulty and problems in the leaning process.

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

The curriculum provides ample opportunity and scope for students to understand the role of diversity and equity in teaching learning process. Theoretical part and practical experiences like work experience, co curricular activities, and seminars provide a scope to practice the same. They are taught regarding the identification and causes of exceptionality and the type of educational programme required for special students through the compulsory paper entitled as Inclusive Education in B.Ed. In the class room teaching, the teachers use various teaching methods like lecture method, problem solving method, project method, discussion method, question answer method, storytelling method etc according to the different needs of the students. Paper on Philosophical and Sociological Bases of Education gives understanding of diversity and equity in education. Excursions are undertaken to provide planned exposure to our students to diverse cultural and national identities, issues and problems**.**

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

Knowledge and sensitivity of teacher educators is ensured by the institution by interview during staff recruitment, monitoring self appraisal report of teachers, remarks by the Head of the Institution, evaluating their views given on different topics, feedback taken from the students throughout the session to ensure that the teachers are doing their jobs properly and needs of the students are being fulfilled. Teachers are encouraged to develop themselves in qualification, training, research oriented work etc. The faculty members supervise student teachers' participation in different activities without any discriminations on the basis of caste, creed or religion.

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

To develop knowledge and skills related to diversity and inclusion among student teachers, various practices like extension lecture, remedial teaching, value oriented education, community work, etc are followed. Students are acquainted with the educational needs of special groups of students. Adaptability to the changing scenario in the society is developed among the students. The Faculty members make efforts to inculcate and promote integrated value system among student teachers. Faculty members empower student teachers on

democratic values, on Inclusive Education, Effective Classroom Communication marked by diversity in Teaching Learning Process, etc.

2.3 Teaching-Learning Process:

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

The College engages its students in active learning by encourage them to actively participate in the teaching–learning process through curricular and co curricular activities (time table). The college provides following facilities and learning resources to engage the students in active learning:

(a) Computer training

b) Internet access facility

(c) Wi-fi facility available in college for all students

(d) Library well-equipped with current books, magazines, newspaper, journals, encyclopedia etc.

(e) Organization of activities such as seminar, group discussion, extension lectures, role playing, micro teaching, mega teaching etc.

(f) Work experience and cultural activities engage students in active learning.

(g) Student teachers have to face the real class rooms as part of their practice – teaching programme. Internship helps students to practice the skills which they learn in their theory papers.

2.3.2. How 'learning' is made student-centred? 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?

Learning is made student oriented through following programmes which is compulsory for all students. _

(a) Skill development by adopting new methods of teaching like discussion, brain storming, active learning, cooperative learning, inquiry-based learning, problem-based learning, project-based learning, discovery learning etc.

(b) By organizing weekly activities such as seminars, slogan writing, extempore etc.

(c) Sports, cultural activities and community camps are also organized from time to time.

(d) Various projects are assigned to the students, through which they learn how to solve a particular problem and study that problem in-depth.

(e) Students are given computer aided instructions and motivated to use latest technology. Fundamental knowledge of using computer is given through a compulsory paper.

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

The instructional approaches used are : Lecture method, discussion method, role playing, brain storming, inquiry training model, Inductive-Deductive Model, Problem-solving method, Debate and discussion method, Storytelling method, seminars etc. For the seminars, the students choose the topic of their own interest by consulting the teacher educator. By using the resources of the college, the students prepare their topics and deliver their seminars with the help of multimedia/ICT. After the presentation, cross questions were asked to check the knowledge of the presenter. This unique method enhances and improves the skills of utilizing the resources, expression and communication among the pupil teachers etc.

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

No, the institution has no provision for training model of teaching.

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

Yes, the student teacher uses micro teaching technique for developing teaching skills. Each student has to practice five lessons per skill. Following skills are practiced during micro teaching ;

(a) Introduction skill

(b) Illustration skill

(c) Questioning skill

(d) Reinforcement skill

(e) Stimulus variation skill

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.)

The practice teaching is organized in 4-5 schools of Ch. Dadri in two phases. Each student is asked to practice 40 lessons (20 lessons of each methodology). Each student is assigned two lessons per day. Lesson plan is prepared by the students and checked by the subject teacher

before the teaching practice. Staff members are deputed for supervising student teacher in school. They observe teaching skills of the students and give remarks on their criticism notebooks.

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

Along with teaching practice, the student teachers participate and learn with school staff members how to make register, make time table, take attendance, and conduct different school programmes.

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

Practice teaching session/plans are organized by practice teaching in charge with the help of school staff. On the basis of time table and topics given by the school, the students prepare lesson plans according to the requirement of the concerned schools.

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

To manage the psychological needs of the school students, pupil teachers are familiarized and well trained with respect to individual differences, psychology, stress, emotions and behaviour of the school students. The student teachers are prepared to manage the various learning needs of school students under the subjects: Learner, Learning and cognition, Inclusive Education and Special Education. The student teachers become familiar with child psychology, their needs, and problems through these subjects. The students are imparted knowledge regarding the principles of teaching, maxims of teaching, audio-visual aids and methods of teaching. For skill development, micro teaching is conducted before the beginning of practice teaching. Model lessons are given in all subjects. Thorough and comprehensive instructions are given to trainees regarding lesson plans, criticism, feedback and peer observations before teaching.

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

a) By providing grade for quality input in performance.

b) Providing them ICT equipment.

c) By encouraging them through model lesson by staff members and senior students.

d) By inspiring them through Active Learning Methodology.

e) By encouraging them to use two/three dimensional model.

2.4 TEACHER QUALITY

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

Practice teaching session/plans are organized by practice teaching in charge with the help of school staff. On the basis of time table and teaching topics given by the school, lesson plans are developed and classes are taken by the pupil teachers in different schools.

One faculty member is sent to supervise 24 pupil teachers in a school. Each observes approximately 4 pupil teachers per period. The students are divided into groups according to the following criteria:

1. According to the medium

2. According to the teaching subjects selected by student teacher.

3. According to the location of schools.

4. According to the requirement of the schools.

5. According to the level of the school i.e., middle, high and senior secondary.

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

Remarks related to their teaching are written in their criticism copy for the necessary improvement. According to the feedback, they are made to improve their teaching.

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

On the basis of feedback taken from school teachers and supervisor, the educational needs of the schools are assessed.

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

On the basis of the feedback taken from school authority, student teachers and supervisors, the recent development in school subjects and teaching methodologies are assessed. Besides this, faculty members and students update themselves by using internet, wi-fi, extension lectures, by reviewing current research journals, magazines, news papers, etc.

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

The institution encourages the employees towards their career development by participating in orientation programmes, refresher courses, workshops, conferences and seminars. Facility regarding reading journals, newspapers and searching Net is provided to all students.

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

Yes, the teachers are motivated for good performance.

2.5 Evaluation Process and Reforms

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

1) Barriers to student learning are identified, communicated and addressed by following means:

(a) Assignments, weekly tests, seminars, model examinations etc.

(b) By ensuring participation of students in various co-curricular activities.

(c) Observation and feedback from faculty members.

2) Infrastructure:

Infrastructure is utilized in terms of classrooms, laboratories, seminar halls etc.

3) Access to technology:

To ensure the availability of modern technologies to the enhanced strength in B.Ed., the ICT facility of college is also utilized. Frequently,

OHP and LCD of other departments are also used.

Interactive Boards are used during teaching.

4) Teacher quality:

Most of them have completed their orientation and refresher courses. Faculty members are actively involved in publishing research papers and attending national and international seminars.

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

The evaluation process at the college is continuous and comprehensive. The student teachers are assessed formally as well as informally.

Formal assessment:

Formal assessment of the student teachers is done through the internal examinations (House Tests) twice in an academic year. In addition to it, college or subject teachers conduct

class test every week. It facilitates learning and its promotion, diagnosis of learning problems and treatments. Theory part is assessed internally as well as externally through Year-end Examination. Besides, students undertake projects, do survey, review book and science students maintain practical files for meeting requirements of internal assessment. Each Theory part is assessed internally (20%), and externally (80%) through year end Examination. Practice teaching is assessed through External Examiners at the end of year . The Work Experience Programme is likewise assessed . Annual Examination of theory papers is conducted under the aegis of M.D. University.

Informal assessment:

Student teachers are evaluated through their communication in the classrooms, their involvement in the teaching learning process, etc., participation in the co curricular activities and over all peer behaviour. Assessment is also done through internal viva and submissions of assignments. Classroom interaction by teachers in the form of question answer, extempore speeches on curriculum subject matter, group discussion on problems of school environment also form basis of assessment. As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.

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

- The remarks given to the student teachers during their practice teaching help them to improve their teaching
- The feedback given in micro-teaching
- Gradation given in seminar after criticism
- Gradation given to the pupil teacher in their weekly tests and house exams

3. How ICT is used in assessment and evaluation processes?

Co-curricular activities are video recorded which gives an opportunity to the students to improve themselves.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

In our college, a new and effective method of learning is performed in the form of extension lectures. For this, the faculties from other departments are invited. By using the resources of the college, they deliver their lectures with the help of multimedia/ICT. This unique method

improves the skill of utilizing of resources, expression and communication powers among the pupil teachers. Learning by seminars and sometimes evaluation by video are our best practices.

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

The technology used in instructional approaches are computer, laptop etc.

a) Teaching Learning takes place by Interactive and participatory learning by using approaches like enquiry training model, brain storming , discussion etc.

b) Evaluation- Internal evaluation is done by continuous and comprehensive approach.

d) Evaluation of microteaching and other co-curricular activities is also done by reviewing the video recordings.

e) Participation in seminars is compulsory for all B.Ed students.

3. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

In the evaluation of assessment, we use written, oral and practical aspects of teaching/learning process. Weekly written tests are conducted in all subjects. Two half yearly tests are being conducted. Similarly, there is a provision of oral tests and the scores are finally added in the final evaluation report. Teaching of two school subjects conducted in the prescribed schools. Two community based practical's are also performed by the students. The overall is finally done by the external examiners appointed by the affiliating university.
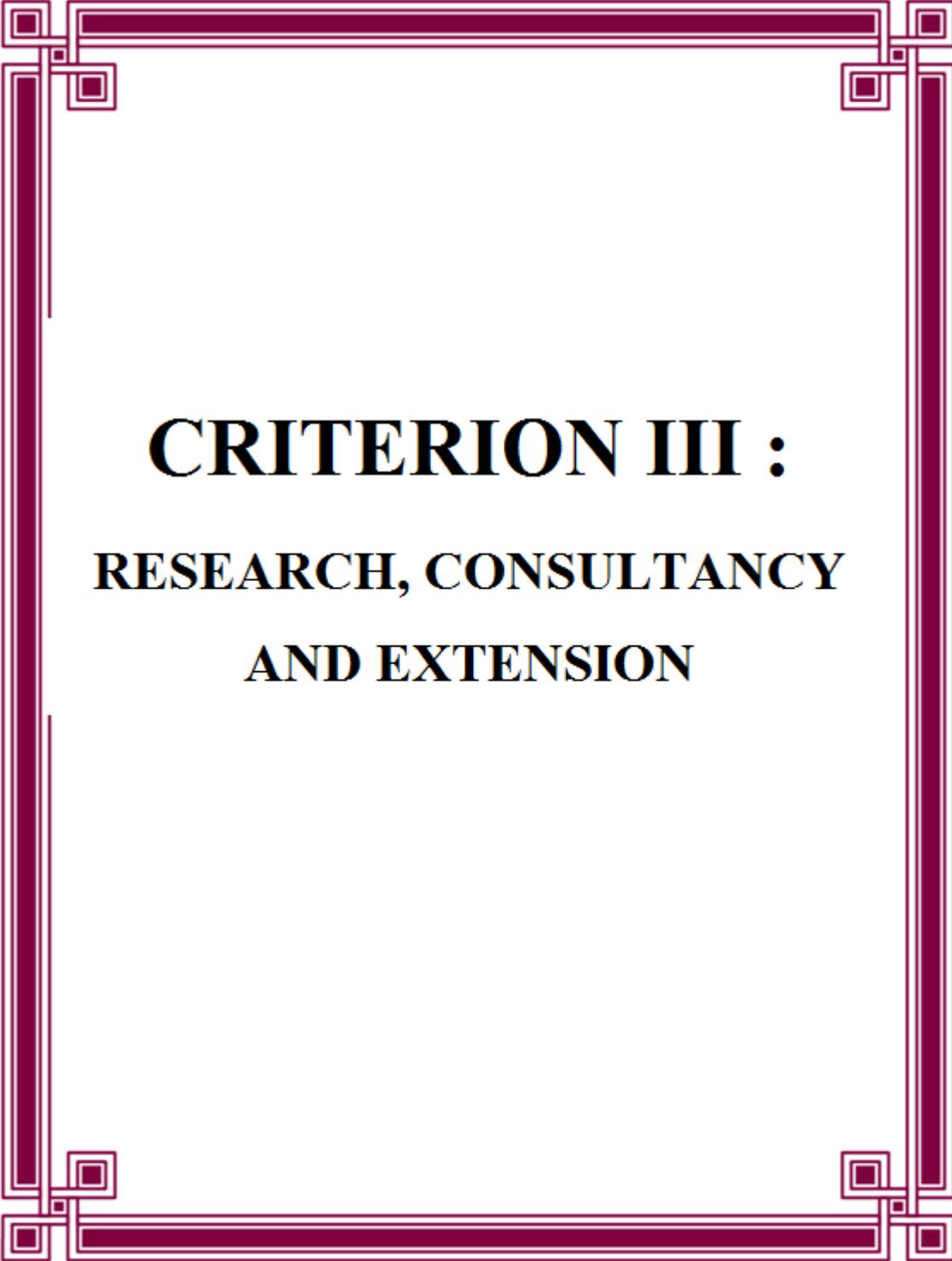
CRITERION III :

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

The institute inspires and motivates its teachers to take up research in education by providing library and internet facilities. The library of institute has many journals of repute to update the faculty with latest innovation and development in the field of educational research. Whenever there is a seminar, workshop, conference, the institute motivates faculty members for active participation in these by allowing them duty leave. Apart from this, institution also encourages the staff to enhance their study through Ph.D/Research work.

