

Profile of the Institution

1	Name and address of the Institution	:	G.V.M. College of Education (for Girls) Gita Bhawan Chowk, Railway Road, Sonapat, Haryana
2	Website URL	:	www.gymcollegeofeducation.org
3	For Communication	:	G.V.M. College of Education (for Girls) Gita Bhawan Chowk, Railway Road, Sonapat, Haryana

Office

Name	Tel no. & STD	E-Mail Address
Chairman - Dr. O.P. Pruthi	0130-2201692	gvmbdsonapat@rediffmail.com
Principal Dr. J.K.Chauhan	0130-6451692	dr.jkchauhan@rediffmail.com
Self- appraisal Co-ordinator:- Dr. Sushma Tyagi	0130-6451692	Tyagi_sushma@yahoo.co.in

Residence

Name	Tel no. & STD	Mobile
Chairman - Dr. O.P. Pruthi	0130-2201692	9812058587
Principal Dr. J.K.Chauhan	0130-6451692	9457570885
Self- appraisal Co-ordinator:- Dr. Sushma Tyagi	0130-6451692	9416639155

4. Location of the Institution:

Urban Semi-urban Rural Tribal

5. Campus area in acres:

2577.88 Sqr Mtr.

6. Is it a recognized minority institution? Yes

No

7. Date of establishment of the institution:

Month	Year
09	2006

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

MAHARSHI DAYANAND UNIVERSITY, ROHTAK, HARYANA.

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

NA

10. Type of institution

a. By funding	i. Government	<input type="checkbox"/>
	ii. Grant –in-aid	<input type="checkbox"/>
	iii. Constituent	<input type="checkbox"/>
	<u>iv. Self- financed</u>	<input checked="" type="checkbox"/>
b. By Gender	i. Only for Men	<input type="checkbox"/>
	<u>ii. Only for Women</u>	<input checked="" type="checkbox"/>
	iii. Co-Education.	<input type="checkbox"/>
c. By Nature	i. University Dept.	<input type="checkbox"/>
	ii. IASE	<input type="checkbox"/>
	iii. Autonomous	<input type="checkbox"/>
	<u>iv. Affiliated College</u>	<input checked="" type="checkbox"/>
	v. Constituent College	<input type="checkbox"/>
	vi. Dept. of Education of Composite College	<input type="checkbox"/>
	vii.CTE	<input type="checkbox"/>

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i)	Secondary /			Certificate		
				Diploma		
		B.Ed.	UG / PG Degree	Degree	1 Year	English /Hindi
ii)	Post Graduate			Diploma		
		M.Ed	B.Ed.	Degree	1 Year	English /Hindi

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

Level	Programme	Order no and date	Sanctioned Intake
Secondary/	B.Ed	NRC/NCTE/F-7/HR-287/4324 dt. 8-08-06	100
		NRC/NCTE/HR-960/2008/59840 dt. 02.09.08	100
Total Intake			200
Post Graduate	M.Ed.	NRC/NCTE/HR-1023/2008/61410 dt. 9-09-08	35

Criterion I: Curricular Aspects

1. Does the institution have a stated

Vision

Yes	✓	No	
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Mission

Yes	✓	No	
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Values

Yes	✓	No	
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Objectives

Yes	✓	No	
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2.a) Does the institution offer self-financed programme(s)?

Yes	✓	No	
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If yes,

a) How many programmes?

TWO (B.Ed. & M.Ed.)

b) Fee charged per programme.

B.Ed. 48305/-
M.Ed. 42805/-

3. Are there programmes with semester system?

B.Ed.	No	M.Ed.	Yes
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The semester system has been introduced from session 2011-12 in M.Ed. Course only.

4. Is the institution representing /participating in the curriculum development/revision processes of the regulatory bodies? If yes, how many faculty are on the various curriculum development / vision committees / boards of the universities / regulating authority.

Yes		No	✓
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5. Number of methods/elective options (programme wise)

D.Ed.	
B.Ed	26
M.Ed (Full Time)	12
M.Ed (Part Time)	

6. Are there any Programme offered in modular form

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

Yes	✓	No	
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Number	2
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Assessment of teachers by students of course is done regularly as per the prescribed proforma.

8. Are there Programmes with faculty exchange /visiting faculty?

Yes	✓	No	
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Number	02
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--

- Academic peers

Yes	✓	No	
-----	---	----	--

- Alumni

Yes	✓	No	
-----	---	----	--

- Students

Yes	✓	No	
-----	---	----	--

- Employers

Yes	✓	No	
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10. How long does it take for the institution to introduce a new programme within the existing system?