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

The thrust areas of research prioritized by the institution are action research to solve the classroom problems and research on problematic children during teaching practice and causes of low and high intelligence etc.

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

Action Research is encouraged among the students as well as among teacher educators. College organizes workshop on Action Research for Teacher Educators for empowerment and motivation. For conducting Action Research, student teachers take up certain problem areas. Action Research is an ingredient of assessment. Student teachers try, for example, to study the cause of indiscipline, absenteeism, maladjustment and other similar problems of immediate concern. Students use self constructed tools for data collection. The results of the analysis are discussed with faculties. Action Research is done at school level at the time of the internship. The student teachers select a topic that touches the students of the school. On the selected topic, the student teachers make a survey to find out the facts by interacting with the principal, student teachers of the school, etc. and analyse the collected data. Brief report on the analysis is prepared and submitted to the college. The findings have actually led to considerable improvement in the quality of teaching and discipline at the level of practice teaching schools.

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

The details of the Conference/ Seminar /Workshop attended by the faculty members:

Name of faculty members and Particulars of Conference/Seminar/Workshop attended by the faculty

Sr.No.	Name	Year/Dates	Place
1	**Dr.S.K.Kaushal**		
	UGC Sponsored National Seminar	2006, 19-20 Feb.	Charkhi Dadri
	UGC Sponsored National Seminar	2006, 24-25 Feb	Charkhi Dadri
	State Level Seminar	2010, 18-19 Feb.	Charkhi Dadri
	Seminar	,2011Jan.21-22,	Charkhi Dadri
	National Seminar	2011,Feb. 16-17,	Charkhi Dadri
	UGC International Conference	2011,25-26 Feb,	Malout (Pb)
	National Seminar	2011,March 14-15	Charkhi Dadri
	UGC National Conference	2012,30th -31 March	Rohtak
	National Seminar	2013,30th Nov.-1st Dec.	Rohtak
2	**Dr.Indu Malik**		
	National Level Seminar,	21, 22 January 2005	Sonipat
		12th February 2005	Rohtak
	National Workshop,	15th & 16th January 2010	Charkhi Dadri
	National Level workshop		
	National Seminar	17th & 18th February 2010	Bhiwani
	National Level Seminar	27th & 28th November 2010	Charkhi Dadri
		16th & 17th February 2011	
	National Seminar	26th & 27th February 2011	Charkhi Dadri
	Orientation Programme		Rohtak
3	**Dr.B.P.Singh**		
	National Seminar	16,17 Feb.2011	Charkhi Dadri
	National Seminar	01-02-2014	Birhor (Jhajhar)

4.	**Ashok Kumar**		
	National Seminar	18,19 Feb.,2006	Sonipat(Haryana)
	National Seminar	24,25 Feb.,2006	Charkhi Dadri
	National Conference	20,21 March,2006	Meerut (U.P.)
	National Workshop	19 Dec.,2009	Bhiwani (Haryana)
	National Workshop	15,16 Jan.,2010	Ch.Dadri (Haryana)
	National Workshop	30,31 Jan.,2010	Fatehabad (Haryana)
	National Seminar	17,18 Feb.,2010	Bhiwani (Haryana)
	National Seminar	22,23 March,2010	Sirsa (Haryana)
	National Seminar	30,31 March, 2010	Rewari (Haryana)
	National Seminar	01,02 May, 2010	Fatehabad (Haryana)
	National Workshop	11 Dec. , 2010	Paali(Mahendergarh)
	National Seminar	21,22 Jan.,2011	Ch.Dadri (Haryana)
	National Seminar	16,17 Feb., 2011	Ch.Dadri (Haryana)
	International Conference	25,26 Feb.,2011	Malout(Punjab)
	National Seminar	10 Dec.,2011	Shimla (H.P.)
	National Seminar-cum-Workshop	22,23 Dec., 2011	Uklana Mandi(Hisar)
	National Workshop	25,26 Feb.,2012	Rohtak (Haryana)
	National Conference	30,31 March,2012	Rohtak (Haryana)
	National Workshop	06 March,2013	Rohtak (Haryana)
	National Workshop	22 April,2013	Rohtak (Haryana)
	National Seminar	30 Nov.,01 Dec.,2013	Rohtak(Haryana)
	National Seminar	01 Feb., 2014	Birohar (Haryana)
5.	**Dr.Manoj Rani**		
	National workshop	15 & 16 January, 2010	Charkhi Dadri
	National Seminar	17 & 18 February, 2010	Bhiwani

	National Seminar	6 March, 2010	Bahadurgarh
	National Seminar	4 June, 2011	Rohtak
	National Conference	30 & 31 March June, 2012	Rohtak
6.	**Dr.Precious Sheoran** National Seminar	19th December 2010	Agra
	National Seminar	19th & 20th Feb 2011	Agra
	National Seminar	6th November 2011	Jhunjhunu (Raj)
	National Seminar	15th & 16th Feb 2012	Charkhi Dadri
	National Seminar	16th December 2012	Nokha (Raj)
	National Seminar	23th November 2013	Charkhi Dadri
	National Seminar	25th January 2014	Sonipat
7	Ms.Manju Bala	25th January 2014	Sonipat
8			
9			

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 faculty members of the college are always keen and eager to develop teaching aids to help the students in their teaching – learning process. In the beginning of the session, the faculty members provide orientation to the students with the help of multimedia and instructional material prepared by them and encourage them to develop their own teaching aids for the forthcoming assignments. During teaching also, faculty members try their best to use teaching aids prepared by them for effective learning. Apart from this, pupils are given an assignment on the preparation of teaching aids every year and they have to prepare models, charts, transparencies etc. in their relevant subject.

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

The following facilities are available in the institution for the development of instructional materials:

- The college has its own computer laboratory with sufficient number of computers, internet connection, scanner and photocopy facility.
- Students and teachers are motivated to use instructional materials which are available in the institution.
- The College has Interactive Boards in all class rooms for effective teaching.
- Detail list of Instructional materials   (Annexure)

Sr.No.	Name of the item	Quantity
1	RADIO	ONE
2	T.V.	ONE
3	V.C.R.	THREE
4	AUDIO CASSETTE RECORDER	ONE
5	SLIDE PROJECTOR	ONE
6	OVER HEAD PROJECTOR WITH TRANSPARENCIES	TWO
7	DISPLAY SCREEN	TWO
8	L.C.D.PROJECTOR	TWO
9	STILL CAMERA	TWO
10	AUDIO CASSETTES	TEN
11	VIDEO CASSETTE	TEN

12	COMPUTER	FORTY
13	INTERNET CONNECTION WITH LAN AND LAND LINE TELEPHONE	FIVE
14	VIDEO CAMERA	TWO
15	PRINTER	SIX
16	PHOTOCOPY MACHINE	THREE
17	FAX MACHINE	ONE
18	CD'S AND DVD'S other digital resources	ONE HUNDRED TEN

PSYCHOLOGY LAB. (**INVENTOR**

- BHATIA'S BATTERY   2
- PERSONALITY TESTS   2
- INTELLIGENCE TESTS   2
- CASE HISTORY PERFORMA   1
- CREATIVITY TESTS   2
- INTEREST INVENTORY   1
- APTITUDE TESTS   2
- RORSCHACH INK BLOT TEST   1
- THEMATIC APPERCEPTION TEST   1
- CUMULATIVE RECORD FROM   1
- ACHIEVEMENT TEST   1
- FORM BOARD TEST   1
- MAZE TEST OF INTELLIGENCE   1
- CUBE CONSTRUCTION TEST OF INTELLIGENCE   1
- SENTENCE COMPLETION TEST OF PERSONALITY 1
- WORD ASSOCIATION TEST   1
- STOP WATCH   1
- RATING SCALE   1
- PERSON PERCEPTION (ENGLISH) – RAKHI BHARGAVA
- SOCIAL PERCEPTION
- MENTAL FATIGUE TEST – Dr. Vivek Bhargaya
- SOCIAL INTELLIGENCE SCALE (SIS) – N.K. Chaba

- VOCATIONAL ATTITUDE MATURITY SCALE (VANS) – Manju Mehta.
- DOWRY ATTITUDE SCALE (DAS) – R.R. Singh
- THE MODERMIZATION SCALE (MS) – R.S. Singh
- RIGIDITY SCALE (CRS) – Muhar & Bhatia
- PARENT CHILD RELATIONSHIP SCALE (PCR – SCALE) – Chauhan & Sharaa
- EMOTIONAL STABILITY TEST FOR CHILDERN (ESTC) – Sengupta & Singh
- RISK TAKING QUESTIONWAIRE (RTQ) – P.N. Arora & Sinha
- ROTTER'S LOCUS OF CONTROL SCALE (LCS) – HASNIN & JOSHI
- PANDY SELF CONFIDENCE INVENTORY (PSCI) – D.D. PANDEY
- SHARMA ACADEMIC ACHIEVEMENT KOTIVATIONTEST (AAMT) – T.R. SHARMA
- STUDY INVOLVEKENT INVENTORY (SII) – ASHA BHATNAGAR
- ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS (AISS) – A.K. SINHA
- PHOTOGRAPHS OF ENINENT FOREIGN PSY/EDUCOLOURED FRAMED LAMINATED
- VERBAL INTELLIGENCE TEST (VIT) – Djha & Raychoudahry
- GROUP TEST OF INTELLIGENCE 2/78 (10-16) – R.K. TANDON
- GROUP TEST OF INTELLIGENCE 1/61- R.K. TANDON
- BICYCLE DRAWING FOR MEASURING INTELLIGANCE – T.R. TANDON.
- REASONING ABILITY TEST (RAT) – L.N. DUBEY
- TEST OF HIGHER MENTAL ABILITY IN SCIENCE (THMAS) – D.N. Sansanwal, Anurad
- TEST OF HIGHER MENTAL ABILITY IN SCIENCE (THMAS) – D.N. Sansanwal, Anurad

- PASSI – USHA TEST OF CREATIVE PROBLEM SOLVING (PUTCPS) – B.K. Passi, Usha Kumar
- PASSI – USHA TEST OF CREATIVE PROBLEM SOLVING (PUTCPS) – B.K. Passi, Usha Kumar
- SCIENTIFIC APTITUDE TEST FOR COLLEGESTUDENTS (SATCS) – Sinha & Sinha
- SCIENTIFIC APTITUDE TEST FOR COLLEGESTUDENTS (SATCS) – Sinha & Sinha
- TEST OF STUDY HABIS AND ATTITUDE (TSHA) – Mathur
- VOCATIONAL, INTEREST RECORD (VIR) – S.P. Kulshrestha
- VOCATIONAL, INTEREST RECORD (VIR) – S.P. Kulshrestha
- SCIENTIFIC ATTITUDE SCALE (GKSAS) – GAKHAR & KAUR
- HOME ENVIRONMENT INVENTORY (HEI) – K.S. Mishra
- HOME ENVIRONMENT INVENTORY (HEI) – K.S. Mishra
- FAMILY CLIMATE SCALE (FCS) – Beena Sha

SCIENCE LABORATORY

The college science laborty is well equipped with necessary apparatus and equipment for more than 200 B.Ed. students. It has adequate chemicals, apparatus, charts, models, Specimen, Various Projectors and other necessary materials.

LIST OF SCIENCE MATERIAL

Over Head Projector	Glass slabs
Physical Balance	Pendulum
Spring Balance	Heater
Specimen	Slider
Different Charts	Vernier Callipers
Voltmeter	Screw – Gauge
Voltmeter	Magic Lentern
Ammeter	Devy's Safty Lamp
Galvanometer	Kaleidia scope
Rheostat	Periscope
Barometer	Magnets

Centrifugal Machine	Iron-stands
Oven	Light stands
Electric iron	Beakers
Common Balance	Different important Chemicals
Different Thermometers	Spirit Lamps
Transformers	Gas jars
Battery	Measuring Cylinders
Model steam Engine	Flasks
Dissecting box	Day/Night Apparatus
Stop Watch	Engine haus App.
Maximum / Minimum Thermometer	Meaters
Prisms	Electric Iron
Lens	Rain Gange
Mirrors	Gold leaf Electroscope
Newton's law app.	Light travels in straight line app.
Geometry Boxes	Stoves
Roller – Boards	Glass Jars
Iron-Stands	Different test – Tube
Tubing's	Clay models
Plastic models	Glass crucibles
Magnets	Roller Boards
Ring Ball apparatus	Apparatus to show light
	Tracks in straight line.
Glass Rods	Ebonite Rods
Stools Big – 10	Stools small – 10
Table Big – 1	Table Small – 1
Almiran – 6	Tape recorder
Ceiling fans	Geometry box – 2
Tools	Pressure cooker
Stows	

List if instructional material (social sciences)

Sr.No.	Name of the item	
1	RADIO	
2	T.V.	
3	V.C.R.	
4	AUDIO CASSETTE RECORDER	
5	SLIDE PROJECTOR	
6	OVER HEAD PROJECTOR WITH TRANSPARENCIES	
7	DISPLAY SCREEN	
8	L.C.D.PROJECTOR	
9	STILL CAMERA	
10	AUDIO CASSETTES	
11	VIDEO CASSETTE	
12	COMPUTER	
13	GLOBE	
14	VIDEO CAMERA	
15	PRINTER	
16	MAP (INDIA) POLITICAL,PHYSICAL	
17	MAP (WORLD) POLITICAL,PHYSICAL	
18	MAP (AUSTRALIA)	
19	MAP (AMERICA SOUTH AND NORTH)	
20	MAP (HARYANA) POLITICAL ,PHYSICAL	
21	MISCELLANEOUS MAPS,CHARTS,FUNNEL BOARD,BULLETION BOARD ETC.	
22	MODELS SOLAR SYSTEM, SOILS,WINDS, PLANETS,EARTH QUICK,POPULATION,DAY &NIGHT, LIGHT, FOREST,POLLUTION	
23	Academic practice Tests with CD	

24	General Training Practical Tests with CD	
25	The IELTS preparation course	
26	The IELTS preparation course with DVD'S	
27	IELTS Gen training Module with CD	
28	Essential tests for IELTS academic Mod with CD	
29	Grammar for IELTS with answer Self study	
30	Cambridge IELTS with answer CD	
31	Cambridge IELTS with answer audio CD	
32	Practice tests for IELTS self study A/CD	
33	Practical course in English Pronunciation w/cassette	
34	Spoken English to speak Flu. W/cassette	
35	Spoken English with CD	
36	Dynamic memory English speaking course w/ CD	
37	Pronunciation of English words with CD	

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

Charts, models, pictures, flashcards and slides are prepared on various topics for different classes by the teachers. Faculty members help the students in the development and efficient use of the teaching aids. The teaching aids like working models, static models, charts , pictures, flashcards, CDs etc. are being prepared used by the students under the supervision of faculty members.

3.2.4 Give details of 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

The faculty members attended, as mentioned above, Intel Teach programme workshop organized with the help of Intel Corporation in collaboration with other colleges.. The list is provided on Enclosure (Annexure)

- The programme prepares/trained a master trainer who provides/imparted training to colleagues and students.
- The programme focuses on the use of computer for developing material, either through down loading or through the use of guidelines as available on different websites for developing such material.
- Workshop on Audio visual aids was organized.
- Financial burden for attending such programmes is borne by the college.
- Our faculties regularly attend conferences / seminars / workshops pertaining to material development.

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

Number of journals in which papers have been published by the faculty in the last five years from 2006 onwards.

Sr.No.	Name of Faculty Member	Journal	Topic
1.	**Dr.S.K.Kaushal**	Journal of Educational and Psychological Research;Vol 02,No.02,Page No. 61-64	Awareness of P.G. students towards human rights
		Journal of Progressive Education;Vol 02,No.02,Page No. 1-5	Counseling in Colleges of Education in Haryana
		vol 11 Yugshilpi page No. 21-26	Classroom Management and Teachers ; Effect ofRewards and Punishments on Behaviour and Learning
2.	**Dr.B.P.Singh**	Research Link Research Link	

		The Educand The Educand Emerging Trends in Social Sciences	
3.	**Ashok Kumar**	Review Journal of Political Philosophy(2007) Vol. V, No. 1,2 pg-14 Research Journal of Philosophy and Social Sciences(2008) Vol. XXXIV pg 51-55 Indian Psychological Review(2008) Vol.70 ,No. 2 pg 59-62 Indian Journal of Psychometry and Education(2009) Vol.40(1,2), pg 153-155 Indian Psychological Review(2010) Vol.74, No.3,pg 147-152 Indian Journal of Psychometry and Education Vol.39(2),pg 169-171	Women Empowerment through Girls Education and Women Teachers in India Role of Efficient Teachers in Inculcating Personal and Social Values A comparative Study of Teaching Attitude of Male and Female B.Ed. students of Rewari District of Haryana Emotional Intelligence of Prospective Teachers General Teaching Competency and Teaching Aptitude of Prospective Teachers of Rewari district General Teaching Competency of Prospective Teachers

4.	**DR. Manoj Rani**	<u>Journal</u> — Research Link, December 2010	Causes & Prevention of Ding Addiction in Institutes of Higher Learning
		<u>Journal</u> —Research Journal, October 2011	Effectiveness of Inductive Thinking Model in the Teaching of English Grammar
		The Journal of Advance Education, March 2012	Inclusive Education— An Inevitability to achieve the Goal of Education for all
		युगशिल्पी— September 2012 – February 2013	Right to Information as a Tool of Governance
		Higher Education— context & Linkages, 2012	The Constrictive Approach to Teaching & Learning
5.	**Dr. Precious Sheoran**	Research Link Vol (101) August 2012	Gandhi Ji and Educational System
		Voice of Research 2 September (2012	Modification of Teacher Behaviour

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

No.

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

No Minor or Major Research Project was completed by any of the College teachers.

3.3 Consultancy

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

Yes, our faculty members helped and provided consultancy in different schools according to the situations free of cost.

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, all the staff members of the college are competent and efficient to undertake consultancy services in the various fields such as successful organization of Workshop, Conferences, Seminars etc.

They are consulted regularly for research methodology, approval of proposals and research procedures by students engaged in M.Ed. dissertations.

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?

No, formal consultancy service is given by the institution as revenue generation source.

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

No, revenue was generated through consultancy.

3.4 Extension Activities:

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extensions in activities, outreach programmes , partnering with NGOs and GOs)

The main objective of our college is to spread awareness regarding some social problems and evils in the region. Keeping this point in mind, the teaching aids prepared by the students are donated to the schools, where practice teaching was held in order to make their teaching environment better and effective.

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

Our college has a very good rapport and linkage with the surrounding schools of area. Our faculty members time to time visit these schools and provide consultancy from time to time and vice-versa. Our institution benefits the community for the development of the society and spread awareness in the community through various projects like Polio Drive and First Aid, Disaster Management etc. The institution is aware about the diverse problems in the community. It understands the necessity of resolving those critical issues.

It recognizes various problems faced by the community. It realizes the needs of the community, the need for social service by readily co-operating by provision of the institutional services to promote well being.

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 plans to take up more initiatives in out reach programmes like:

- Promoting Environmental awareness
- Planting and preserving trees
- Organizing value oriented co-curricular activities in school
- Promoting cleanliness and sense of hygiene
- Development of democratic citizenship

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

There is no such project initiated or completed by the College relating to community development.

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

To prepare the students for maintaining the rich Indian culture, morals, social and national values the institution organizes and participates in a number of activities inside and outside of the institution such as:

- To develop the social values and citizenship values, students are motivated to work and complete their projects in groups.
- Social values are also developed among the students through daily morning assembly.

- Students' seminars on different topics and current social issues organize
- Different duties to the students in different activities, functions and programmes are organized in the institution to develop their social skills.
- To develop the citizenship values students are inspired to follow social limitations, to make their environment clean and hygiene and to follow their social and national duties.

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. Details the benefits resulted out of such linkages.

• NCTE

• NCERT

• HEC

• KUK

• MDU, Rohtak

• CDLU Sirsa

• IGNOU

• UGC

The linkages with such organizations are helpful in quality enhancement and in promotion of infrastructural facilities.

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

 Nil

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

1. **Curriculum Development**
2. **Teaching**
3. **Training**
4. **Practice Teaching**
5. **Research**

6. **Extension**

7. **Publication**

8. **Student Placement**

9. **Consultancy**

A contribution through linkages is given as below:

Curriculum Development: As the college is affiliated to MDU, Rohtak, it is not in a position to develop curriculum. However recommendations of various collaborative agencies like NCERT, NCTE are implemented at college level. The B.Ed. programme is enriched through linkages and knowledge is updated in methodology, curriculum transaction and evaluation.

Teaching : Journals and study material of NCERT and NCTE give orientation to new trends and innovation in education and research activities.

Training : The norms of NCTE, NCERT and affiliating university provide guidelines to college to impart training to its student teachers.

Practice Teaching : Heads and subject-teachers provide feedback to our pupil teachers which further contribute to improve various aspects of practice teaching. Interaction with the staff of schools and national organizations enable the faculty members to improve efficiency of their student teachers.

Research : Review of related literature available in national organizations is very helpful to our faculty members for pursuing their research activities. Besides the linkage in schools help the teacher-trainees to conduct action research and case study in practice teaching schools so that students' problems can be sorted out for effective learning.

Consultancy : Linkages with national organizations have immensely contributed in consultancy services. The experienced faculty of eminent organizations rendered their services as resource persons and as keynote speakers in conferences/seminars/workshops/extension lectures, organized by the college from time to time. Moreover, suggestions given by the educationists contributed in quality education of the college.

Extension : The staff members of the KUK, MDU Rohtak, IGNOU and other organizations guided our faculty members in various extension and outreach activities of the college.

Publication : The publications of NCTE, NCERT, MD University, Rohtak and other organizations are helpful to our teachers as well as students to carry out their research activities.

Student Placement : Linkages with various schools contributed a lot in campus counselling organized by the college for placement of students. Interaction with practice teaching schools leads to placement of our trainees.

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

The College has excellent rapport with the schools wherein students are sent for teaching practice. In addition, the college remains in touch with other schools.

Teaching practice in reputed schools provides students with adequate exposure to get jobs of their satisfaction. Every year, students are absorbed by the school, where the students undergo for teaching practice prior to the final examination result.

For effective implementation of Community Programmes, the college even gets help of the principals and the trustees of nearby schools. For the purpose, the College deputes some teachers for delivering lectures to nearby schools whenever there is programme introduced by some reputed organizations. The college community and schools are thus creating networking for the common goals to be achieved.

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, the faculty members actively engage themselves in schools, with teachers and other school personnel to make the practice teaching effective. The teacher educators in different schools engage themselves in the following activities:

- In preparing time table with the assistance of the school staff.
- Teacher educators take the assistance of the subject teacher of the school in order to assign the subject matter to the pupil teachers.
- Teacher educators ask school personnel to observe the teaching of the pupil teachers.
- They ask school personnel to give information about the school functioning and different processes of the school.
- They organize discussion lessons schedule in collaboration with school personnel.
- They prepare daily observation record.
- They assign adjustment periods to the pupil teachers.
- They check lesson plans, note books of the pupil teachers daily.
- They provide their support to the pupil teachers to make lesson plans, instructional aids, school report etc.

- They provide feedback to the pupil teachers to modify their teaching performance.
- They render assistance to the pupil teachers to solve their problems.
- They motivate the pupil teachers to participate in various activities related to school
- Student teachers are asked to maintain discipline.
- They encourage the pupil teachers to participate in the morning assembly of the school.

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

The faculty members of the college collaborates with Schools/Colleges in the following ways:

- Interacting with teachers of different public & private schools during practice teaching.
- Provide assistance in the organization of the various competitions.
- Provide assistance in the evaluation of papers.
- Attending workshops, seminars and conferences organized by other colleges.
- Presenting papers at various seminars and conferences.

3.6 Best Practices in Research, Consultancy and Extension

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

The institution makes efforts to improve quality of research, consultancy, and extension activities and adopt new measures to achieve this objective.

- The institution encourages its faculty members to engage in research. One of the faculty members acquired Ph.D degree.
- The faculty members encourage students to undertake action research.
- Organizing the seminars, extension lectures.
- The college encourages the faculty members to engage in research activities by providing leaves to attend seminars, workshops and conferences organized by the various colleges and universities.
- The institution promotes faculty members to write articles and research papers for publication in different journals.

- Papers have been presented by faculty members at national and international level seminars and conferences.