6 Months

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	2
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Criterion II: Teaching –Learning and Evaluation

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

a) Through an entrance test developed by the institution

b) Common entrance test conducted by the university/ Government

c) Through an interview

d) Entrance test and interview

e) Merit at the qualifying examination

f) Any other

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

	B.Ed.	M.Ed.
a) Date of start of the academic year	12.09.11	07.11.11
b) Date of last admission	26.12.11	10.12.11
c) Date of closing of the academic year	10.06.12	15.10.12
d) Total teaching days	192	196
e) Total working days	235	235

3. Total number of students admitted 2012-13 year

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	-	200	200	-	43	43	-	157	157
M.Ed.(Full Time)	-	35	35	-	05	05	-	30	30

4. Are there any overseas students?

No

If yes, how many?

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

For B.Ed.

a) Unit cost excluding salary component

8948/-

b) Unit cost including salary component

27503/-

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

Programs	Open		Reserved SC/ST	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed. (2012-13)	74.5%	51.3%	67%	47.5%
M.Ed. (Full Time)	76.4%	59%	65.64%	59%

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

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

Yes	✓	No	
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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching (Including pre - practice teaching days)	Practicum + Dissertation	
B.Ed.	50	25	20	-
M.Ed. (Full Time)	75.00%	-	25.00%	-

10. Pre-practice teaching at the institution

a) Number of Pre-practice teaching days allotted by the Institution

2	5
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b) Minimum number of pre-practice teaching lessons given by each student

2	5
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11. Practice Teaching at School

- a) Number of schools identified for practice teaching

1	0
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- b) Total number of practice teaching days

2	0
---	---
- c) Minimum number of practice teaching lessons given by each student

4	0
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12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons in Micro Teaching	10	No. of Mega Lessons (Simulation)	10
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No. of Discussion Lesson 04

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

Yes

✓

 No

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14. Does the institution provide for continuous evaluation?

Yes

✓

 No

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

Programmes	Internal	External
D.Ed.	---	---
B.Ed.	15.00 %	85.00%
M.Ed.(Full Time)	17.42 %	82.86%
M.Ed. (Part Time)	---	---

16. Examinations

a) Number of sessional tests held for each paper

0	2
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b) Number of assignments for each paper

0	2
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17. Access to ICT (Information And Communication Technology) and Technology

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software/courseware(CD`s)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other(specify) LCD & OHP	✓	

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

Yes	✓	No	
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Number

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

Yes	✓	No	
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	03	16.66	%
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2. Does the Institution have ongoing research projects?

Yes		No	✓
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If Yes, provide the following details on the ongoing research projects

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

A few teachers pursue research leading to M.Phil and Ph.D degrees on their own self-funded research.

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

NIL

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

Teachers are given study leave

Teachers are provided with seed money

Adjustment in teaching schedule

Providing secretarial support and other facilities

Any other (Incentive granted for acquiring additional research degree)

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

Yes

No

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

M.Phil.

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

Yes

No

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

	Yes	No	Number
International Journals	-	-	-
National Journals			
Referred Papers	✓	-	8
Non-referred Papers			
Academic articles in reputed magazines / news papers	-	-	-
Books	✓	-	2
Any other (Specify and indicate)	-		-

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

Yes		No	✓
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Number	
--------	--

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

	Presented		Participated	
	Staff	Students	Staff	Students
National Seminars	46		25	
International Seminars	4	-	-	-
Academic Forum	-	-	-	-

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

(Mark for Yes and for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print Materials	<input checked="" type="checkbox"/>
Non Print Materials	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question Bank	<input checked="" type="checkbox"/>

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

NGOs on campus

16. Does the institution provide consultancy services?

Yes No

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

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

Local level	✓
State level	✓
National level	✓
International level	-

Criterion IV: Infrastructure and Learning Resources

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

2577.88Sq. Mts

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

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

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

31

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

185000/-

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

Rs 28100 /-

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

Rs 78185 /-

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

Rs 167722 /-

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

Yes

No

9. Total number of posts sanctioned

	Open		Reserved	
	Male	Female	Male	Female
Teaching	2	10	-	6
Non Teaching	6	3	2	5
Administrative				

10. Total number of posts vacant

Nil

11. a. Number of regular and permanent teachers:

(Gender –wise)

All are regular, full time and permanent

	Open		Reserved	
	M	F	M	F
Lecturers	1	9		6
	M	F	M	F
Readers	--	1	--	--
	M	F	M	F
Professors	1	--	--	--
	M	F	M	F

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

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

c. Number of teachers from same state

17

other states

1

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed	
B.Ed	1:14
M.Ed (Full-Time)	1:7

13. a. Administrative staff

	Open		Reserved	
	M	F	M	F
Permanent	1	1	-	-
Temporary	M	F	M	F
	-	-	-	-

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	-	-	-
Temporary	M	F	M	F
	-	-	-	-

14. Ratio of Teaching – non - teaching staff

1:1

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

As per audit report enclosed

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

7 hrs.