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

The institution follows some good and best practices in research, consultancy and extension activities which are given below:

- Extensive use of ICT and co-operative learning in pursuit of research
- Action research is conducted for improving the quality of education
- Pupil-teachers are provided with free consultancy regarding research activities.
- Teacher educators are inspired to publish research articles and research papers in journals of national and international level
- An interest is developed among teacher educators to conduct research in education.
- The college subscribes to various research journals of national and international level.
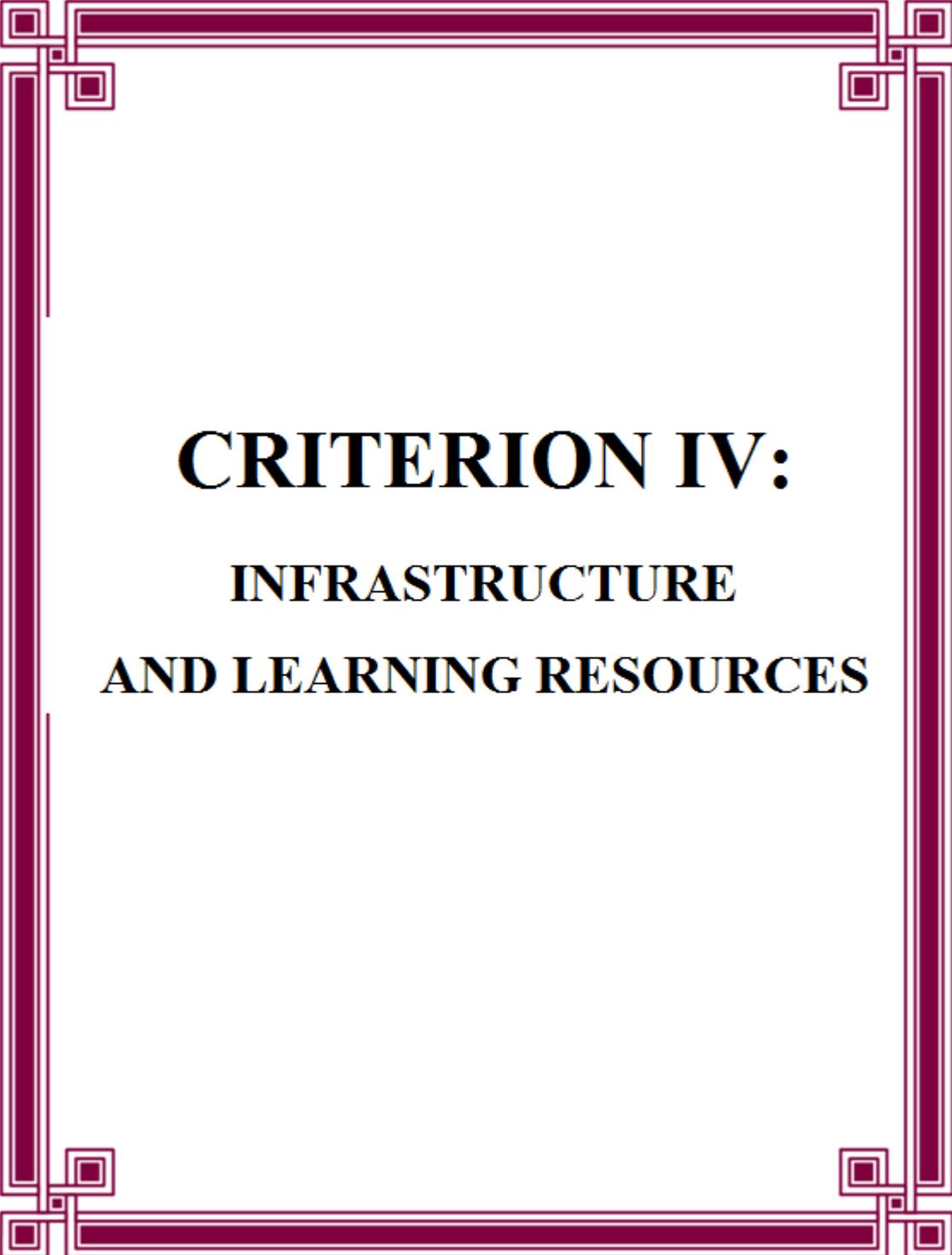
CRITERION IV:

INFRASTRUCTURE
AND LEARNING RESOURCES

4.1 Physical Facilities:

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

Yes, the college has infrastructure as per the norms laid down by the NCTE. So far as the infrastructure facilities are concerned, the following facilities are available in the college:

- Principal office
- Administrative office
- Staff room
- Resource room
- Library -cum - Reading Room
- Seminar Hall
- Psychology Laboratory
- Science Laboratory
- Educational Technology Laboratory
- Language Lab.
- Stores
- Class rooms
- Sports room
- Play Grounds
- Sanitary system for girls
- Girls common room
- Canteen
- Drinking water facility etc.

Amount invested for developing the infrastructure Rs 4129701 for last five years. The Master Plan of the Building is attached as   (**Annexure**).

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

The college always carries the activities to raise funds in order to meet the need for augmenting the infrastructure to keep the pace with the academic growth. The present infrastructure of the college is a result of the administrative efforts. The efforts of the Principals and College Managing Committee and the Members of governing body of the college have maintained the college. The grants from government, HEC, UGC, public and

students fees also.The Institute has sufficient resources in the form of land, finance, building and infrastructure to fulfill the needs and requirements necessary for academic growth and development in near future. Every year, funds are allocated to meet the existing needs and for augmentation in college building (for construction, renovation and maintenance); resources in library, ICT lab, science lab, psychology lab, etc. Play ground is properly maintained, and sport material is made available. A comprehensive view may be formed by having a look at the budgetary provisions that are made to fulfill the requirements for augmentation.

Budgetary Provisions for Augmentation (for the last three years)

Sr. No.	**Items**	**2010-11**		**2011-12**		**2012-13**	
		Allocation In Rs.	Utilization In Rs.	Allocation In Rs.	Utilization In Rs.	Allocation In Rs.	Utilization In Rs.
1	Building	As per requirement	2826160		63530		273825
2	Labs &Equipments		Nil		261300		954016
3	Garden &Playground		23300		12200		85009
4	Computers				1275818		965376
5	Games&Sports				600		
6	Medical Facility						

The principal and the faculty members sit together every year for revising, assessing and planning the infrastructural requirements. They take into account the emerging and changing needs and requirements for procuring new instruments and equipments, etc in order to make them available to the students and other required infrastructure to keep pace with the academic growth.

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

The college is having multipurpose hall, sports room, play ground, classrooms etc for the organization of co-curricular activities. There is Indoor, and outdoor game facilities to the students and the staff members. Public address system, LCD, OHP and other technological facilities are available with the college for organizing co-curricular activities.

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

The infrastructure given above is solely meant for the students of B.Ed and M.Ed. classes as the college are running these two course. Stadium and Hostel of the college is used by our sister institution run by the same Managing Committee.

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

The institution has provided the following facilities:

- Separate wash rooms for students (Boys and girls).
- Common staff room.
- Common play ground is available for all students and faculty members.
- Cleanliness is ensured in the premises of the institution.
- Canteen is available in the premises of the institution. In the canteen, there is provision of beverages, breakfast, lunch and a variety of snacks.
- Drinking water is made available.
- A first aid box is available in the office.
- Common room for students (separately for boys and girls).
- Proper sanitary system for staff and students.
- Conducive environment for teaching learning process by providing well equipped infrastructure.

4.1.6 Is there any hostel facility for students? If yes, give detail on capacity.

The institution has hostel on sharing basis with Dadri Education Society on the same campus.

4.2 Maintenance of infrastructure

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

- **Building (Allocation as per requirement) = Rs 3922480/-**
- **Laboratories/Equipment   =Rs 1244416/-**
- **Furniture   =Rs 207221/-**
- **Computers   =Rs 2247094/-**
- **Transport/Vehicle   Nil**

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

The college prepares its annual academic calendar and time table for the whole session and the head of institution assign various duties and responsibilities to teaching and non teaching staff members according to their capabilities. The various activities are systematically planned in the academic calendar and time table in such a way as the available infrastructure is optimally and appropriately utilized by the students and the staff members. The optimum utilization of instructional infrastructure is ensured by the management that facilitates smooth, effective and regular functioning of the college. The infrastructure remains in continuous and effective use. Purchases are rationalized through the scrutiny done by the College's Purchase Committee. The College's relevant committee plans the allocation of classes to ensure optimum utilization of the accessible classroom space. The institution maintains a generator to ensure uninterrupted supply of electricity.

4.2.3 How does the institute consider the environmental issued associated with the infrastructure?

The institution gives prime importance to the environmental issues associated with infrastructure. The college maintains the cleanliness and polythene bags and mobile phones are banned in the campus. The students are encouraged to work together for the beautification of campus. They are motivated to plant saplings in the campus of the college. The building of the college was planned and constructed in such a way as most of the natural resources with respect to light and air are properly utilized to save the electricity consumption. The students show their creativity in making environment-friendly items. This also gives the students the

concept of making Teaching Aids out of the waste material. Students take utmost care to see that no garbage or waste accumulates in any part of the campus.

4.3 Library as a Learning Resource:

To ensure best library services, the institution has formulated Quality Parameters of Library. The library makes available different and up-to-date resources that provide support to its mission and fulfill the needs requirements of its users. Library Advisory Committee is constituted to improve the functioning of the library. The library has latest journals, magazines, reference books, text books and encyclopedias and the books related to syllabus. The Generator facility is extended to the library. Various measures are adopted for the overall maintenance and cleanliness of the library.

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

The post of librarian is vacant due to retirement.

Technical staff available – 1, i.e., Library Attendant

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.).

Item	Quantity		
No. of text books	**9307**		
No. of Reference Books	**1285**		
Journals (National)	**08**		
Journals (International)	**Nil**		
Encyclopedias	**15**		
Dictionaries	**45**		
Educational Surveys	**05**		
Internet Facility	**05**		
Newspapers	**13**		

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

The college has Library Advisory Committee which plays a major role in achieving the goals and objectives of library and to check its functionality.

The composition of library advisory committee is as follows:

Convener : Dr. Indu Malik

Library member : Sh. Permanand

Teacher Members: Dr. B.P.Singh

                   Sh. Ashok Sangwan

                   Dr. Manoj Rani

Functions

The Library Advisory Committee is fully responsible for the total growth and development programme of the library. The functions of the Library Committee are as follows:

- Seeks allocation of funds for the proper growth and development of the library.
- Selects titles and makes purchases of the book from the lists of publishers.
- Checks the documents of library.
- Conducts annual verification of the stock of books.
- Monitors functioning of the library.
- Takes stock of obsolete titles

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

Yes, the library is computerized with Internet facility to access online information e-book, e database etc. Internet is available for the teachers and the students

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

Yes, the College Library has Computer, Internet facility and Reprographic facilities.

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

The college has an enriched ICT facilities. All faculty members use ICT in their teaching. The library is fully computerized with internet facilities and software namely 'Techlib'

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

The library remains open for the whole session. The library is open from 9.00 a.m. to 4.00 p.m. for students and faculty members on all working days. The timings are extended from 9.00 a.m. to 6.00 p.m. during the examination period.

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

In our college library, we have a separate rack for new arrivals. Detail regarding new arrivals is given on the computers installed in the library. We keep new arrivals of books for fifteen days in it and then we merge them into their respective places. In this way, the students and staff members came to know about the new arrivals in the library. The library staff also introduces the new arrival of books to the students according to their subject of interest.

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

Yes, the college library has the facility of book bank. It provides books to the pupils for the whole session free of cost.

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

The physically challenged students are given priority in issuing and returning the books in the library.

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 institution ensures the optimum use of the facility.

Our college has a well equipped computer lab with internet facility. Besides this, a language lab has also been installed in which ICT & Audio visual aids are used.

• *Computer Lab:*

Physical infrastructure – Area: 800 Sq. feet

No. of Computers: 50

No. of Computer with Internet connectivity: 50

No. of seating arrangement at a time: 30

No. of Computer Lab instructor / Faculty : 01

The following equipments are available in the college:

a. OHP   02

b. Slide projector   01

c. DVD Player   02

d. Television   01

e. Tape Recorder   02

f. Educational CDs   100

g. LCD Projector   03

Various activities are so systematically planned in the college that the available ICT infrastructure is optimally utilized by the college personnel.

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

The existing curriculum has the provision for imparting the theoretical and practical computer skills to the students in the form of teaching subject (Compute Science). In the curriculum, there is the practical on ICT which carries 50 marks. Students are imparted fundamentals knowledge of computers' need, functions and their practical use in the educational system.

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

The students are encouraged to use ICT for better teaching and learning during class seminars, teaching programmes and in other educational programs.

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

The college organizes micro teaching, simulated teaching etc to develop the students' technological skills. The students use overhead projector, slide projector, LCD, prepare transparencies, charts, pictures, models and use other technological aids during their teaching practice in the college.

4.5 Other facilities:

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

The different instructional activities are so systematically planned in the institution that the available infrastructure is optimally used by the college personnel. The students and staff members use the resources available like Computer Lab and multipurpose hall in the

institution. The faculty motivates and encourages the students to become tech-savy and they are motivated to communicate among themselves through emails using internet facilities provided by the college. Students are encouraged and motivated to make their email IDs and use it to communicate among themselves and with their friends and others.

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

Our institutions have various audio -visual facilities like:

- DVD Player
- Audio Cassette Player
- Computer and internet facility
- Television, Radio
- Different kinds of Maps
- Models
- Audio cassettes
- Video Cassettes
- OHPs and LCD Projector,
- Photocopier
- CDs, DVDs of different school subjects and educational films
- Charts and Models covering the teaching subjects etc,

The teachers regularly encourage and motivate the students to use the technological aids during their micro teaching, simulated teaching, different competitions and weekly seminars.

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

The institution has following laboratories:

- Psychology laboratory
- Language laboratory
- Science laboratory
- Educational Technology Laboratory

The institution enhances and improves the facilities as per the requirement given by the staff to meet the increasing demands and needs. Regular maintenance in terms of infrastructural

and equipment requirement are met. All the equipments are maintained with the help of electricians and technicians.

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

The institution has well furnished multipurpose hall. The college has a 2000 square feet multipurpose hall having the capacity of 150 seats. The facilities which are available in the hall:

- Comfortable seating arrangement
- Sound system
- Lectures stands
- Proper electricity and light system

The institution has a sports room with all the required sports material and goods. There are outdoor and indoor sports facilities on the campus. The institution have no transport facility.

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

Yes, the class rooms are well equipped with technological aids for teaching such as Interactive Boards chalk boards, OHP Projectors, Electronic Podium, audio visual aids and charts etc. and to provide the instructions to the students, the multipurpose hall is also available for the use of students and staff members.

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 instruction, including the use of technology?

The staff members are encouraged and motivated to use latest technologies to cope with diversity of instructions in the current scenario. Classroom environment is made conducive and favourable through the use of teaching aids and activity based teaching incorporating technology. Faculty makes use of facilities available in the Educational Technology lab The institution has provided the facility of technological materials to make the teaching learning effective. The teachers conduct quiz contest on different topics, class seminars, discussions and debates etc. by making use of technology.

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

The list of innovative practices related to the use of ICT by the faculty and students is:

1. LCD Projector
2. OHP Projector
3. Slide Projector
4. Tape recorder
5. Computers

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

Listed below are some of the best practices that improve the academic information environment and usability.

- Compiling student/teacher attendance statistics and locating the same on the notice board.
- Showing newspaper clippings on the notice board periodically.
- Career and Employment Information Services.
- Internet Facilities to different user groups.
- Suggestion/Complaint box and timely response.
- Organizing competitions annually.
- Conducting user surveys periodically
- Safe storage and multiple access of material
- Ability to store variety of data
- Access information from anywhere in the world

4.6.4 Future Plans to modernize the class Rooms

The college has a vision as well as commitment to grow quantitatively as well as qualitatively. Perfection is its aim that it strives to attain for which it has a plan for future. Following are some of its future plans:

- Procurement of more slide projectors, OHPs
- Development of subject-rooms
- Interactive Boards
- LCD Projectors with USB facilities
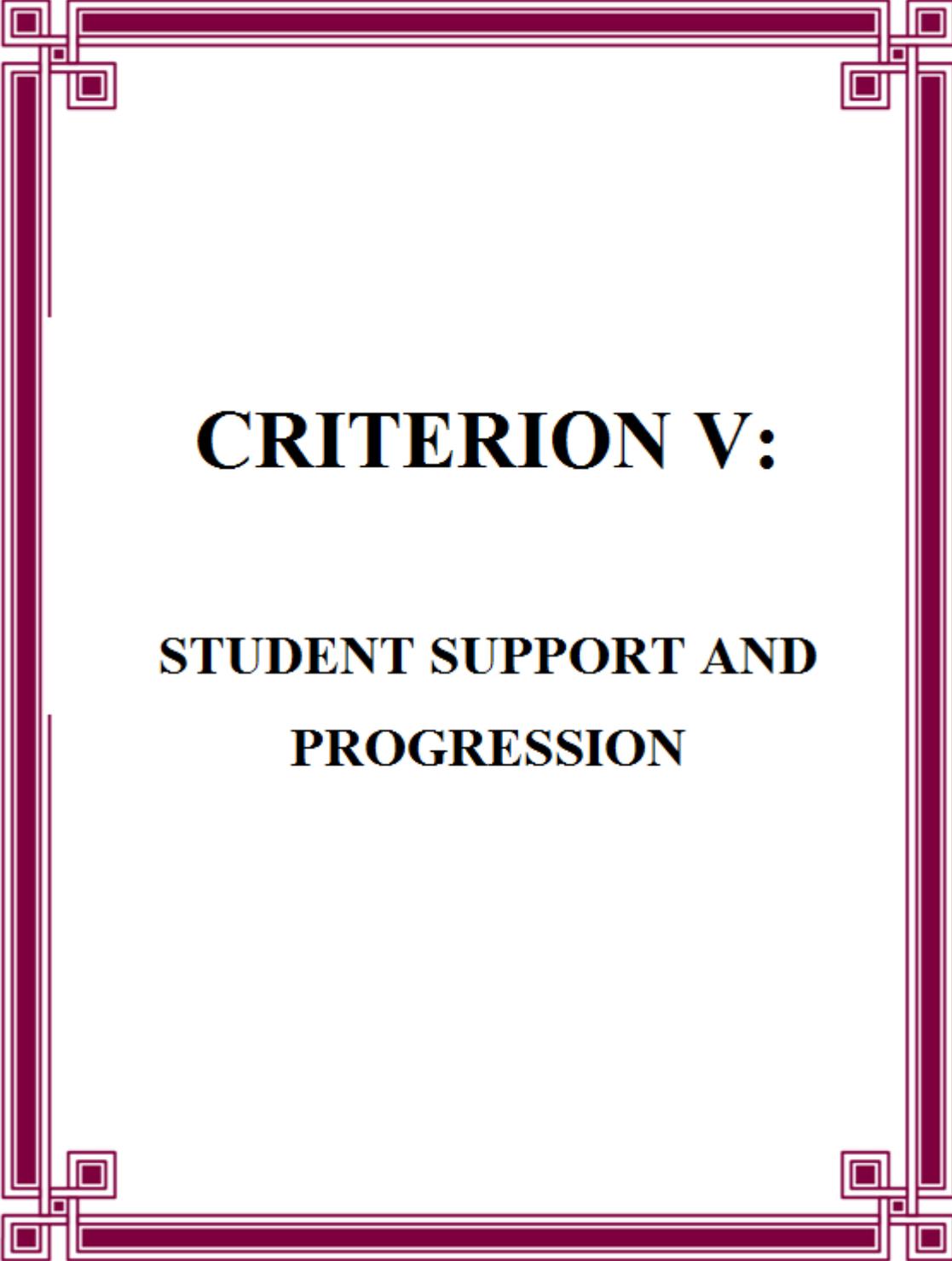
CRITERION V:

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression:

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

In our college, an orientation programme is organized in the beginning of the academic session. In this orientation programme, pupils are given the adequate and detailed information regarding academic and non-academic activities of the course. Proper guidance is given to the pupils regarding their queries of subject combination, eligibility criteria for particular teaching post, choice of practical subjects etc. The main objective of this orientation programme is to make students mentally prepare for all the forthcoming events and activities of the academic session.

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

- The institution endeavours to provide a learner-friendly environment to promote motivation, satisfaction, and development and performance improvement of the students. The students from diverse cultural backgrounds impels the institution to have an accommodative spirit and multi-culturist inclusive approach towards them. Thus the institution makes the students set in the new environment well.

- For the proper motivation, satisfaction, development and performance improvement of the students, different activities are organized in the college. Various events and activities like yoga camp, celebration of national and international days, extension lectures, educational tour are organized in the institution to seek the maximum development of the students.

- The faculty members provide personal and vocational guidance to the students.

- Information regarding the availability of jobs in the govt. and private sector is provided to the student teachers.

- In the orientation programme, the students are acquainted with various programmes including curricular and co-curricular activities. In this programme, they get knowledge of professional code of conduct and professional ethics of being a good teacher and human being. They come to know that institution has a zero-tolerance for such things as ragging, discrimination, etc. With such type of care and concern

available to the new entrants in the beginning of the session, the students are made to adjust in the new environment of the institution. Such type of care and concern remains a permanent regular feature of the college environment throughout the session.

- Guidance & counselling is an important feature of the institution. The principal as well as the faculty members provide guidance & counselling to students from time to time, and as per requirement.
- The library services are rendered quickly to the newly admitted students. They are issued library cards which enable them to borrow books.

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

In the college, special attention is paid to female students. The college has a mechanism to give necessary help to them. It is worth mentioning that the female students feel safe and secure during their stay in the institution. The Principal and the faculty members are eager to solve all the problems related to the female students through proper guidance and

counseling, which increase their confidence and inspire them to complete their course. The drop-out rate is negligible in the college and, in no case, the institution was ever found responsible for the cause.

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

- Besides the normal classroom teaching, the college organizes various activities likes quiz contest, debates, group discussions, students' seminar, slogan writing competition etc. to develop general awareness among students regarding current affairs, events and latest development in the field of education.
- In the classroom, the teachers also provide additional information on current issues of National and International level to impart knowledge of global scenario.
- The library is also well equipped with the journals, magazines and newspapers to update the knowledge of the students. The library of the institution has collection of

99

preparatory books of SLET/NET which the students utilize for the preparation of the examination.

- The pupils are also equipped with skills of facing interviews and professional etiquettes.

- During the teaching programme, the importance of the life-long education is also emphasized upon. They are given advice to go for further studies in future and if possible do it through distance mode of learning along with their teaching career.

5.1.5 What percentage of students on an average goes for further studies/Chooses teaching as a career? Give details for the last three years?

Approximately 25percent in the last three academic sessions goes for higher studies and 50 percent students have opted for teaching as their profession. All this information has been obtained from the feedback taken from the members of Alumni Association.

5.1 6 Does the institution provides 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 teachers after graduating from the institution? If yes, give details on the same.

Yes, the institution provides training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution. The institution organizes the meeting of Alumni Association at regular intervals. The members of Alumni Association are given the facility of using library services and internet access in the computer laboratory. The members of Alumni Association of this college are given library facilities at free of cost as per their requirement.

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

The college provides placement services to the students for getting jobs after the completion of their studies. The head of the institution and faculty members keep themselves in touch with different schools of the area to know about the posts lying vacant in those institutes and the students are orally informed. Moreover, the faculty members regularly remain in touch with the jobs advertised in different news papers such as Employment News in private/semi-govt./government sectors and inform the students in the class room**.** The number of students who have been benefited: ………….40.

5.1.8 What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Regarding the placement of the students, the institution is facing following difficulties:

- Sometimes to update the information regarding filled and unfilled posts is not furnished by the employers to the institution.
- Most of the institutions do not provide job security to the aspiring teachers.
- The schools prefer to appoint their own students.
- Some times, selection of teachers is made before the declaration of the result.
- Many schools do not even advertise existing vacancies in reputed newspapers.
- Many students prefer those schools which are close to their living place. This is particularly true in the case of female students.

5.1.9 Does the institution have arrangements with practice teaching school for placement of the student teachers?

The college maintains good relations with these schools. During teaching practice, most of the practicing schools and the management of these schools offer the job opportunities to the efficient and skillful student teachers. The information regarding job vacancies is collected from the head of the school where the practice teaching is carried out. The bio-data of student teachers is sent to practice teaching schools after the completion of the course.

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

The placement cell is given the facility of human and other resources as per the need. Facility of telephone, laptop, fax and internet is always accessible and used by the placement cell for its smooth working.

5.2 Student Support

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

The curriculum is planned and developed by the apex bodies and implemented strictly in the institution. However, after consulting all the faculty members, the head of the college plans and develop an annual academic calendar for whole session regarding the curricular and co-curricular activities. The students of the college are communicated through notice boards in advance about the curricular and co-curricular activities. These activities are planned

developed by mutual discussion of different committees like library advisory committee, cultural committee etc. and responsibilities related to these events are allotted to the different student teachers in the supervision and guidance of teacher educators. To discuss the limitations and problems and to plan upcoming programmes and policies for effective implementation, regular staff meetings are held.

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

Physically challenged students are admitted in the institution. The college doesn't have a separate curricular planning for physically challenged students, though the physically challenged students are cooperated appropriately in the academic programmes. The college follows the policy of inclusion. The teachers take special care and extra classes to physically challenged students.

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

The college has mentoring arrangements. The Principal and the senior faculty members of the college extend maximum and required help to the new and junior faculty members for their adjustment in the college. They are provided required and essential guidance to bring about effectiveness and efficiency in their lectures.

The aim of mentoring is to empower the pupil teachers to move forward with confidence towards their goal. The mentor creates an informal environment in which the students feel motivated to discuss their needs and problems openly and with confidence.

The students who exhibit slow learning capacity, extra attention is paid to them to solve their problems and difficulties. During teaching practice, subject experts work hard to provide necessary guidance to the pupil teachers in lesson planning. When the students require any help related to curricular and co-curricular programmes or activities, they are accordingly given every possible help.

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

There are various provisions in the college which support and enhance the effectiveness of the faculty in teaching and mentoring of students are as follows:-

- Self appraisal by the teachers
- Feedback taken from the students regarding the teaching learning process
- Facility of Internet and Library resources
- Extension lectures

- Peer evaluation which assists in getting inputs about the quality of faculty's teaching and provides an insight into one's own strengths and weaknesses.
- Provision of various facilities and equipments for the faculty members to complete the assigned task properly
- Mutual interaction and discussion by the faculty members on various problems faced by the students during the class room teaching and in or outside the campus

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

The institution has its own website entitled as www.mlrsc.net The following information regarding the institution is given on the website and updated from time to time:

- Brief history of the college with introduction to the institution and its campus
- The management
- Details of the faculty
- The overall information about the infrastructure facilities available in the institution
- The course structure and subject options available at the college
- Contact details, etc.

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

The students with lower academic level are identified and maximum help is given to them and extra attention is paid to them during the classroom teaching. The faculty members are always willing and ready to provide help to these students to overcome their educational problems and weaknesses. Remedial teaching is arranged for them after the regular classes. These students are given extra time for clarifying their doubts. Extra classes are also taken of those students who feel the requirement of remedial teaching.

5.2.7 What specific teaching strategies are adopted for teaching?

a) Advanced learners and

b) Slow Learners

a) For advanced learners, extra work load in the form of assignments, projects and additional responsibilities are given to encourage and inspire them. They are also involved in various committees during the organization of various curricular and co-curricular activities.

b) The slow learners are given extra and personal attention during classroom teaching. The faculty members provide maximum support and counselling to these students. These students are also motivated and inspired to participate in all types of curricular and co-curricular activities.

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

In the college, the following guidance and counseling services are available to the students:

Personal Guidance is given to the students for their individual problems. Students coming from different areas face many problems regarding environment and adjustment etc. and they are guided by the faculty members for their better adjustment.

On their first day in the college's faculty members provide guidance about the matters regarding the admission to the course. Guidance and counselling is provided about the selection of appropriate subjects. Pupil teachers are given counselling regarding the practice teaching on the first day. Vocational guidance is also given to the pupils to provide information regarding the choice of the subjects in which job opportunities are available, training for particular course etc. Educational guidance for further study is given to the pupils. They are given information about the eligibility, scope and importance of higher courses.

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

The college has its own grievance redressal mechanism. A suggestion and complaint box is provided in current academic session in which students can drop their suggestions and complaints regarding the overall environment in the institution. From time to time, it is opened and discussed properly and appropriate action is taken on the receipt of proper suggestions and complaints, but no grievance has been received for the last two years.

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

The progress of the candidates at different stages of programmes is assessed and judged by their performances in classroom tests, house exams, assignments, co curricular activities, practical works, and day to day task assigned to the students. Their performance in practice teaching is likewise monitored and regular guidance and counselling is provided to the students. The students are equally encouraged to participate in curricular and co -curricular activities. The students lagging behind in these activities are provided with necessary advice and guidance to improve their performance.

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

The college has a unique and well organized system to make the students efficient and competent for the teaching before going to the school for teaching practice. In the beginning, the subject teachers provide them theoretical as well as practical knowledge in depth regarding the teaching of their subjects. Each skill is explained to the student teachers by taking relevant and appropriate examples from their chosen teaching subjects. Students' doubts regarding the concept of teaching are also cleared during the theoretical processes. Before the commencement of micro teaching practice, the whole teaching faculty provides the final demonstration to the students by taking examples from the concerned teaching subjects. During teaching session, all student teachers are keenly observed by the teacher educators and appropriate suggestions, support and motivation are provided to the students regarding their weaknesses and strengths in teaching. According to the suggestions given by the teacher educators, the student teachers performs teaching task. This rigorous practice mentally prepares the students and makes them competent and efficient for the real classroom teaching practice in the school. During the real classroom teaching practice, the teacher educator and the concerned subject teachers of the school provides timely, appropriate and regular suggestions to the student teachers both verbally and non-verbally in their files.

5.3 Student Activities:

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

(i) List the current office bearers

1. Sh. Kuldeep Phoghat   President
2. Sh.Munna Lal   Vice President
3. Sh. Ashok Sangwan   Gen. Secretary
4. Sh. Vijay Yadav   Cashier

(ii) Give the year of the last election   2013-14

(iii) List Alumni Association activities of last two years

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

1. Sh. Satyabir Singh Siwach   D.E.O.
2. Sh. Kuldeep Singh Phoghat   B.E.O.
3. Sh. Norang Lal Yadav   B.E.O
4. Sh. Ram Avtar Sharma   B.E.O

5. Sh.Satyabir Singh   Principal (Govt. School)

6.Sh. L.K.Rao   Principal (Govt. College)

7.Sh.Sunil Kohli   Principal (Govt. School)

8.Sh. Ashok Sangwan (Assistant Professor)

9. Dr. Prem lata Joshi Principal (Women College)

10. Dr. Ved Kumar Chhabra Assistant Professor   List Attached (annexure)

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

The association helps the institution in academic affairs by sharing their experiences with the students. It also helps the students in their placement by giving information about various posts advertised in their respective departments.

5.3.2 How does the institution encourage students to participate in extracurricular activates including sports and games? Give details on the achievements of students during the last two years.

The institution puts emphasis on the overall and proper development of the teacher trainees and not just the scholastic development. The college regularly organizes co-curricular activities like debates, speech competitions, declamation contests, quiz competitions art and craft competitions, sports meet etc. for the overall and holistic development of the students. Students are also encouraged to participate in inter college Competitions. The institution provides rewards to the position holders.

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

A notice board has been placed in the institution to encourage the students to write down and display their creative thinking and writing. Students exhibit their drawing work like poster making, slogans, thoughts, poems etc. on the notice board. Besides this, Rangoli, decoration of multipurpose hall on the eve of functions, preparation of charts and models etc. show the creativity and originality of thought of the students.

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

The college does not have the provision of student council, but duties are assigned to the students as per requirement.

The major activities in which the students are involved are:

i) To discuss the class room problems to the concerned committee.

ii) To maintain discipline in the classroom in the absence of teacher

iii) To encourage the students to participate in different curricular and co-curricular activities

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

The following are some of the committees in which there are student representatives.The important committees in which the representation is given to the students are as under:

(i) Students Council

(ii) College Magazines Editorial Board

(iii)Grievance Committee (Grievance Redressal Cell)

(iv) Sexual Harassment and Anti Ragging Committee

(v) Library Committee
(vi) Co- Curricular/cultural Activity Committee
(vii) Sports Committee
(viii)Students Welfare Committee
(ix) Programme Advisory Committee

Constitution, compositions of these committees is given under criterion 6.1.3]

Students Council

As mentioned earlier, the students are nominated every year who act as a link between the student community and the faculties. They perform various responsibilities assigned to them by the faculties and the council.

Editorial Board

Editorial Board also has the provision of students' representation. Students representative in Editorial board are required to collect the articles written by the students, edit the collected articles before submitting to the editor who ultimately sees the worth of the article. Lots of efforts are made by student editors in improving the quality of articles with teacher guidance.

Sexual Harassment and Anti-Ragging Committee

Students play active roles in making suggestions and preventing harassment and ragging.

Library Committee

Students on this committee make suggestions regarding the library and its assets.

Grievance Committee

College has the provision of the Grievances Committee and provision of students'
representation on it. The committee consists of two students' representative, one faculty
member, and principal (chairman of the committee).

The student representatives pass the grievance of one students to the faculty in charge
who passes the information to the principal and ultimately to the manager.

Alumni Association

Alumni Association also has the provision of student representation on it. The last batch
student of B.Ed. is supposed to be secretary and treasurer of the Alumni Association.

Sports Committee

Students on the committee help in the selection of sports and organizing the events.

Co-Curricular/cultural Activity Committee:

These activities are almost exclusively student activities. They select, decide and organize
them. Teachers act as facilitators.

**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 the programme and the
growth and development of the institution?**

Data and feedback is collected by the college from the students at the end of the academic
year regarding curricular aspects, environment and programmes of the institution. The
institution analyses the feedback and makes use of their important suggestions and apply
them to perform better in the future.

5.4 Best Practices in Student Support and Progression

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

- Maximum participation of students is ensured by the college in various activities like
  formation of different committees, inter college competitions and feedback
  mechanism. Besides this, the following activities also ensure the student support and
  progression:
- Organization of seminar
- Feedback box in the college
- Orientation of teacher trainees regarding preparation of resume and interview
  techniques and skills.

- Dissemination of information regarding job opportunities.
- To create awareness regarding rules and regulations for teachers and ethics of the teaching profession
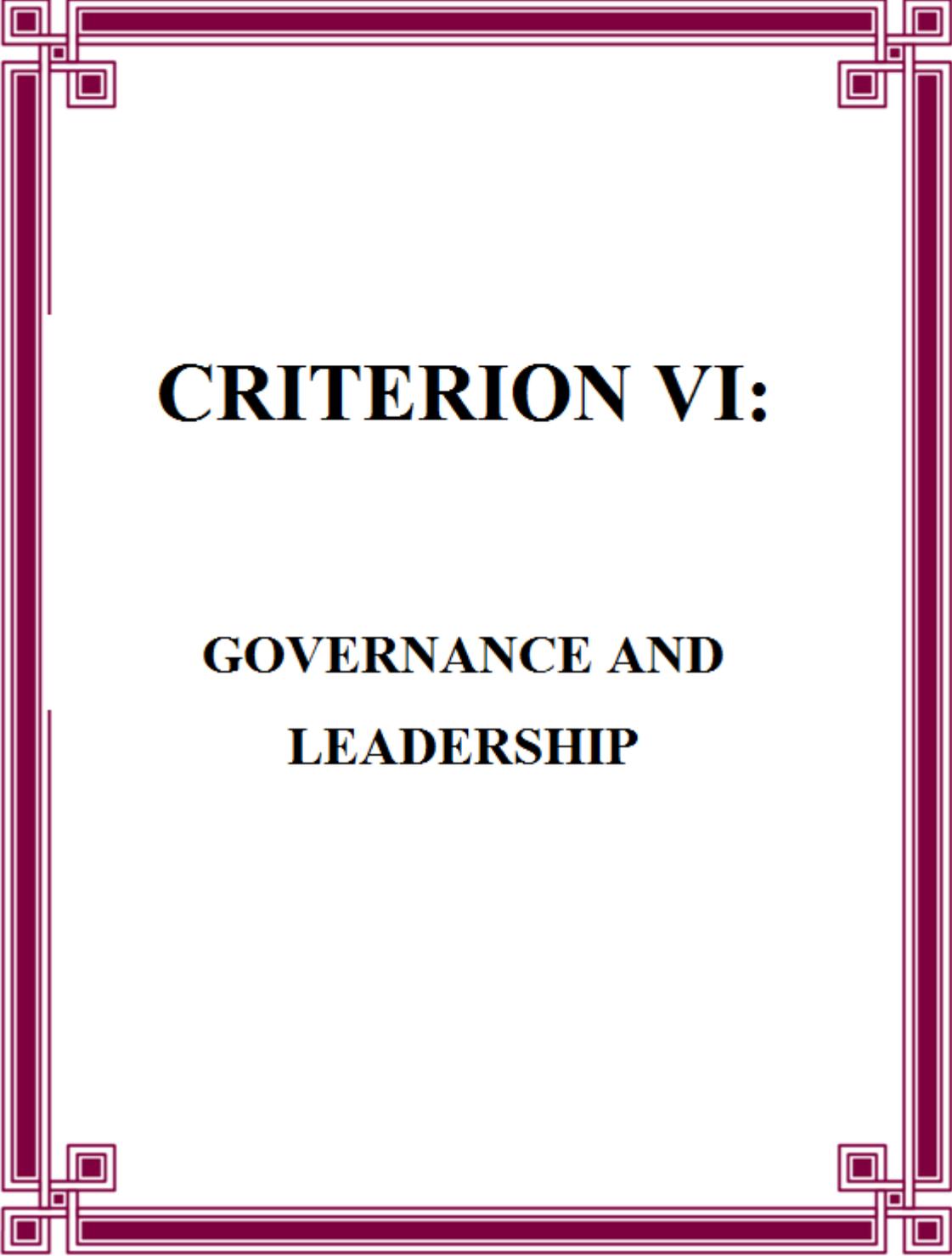
CRITERION VI:

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership:

6.1.1 What is the institution's stated purpose, vision, mission and values?

How are they made known to the various stakeholders?

The main aim of the college is the pursuit of excellence. Keeping in view this aim, the institution's purpose, vision, mission and values are as follows:

Vision:

The institution aims at holistic education to enable the students to cope up with the infinite unseen future that lies ahead. To fulfill this aim, the college focuses on the all round development of the students so that they can meet the challenges of 21st century.

Mission:

1. To prepare proficient, skilled, dedicated teacher educators and administrators.

2. To offer opportunities and facilities to seek the all round development of teacher trainees.

3. To create sensitivity towards emerging issues and challenges in the changing society.

4. To produce awareness among teacher trainees regarding the modern trends in education.

5. To carry out quality research studies, consultancy and training programmes.

6. To make pursuit for excellence is an intrinsic aspect of all curricular and co-curricular transactions.

7. To provide high quality education.

Core values:

The institution tries to inculcate and promote the following values:

- Diversity
- Excellence
- Integrity
- Gender equality, dignity of labour and scientific attitude.
- Peace and social justice
- Respect for all persons
- Modesty, sensitivity and punctuality
- Patriotism, national integration and secularism
- Development of the whole college.

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

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

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

The college was established in August, 1975 . The management or the governing body has always been inspiring and highly dedicated towards the development and growth of the college. The management/governing body generates new and innovative ideas and adopts without any financial restriction. The management works in a democratic manner, and the process of decision making is transparent and participatory. The dedication and commitment of the management really contributes to the efficiency and excellence of the college.

Following are the office bearers of the institution Executive Council:

President:	Shri. Ravinder Singh Singh Gupta
Vice president:	Shri Virender Singh
Secretary Managing Council:	Sh.Ravinder Singh Silgar
Treasurer:	Sh.Suresh Aggarwal

 The different committees of the institution controls and evaluates the academic affairs of the college and advise the competent authority to make the essential and required provisions for maintaining the smooth functioning, effective transaction of teaching and learning processes in the college.

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

The management and head of the institution discuss about the functioning of the institution by organizing meetings with the staff and define the responsibilities of the faculty members. Various responsibilities are assigned to the different faculty members for effective and efficient functioning of the college. Teachers of the college are assigned the work for the whole session and any other information is circulated to the staff members through various circulars issued from the office from time to time.

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?

Information is sent to the management regularly through the principal by organizing the meeting between them. Moreover, management from time to time conducts meeting with faculty members to ensure proper functioning of the institution. Management also interacts with the pupils to ensure the functionality of the institution and to evaluate the execution of the decision taken by the faculty members.

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

The management and the head of the institution regularly conducts meetings on regular intervals with faculty member, and students to make certain the functioning of the institution and to take feedback from them and if any type of obstacles are found in the course of development and improvement of the institution, then these barriers are properly discussed with the competent authority and the strategies are introduced and developed to remove them.

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

The college Management encourages the effective and active involvement of the faculty members for the effective and efficient working of the institution by:

- Providing different technological resources for strengthening the teaching - learning process.
- Freedom to obtain the books and other study materials for the institution whenever necessary
- Providing duty leave to attend professional development programmes and courses, seminars, workshops and conferences.
- The management motivates the faculty members for higher studies to add to their academic growth and engage themselves in all research oriented activities like Ph.D., M. Phil.

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

The head of the institution governs in all aspects such as curricular, co - curricular and administrative work, allocation and utilization of resources by:

- Encouraging and inspiring the faculty members,

- Ensuring the effective transaction of the curriculum through regular feedback from faculty as well as from the students

- Annual planning of academic activities

- Guide the college personnel regularly

- Conducting meetings regularly with the faculty to discuss the various institutional processes like curriculum planning and its completion well in time, development and implementation of different institutional plans, allocation of the different duties and responsibilities, organization of different types of curricular and co-curricular activities, problems of students and staff of the college.

The head of the institution acts as a bridge between the management, staff members and students and makes sure that their permissible requirements are accepted and implemented. Apart from this, the head of the institution always encourages and motivates all the students and staff members to work hard and keep them updated with the growing world.

6.2 Organizational Arrangements

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

The committees constituted by the institution for managing different activities are:

 The different committees constituted by the college are listed below:-
 Admission committee
• Purchase Committee
• Auction Committee
• Discipline Committee
• Construction/Renovation/Repair Committee
• Library Committee
• NAAC Committee
• NCTE Committee
• UGC Committee
• Sports Committee
• Conference/ Workshop/Seminar Committee
• Anti Ragging/ Anti Sexual harassment Cell
• Magazine Committee
• Alumni Meet Association
• Cultural/ Function/ Tour Committee
• Computer Lab
• Red Cross unit of the College
• Red Ribbon Club
• Women Cell
• Legal Literary Cell

• RTI Act Committee
• Scholarship- BC/SC/ST- Committee
• IQAC Cell
• Bursar of the College
• Estate Officer of the College

The meeting of the Governing Body or the Management of the institution is held regularly for the management of finance and infrastructure and academic growth of the college. Furthermore, the regular meetings of various other committees are arranged and organized throughout the academic year to plan and implement the different curricular and co-curricular activities and the conveners of these committees are made responsible for the effective implementation of the decisions taken in these meetings.

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

M.L.R.S. College of Education, Charkhi Dadri

Principal

Teaching Staff

Conveners of Committee

Non-Teaching Staff

The members of the Governing Body or the Management of the institution are as follows:

President   Shri. Ravinder Singh Singh Gupta

Vice president: Shri Virender Singh

Secretary Managing Council: Sh.Ravinder Singh Silgar

Treasurer: Sh.Suresh Aggarwal

1. Governing Body / Management:

Sr.No.	Name	Designation
01.	Sh. Ravindr Singh Gupta	President
02.	Sh. Virender Singh	Vice-President
03.	Sh. Ravinder Silgar	Secretary
04.	Sh. Suresh Aggarwal	Treasurer

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

The college administration is decentralized in the following manners:

Governing Body

President

Principal

Feedback during the session and lastly at the end of each academic session is collected from the conveners of various committees and after evaluation, results are discussed and after discussion in the meeting , various suggestions are taken and required changes are included in the working of institution for qualitative improvement of the college.

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

The college has harmonious collaboration with the staff of the different schools of the area for better placement and quality education. The institution collaborates with neighboring schools during teaching practice programme, and encourages and motivates them to make suggestions for quality improvement and suggestions on how to make teaching an effective process.

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

Yes, the college uses various data and information received from feedback in decision making and performance improvement. Changes in methodology of teaching are introduced and implemented as per requirement and the appropriate suggestions obtained from the students.

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

The institution promotes cooperation and sharing of knowledge. The management of our college is cooperative, supportive and encourages and supports the faculty members to enhance and improve their professional and academic qualification and also gives appropriate credit for best performances. So far as the environment of the institution is concerned, the environment of the institution is very conducive, appropriate and favourable which promotes the feelings of co-operation, sharing of knowledge, innovation and empowerment of faculty members. The faculty members of our institution freely interacts and shares their views, ideas, opinions and thoughts one another and with the management of the institution to increase their knowledge and skills. The institution always invites the teachers and academicians from other institutions to visit and interact with the faculty members of our college.

6.3 Strategy Development and Deployment:

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

Yes, the institution has an organized MIS in place and the faculty members work together to select, collect, align and integrate data and information on academic and administrative aspects of the college. They collect data and information regarding administration, curriculum transaction, internal and external assessment, students' attendance, extension activities, and welfare services to teacher trainees etc.

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

The management/governing body give due consideration for all the financial and infrastructural needs of the institution and provide the necessary resources to perform all the activities. The human resources are deputed as per the norms of the University/NCTE in the institution. If there is some changes in the action plan of the institution, the human and financial resources are provided as per need felt. Human resources are best used by sharing all the academic and administrative responsibilities among the staff.

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

The human resources are deputed as per the norms of the University/NCTE in the institution. Duties are assigned to the faculty members to achieve the goals, mission and objectives of the institution. Financial resources are obtained through the total fee collection.

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?

The institution develops its tentative academic plan academic calendar before the commencement of the session. It is prepared by consulting faculty members and conveners of various committees. The practicing school administrators are also consulted before the planning of those activities which are related to the teaching practice. The feedbacks obtained from the pupils and the faculty members of the institution are also taken into consideration to plan its upcoming activities and to attain the academic excellence in the institution in the forthcoming academic session.

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

The objectives of the college are communicated at all levels by conducting meetings regularly and also through website, prospectus and notice board. The feedback from various resources is taken into consideration to develop and implement an effective action plan of the institution that ensures individual employees contribution to attain the objectives of the institution. The involvement and contribution of the individual employee is assured through

motivation, encouragement and inspiration. Duties and responsibilities are given to individual staff member. All employees are involved in the process of planning and implementation so that they can get themselves identified with the task and the working itself. In addition, the employees are continuously regularly monitored and reminded as per requirement.

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

The Principal and the faculty members of the college put forward their suggestions in various meetings to bring the required changes with respect to the vision, mission and its implementation. After thorough discussion with the Principal of the college, the suggestions are taken into consideration and forwarded to the governing body of the institution. The Governing body of the Institute takes the final decision to integrate the changes in the vision and mission of the institution as per the requirement.

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

The Principal of the college holds meetings at regular intervals with the faculty members and students to evaluate the existing technologies of education. After discussion, the Principal of the college plans and employs the new technologies in the working of the institution. Management also lays emphasis on the deployment of new technology.

6.4 Human Resource Management

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

There is provision of self appraisal method on the performance of faculty members which helps the institution to know about those areas where the progression and development is necessary. Further, students' feedback on teacher's performance is also taken into consideration and to guide staff members to recognize his academic weaker and stronger points. All faculty members fulfil the minimum eligibility criteria required for the faculty. The institution identifies the gap between what they have already been exposed to and what are the major curricular requirements. The staff members of the college are encouraged to attend different programmes of professional growth and development to improve their academic records and to become conversant with the emerging trends.

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

Self appraisal of the staff and regular feedback from the students on the teaching-leaning process is done to improve the existing teaching-learning system. Students give informal feedback about the efficiency and performance of teaching and non teaching staff. After the analysis of the feedback, it is conveyed to the staff members in personal by the principal. The college uses of this feedback to improve the teaching. All the available information from various resources is utilized for decision making and further improvement in teaching, research and service of the faculty 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)

The various welfare measures which the institution provides to the staff members are:

- Annual increments
- Well furnished infrastructure
- Conducive environment.
- Appropriate credit to various ideas of the faculty members related to development of the institution
- Encouraging and motivating the faculty members to attend the seminars, workshops and conferences etc.
- The pension and gratuity provisions are made available as per rules and regulations of the Haryana State Government.

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.

- As the B.Ed. course is mainly a programme of the development of teaching skills, the teacher trainees are guided by the senior faculty before they proceed to school practice lessons.
- The guidance strategy is discussed thoroughly and finalized method wise.
- To upgrade skills in different types of lesson observations, a common staff meeting is held and observation strategy is determined.
- Demonstration programmes are also conducted by the institution to improve the technological skills.

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 a requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The faculty members are recruited as per qualification laid down in the norms, rules and regulations of NCTE, UGC and M.D.University, Rohtak, Haryana and Government of Haryana.

Composition of the Selection Committee:

- **Two Subject experts deputed by the affiliated unversity**
- **Principal of the college**
- **One member of the management of the college**
- **One nominee of the VC of M.D.University, Rohtak**
- **Two nominees of DHE,Haryana**

The selection made by the Selection Committee is approved by the M.D.University, Rohtak and DHE, Haryana before issuing the appointment letter. The faculty members are provided conducive environment, progressive conditions, and salary structure as per norms laid down by the above mentioned statutory and regulatory bodies.

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

The basic qualification of ad-hoc and regular faculty are equal. The faculty is appointed on ad-hoc basis through proper interview organized by the institution as per the requirement. The salary of such faculty is borne by the management. The ad-hoc faculty members are paid the basic salary of the pay scale and there is no difference on the basis of workload and specialization between ad-hoc/part time staff and regular staff.

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

The different policies, resources and practices of the college that support and ensure the professional development of the faculty are:

- Provide well furnished infrastructure for teaching
- Provide computer and internet facility to staff members

- Provide opportunity to attend seminars, conferences and workshops

- Encourage faculty for advanced study leading to Ph.D.

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

The College is well equipped with infrastructure facilities. The faculty members are provided with individual cubicle, there is a well furnished staff room for all faculty members with an attached washroom. Faculty is provided with proper sitting arrangement. Proper space is also provided to keep their belongings. Rooms are well ventilated. Provisions for coolers, etc is also made.

Any faculty members can use the large space in the library of the college for carrying out their professional work. In addition to this, all laboratories and its equipments are at the disposal of the faculty during their free time.

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

The major mechanisms through which the college ensures the access of information on organizational activities to the faculty are:

- Prospectus

- Notice board

- Media

- Correspondence

- Telephonically

- College Website

- Meetings

To make complaints and to receive feedback from students, the institution uses the following ways:

- Organize meetings

- Telephonically

- E-mail

- During teaching practice in schools

- The feedback from the students is collected by informal talk in the classes

- Grievance Box etc.

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.

In the commencement of the academic year, the annual plan of all the academic and co-curricular activities is prepared. The co-curricular activities are carried out by various committees. All the faculty members plan their activities individually and put in their best. All the teacher educators are assigned different duties and responsibilities related to various activities of the college. The work load is distributed as per the qualification, experience, interest and ability of the faculty members. The workload is distributed to all by making them incharge and members for various academic and co-curricular activities. Equal distribution of workload can make teacher educators devote adequate time for preparation and reflection on teaching. Some of the teacher educators who are senior and experienced members are also entrusted with administrative task.

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

The different mechanisms to reward and motivate the staff members are as follow:

- Annual increments
- Encouraging the faculty to attend the seminars, conferences and workshops etc. to improve their knowledge and academic growth in their profession
- Well furnished infrastructure
- Conducive environment
- Appropriate credit to the different ideas of the faculty members regarding the development of the institution.
- Provide computer and internet facility to faculty 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.

Yes, the institution gets financial support from the government. The institution receives grant in aid from the State Government as it is an aided college.

Year 2010-2011	Rs.10207163/-
Year 2011-2012	Rs.12904712/-
Year 2012-2013	Rs.10734651/-

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

YEAR 2010-11	nil	Nil
YEAR2011-12	nil	Nil
YEAR2012-13	nil	Nil

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?

The institution has adequate and enough budget to maintain its day-to-day expenses.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

As it is a Govt. aided institution, so there is no provision of budget.

The annual fees collected from the students   Rs.787595/-

The income - expenditure statements for the past three years attached as   Annexure.

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

Yes, the accounts are audited regularly. The regular external audit is done by the authorized Chartered Accountant. No major pending audit paras are there and no objection rose since last audit.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

Finance management of the institution is partially computerized and is done through professionals.

6.6 Best practices in Governance and Leadership.

The college subscribes to such practices in governance and leadership that are sustainable and which lead to administrative and academic excellence.

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

The significant best practices in Governance and Leadership carried out by the institution are:

- Democratic environment provided by the management for the smooth functioning of the college
- Constitution of different committees for proper management of various institutional activities.
- Organization of regular meetings with staff members and students for their assistance.
- Regular feedback from students, community and staff members for the effective functioning of the institution.
- Impartial and equal distribution of work for teaching and non teaching staff members
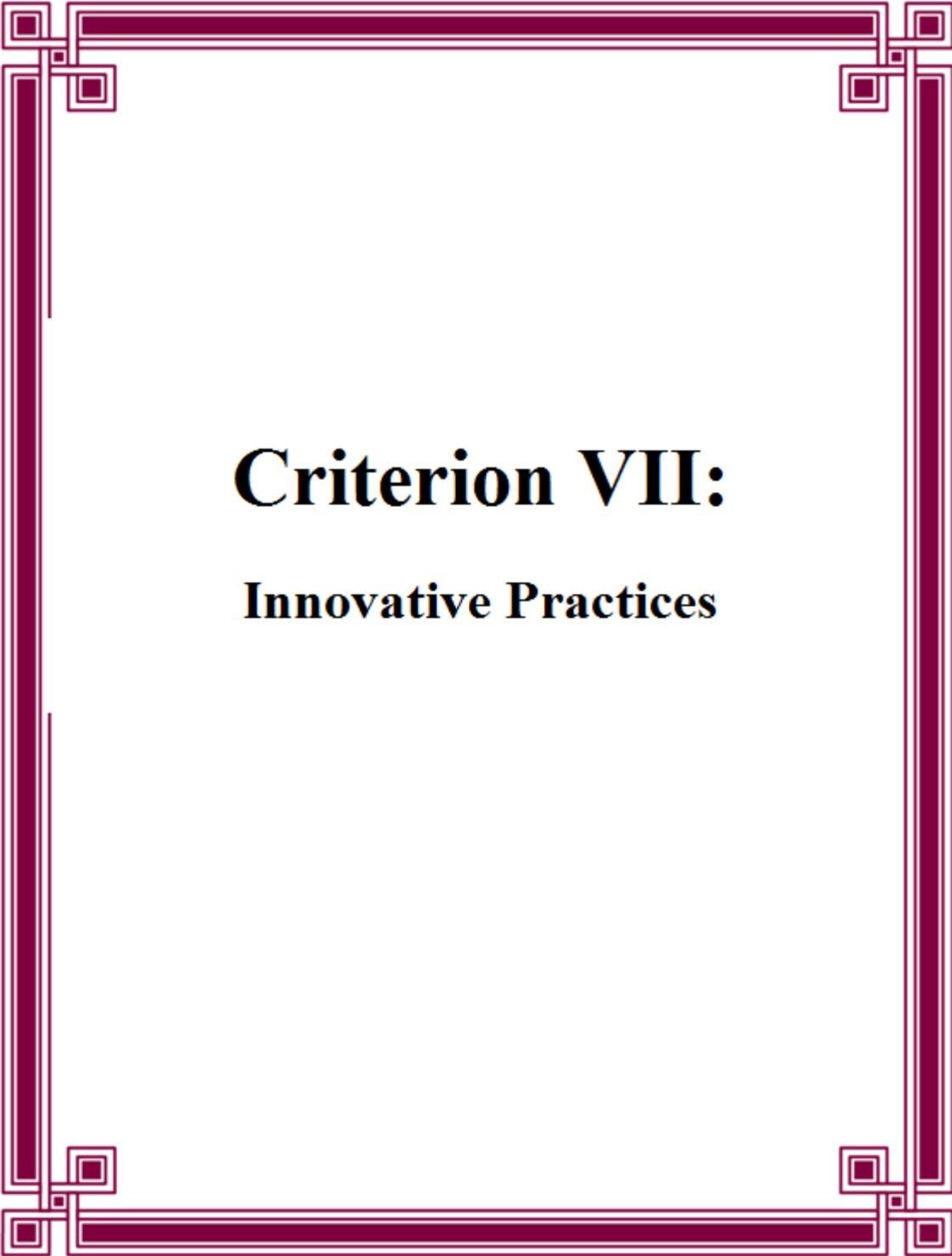
Criterion VII:

Innovative Practices

7. 1 Internal Quality Assurance System

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

Establishment and Composition of IQAC

Yes, the institution established the Internal Quality Assurance Cell (IQAC) during the year 2011 – 2012.The norms and guidelines laid down by NA

AC were followed while constituting IQAC. It consisted of representatives of all stakeholders as its members. The principal is the chairperson of IQAC, and a senior faculty is a coordinator. Teachers, expert members and representatives of all stakeholders are the members. Its main objective is to plan and implement quality initiatives. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. Our institution is a teacher training institute affiliated to M.D. University, Rohtak and we follow the syllabus framed by M.D. University Rohtak. In the beginning of the academic year, all the curricular and co-curricular activities are planned according to the syllabus In the first faculty meeting, the work load is distributed and the faculty is informed about the courses to be taught and activities to be undertaken. the activities are planned under the guidance of I.Q.A.C. Micro teaching, all types of practice teaching planning are properly planned and effectively executed by the faculty. All other activities such as internal examinations, Content Enrichment Programme (CEP), Content cum Methodology Programme (C.C.M), are also effectively planned and executed under the guidance of I.Q.A.C.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

M.L.R.S.College of Education is a teacher training institute conducting B.Ed and M.Ed courses. So, it is felt that curricular objectives and goals of these programs need to be achieved. For this, the institution is required to direct its efforts in this direction. The evaluation mechanism of the institution for the evaluation of goals and the objectives is as follows:

1. The house examination outcomes are taken into consideration while doing internal assessment and the final results are scrutinized. The number of successful candidates and failures, division wise and course wise with the highest and the lowest scores are considered.

2. The performance of teacher trainees in subsequent examinations and the research dissertations of M.Ed are evaluated.

3. Teacher – educators prepare a self appraisal of their performance every year.

4. Faculty appraisal is carried out by principal.

5. Performance of students in Inter-college and university activities is examined and evaluated.

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

The college maintains and ensures the quality of its academic programmes with the help of following practices:

- Expert review
- Time management
- Observation by the Management
- Observation by Principal
- Visits by governing body members
- Annual meeting of the governing body
- Regular and periodical checking done by principal
- Quality Assurance Cell reviews
- Functioning of Academic calendar
- Performance of students in internal examination
- Monitoring the attendance of the students and keeping them informed from time to time
- Regular feedback from parents and students

Internal and external audit process

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

The college maintains the quality of its administration and financial management process through governing body and the principal. For this purpose, the following practices are in-built into the system:

- Internal and external audit system
- Mechanism is followed for the financial management process
- Achievements of the various committees are also taken into account
- Feedback from the faculty and the employees
- Transparency in the matters related to finance and administration
- Feedback from students
- Grievance Cell

127

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

Various good practices are identified through:

- Self appraisal of staff members
- Discussion in the IQAC meeting
- Review of extension and outreach program activities
- Review of annual governing body meeting
- Staff council meeting
- Feedback from student

The principal of the college is the chairperson of every forum. So the good practices are identified and shared with all the constituents.

7.2 Inclusive Practices

The institution caters to various inclusive practices in order to promote social justice and better stakeholder relationships.

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

The Admission Policy of our college ensures the admission and inclusion of all types of students irrespective of caste, creed, sex, and ability, ethnic, social and economic background and provides an open learning environment to all types of students. The institution takes care of the needs of all types of students coming from the general category, SC, BC, OBC, SBC, etc. The physically challenged students are also admitted. Three percent seats are reserved for them in the institution.They are taken care of through various measures. The paper of Inclusive Education (1VB) has been included in the revised curriculum of B.Ed (2010). The paper of Special Education is also being taught in M.Ed. The teachers who teach the above papers ensure that students are sensitized to inclusive practices through discussions of the basic topics.

Extra coaching, guidance and counselling services are provided to academically weak students. Peer- tutoring and co-operative learning techniques are used to bolster the confidence of students and to cater to the needs of the academically weak students.

Students who demonstrate high and remarkable achievement are encouraged to participate in various competitions such as quiz, debate and declamation and essay writing competitions etc..With the assistance of gifted students, the peer-tutoring and co-operative learning techniques are implemented. All students are encouraged to present papers in students'

seminars. Gifted students are included in the planning of various curricular and co-curricular activities.

Equality of gender is observed as this is a co educational institution. Equal opportunities are provided to the students of both the sexes to participate in various college activities according to their abilities.

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?

Provision is made for students to learn about inclusion and exceptionalities

M.L.R.Saraswati College of Education relies upon following factors/activities by which the inclusion, exceptionalities as well as gender differences and their impact on learning are taken care of by promoting and determining the success of inclusive classrooms: College works for promoting Family school partnerships Teachers use well constructed plans that identify specific accommodations, modifications, and goals for each student. It provides opportunities for ongoing training and staff development. It develops understanding through psychology of students, educational needs of groups, varied community resources as aids, interpersonal relations, adaptability, freeing of prejudices, humanist rules, integrated values, discipline and code of conduct through experts' advices Students are sensitized on the issues relating to gender based disparities and prevailing misconceptions and their overall impact on growth of humans and society. Counselling is provided. Provision for counselling and discussion during tutorial period is there.

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

The college strives to promote value based education, social justice, social responsibilities and good citizenship amongst its student community. The following are some of the activities that are undertaken for creating learning environment that may foster positive social interaction, active engagement in learning and self motivation in the student teacher:

B.Ed curriculum pays good attention to social interaction, active engagement in learning and self motivation. Internship period provide opportunity for interaction with school community. In such classes student teacher come in contact with students of all social strata. Seminars and workshops provide ample opportunities for self learning as well as self expression. Assignment/problem based learning, Computer Assisted Learning foster motivation. Participation in inter college /inter house competitions inculcate healthy

competitive sportsman spirit amongst students of different social strata.

M.L.R.Saraswati College of Education conducts Environment Awareness Campaign, etc. Pots, flower vase, jute bags, paintings made by students are distributed to schools. Every activity is compulsory for every student. Students from the weaker section of society are given tuition in weak areas.

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

Various ways and practices have been devised to ensure that the student teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities. The approach is based on teaching, preaching and practice. Student teachers are engaged in talks, debates and lectures on equity, equality and social justice. They are engaged in various co-curricular activities that promote social values. In social activities, equal opportunities are provided to students which gives them exposure to the real society which they will face in future. Student teachers are well-trained in the dynamic of accepting challenges emanating from diversities in views and socio-economic status through participation in various cultural activities, debates and discussions. Student teachers are encouraged to participate in the celebration of trans-community festivals.

Student teachers are encouraged to participate in discussions on prominent personalities hailing from different socio-economic and cultural backgrounds. During the course of teaching practice, they are required to practice such competencies which are helpful in creating the cordial atmosphere between the peer groups. It is because they have to deal with a composite populace of colleagues and students.

Students are enabled to come down to the level of children in classroom interaction. Attempt is made to inculcate missionary attitude and zeal. They are prepared to adopt Judicious approach. They are prepared to be free from all differences emanate from caste, class, creed and religion. By providing training of various multi sensory teaching methods and use of appropriate teaching aids, the proficiency of trainees are increased. It develops proficiency for working with children from diverse backgrounds. Regular feedback of every practice teaching session also helps them for the same. The overall personality of the students is developed by various activities such as news reading, speech, and proverbs in the assembly.

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

- There is a provision of enrolment for physically challenged students in the institute according to the norms of Government of Haryana.
- During classroom teaching, special attention by the teacher is also given to the special needs of physically challenged students.
- Physically challenge students are given priority in issuing and returning the books in the library.

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)?

- A women cell is established in the college to cater to the needs of the girl students and the problems related to them.
- Various activities like women day celebration, speech and debate competitions on the issues related to women, gender discrimination, female foeticide, women empowerment are held under the patron ship of this cell.

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?

- Regular staff meetings are organized to provide information related to academic and other development of the institution.
- The achievements and activities of the institution are highlighted through press releases in news papers and a proper record of clippings is maintained in the institution.
- The institution maintains Internal Assessment Record of each student.
- The college maintains over all performance record and this may be accessed by the stakeholders.

The modes through which the institution ensures the access of information on organizational performances i.e. Academic and Administrative to the stakeholders are:

Media

Correspondence

Telephonically

Different Committee Meetings

College Website

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

- The institution collects the information about the strengths and weaknesses of various programmers of the institution through feedback from students.
- The help of student's representatives is taken to know about the causes of student's dissatisfaction of various processes of the institution.
- The acquired information is shared with the stakeholders to bring the qualitative improvements in the institution.
- The self evaluation is done in the staff meeting after every programme of the institution and the necessary actions are taken to bring further improvements in the future.
- Successful acts of the students are appreciated and rewarded.

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

- The institution has a provision of collecting information and suggestions from the students through feedback.
- During real school teaching practice, the feedback is taken from the staff of practicing school regarding some qualitative modifications in the process of teacher training.
- Formative evaluation of students by faculty
- Internal Assessment records of the students.
- Annual Confidential report of faculty members by the Principal and management.
- Grading of files, assignments at the end of academic session.
- Record of participation / performance of students in Inter College activities.