On holidays

2 hrs.

During examinations

7 hrs.

18. Does the library have an Open access facility

Yes

No

19. Total collection of the following in the library

a. Books	9254
-Textbooks	7500
-Reference books	1200
-General books	554
b. Magazines	22
c. Journals subscribed	
- Indian journals	17
- Foreign journals	03
d. Peer reviewed journals	05
e. Back Volumes of journals	2
f. E-information resources	
-Online journals	3
-CDs/ DVDs	75/65
-Databases	0
-Videocassettes	Nil
-Audio cassettes	Nil

20. Mention the

Total carpet area of the Library (in sq. Mts)

1740Sq. Fts

Seating capacity of the Reading room

80

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliography Compilation

Reference

Information Display & Notification

Book Bank

Photo Copying

Computer and Printer

Internet

Online Access Facility

Inter library Borrowing

Power Backup

User Orientation / Information literacy

23. Are students allowed to retain books for examinations?

Yes	✓	No	
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24. Furnish information on the following

Average number of books issued/returned per-day

60

Maximum number of days books are permitted to be retained

By students

14

By faculty

Full Session

Maximum number of books permitted for issue

By students

3(M.Ed), 2(B.Ed)

By faculty

As per need

Average number of users who visited/consulted per month

425

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

33:1

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

1.11%

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

Year	I		II		III	
Categories ↓	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	1396	142461	222+ DVD & VCD	45240	195	43093
Reference books	280	116005	18	2240	26	3889
Journals / periodicals	2	7170	5	2065	10	6700
General books						

Criterion V: Student support and progression

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

Programmes	2009-2010	2010-2011	2011-2012
B.Ed.	2	2	2
M.Ed. (full-time)	1	1	1

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

Yes No

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

3. Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge course?

Yes No

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

Year →	B.Ed.			M.Ed.		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
Pass Percentage	94.95	93.19	98.77	91.7	91.3	94.2
Number of first classes	172	129	140	14	21	18
Number of distinctions	0	0	0	0	0	0
Exemplary performances	The award of University Ranks for the B.Ed Degree examination			The award of University Ranks for the M.Ed Degree examination		

6. Number of students who have passed competitive examinations during the last three years.

	I	II	III
NET	-	-	-
SLET/SET	-	-	-
TRB	-	-	-

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

Financial Aid	2009-2010	2010-2011	2011-2012
Merit Scholarship	6	6	6
Fee concession	2	4	7
Loan facilities	-	-	-
SC/ST/OBC Student by Government	1	1	3

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

Yes

No

9. Does the institution provide Residential accommodation for:

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, number of students residing in hostels

Men	<input type="checkbox"/>	Women	<input type="checkbox" value="5"/>
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11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Gymnasium	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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12. Availability of rest rooms for Women

Yes	✓	No	
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13. Availability of rest rooms for men

College is only for Girls, Hence Not Applicable

14. Is there transport facility available?

Yes	✓	No	
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15. Does the Institution obtain feedback from students on their Campus experience?

Yes	✓	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓	--	--	✓	--	--
Inter-university		✓	--		✓	--
National		✓	--		✓	--
Inter Institutions Cultural Programme		✓	--		✓	--

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
<u>Regional Edufest</u>	26	1. Aaj Ka Vichar Ist Position 2. Debate IInd Position 3. Poetry 3 rd Position. 4. Group Dance 3 rd Position
<u>National Youth Festival</u>	35	1. Sitar IInd Position 2. Skit 3rd Position
International	-	
Inter Institutions Tournament	Sports Meet – 00 Students Participated- 00	--

18. Does the institution have an active Alumni Association?

Yes

No

If yes, give the year of establishment

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

Yes

No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	2009-2010 (%)	2010-2011 (%)	2011-2012 (%)
Higher studies	14.66	29.38	
Employment (total)	6.66	13.59	
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

Yes No

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

2009-2010	2010-2011	2011-2012
15	31	26

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

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

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/Management	Two in year
Staff Council	One in month
IQAC/or any other similar body/committee	Two in year
Internal Administrative Bodies contributing to quality improvement of the institutional processes.	As and when required

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

	Yes	No
Loan Facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Medical Assistance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Insurance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Welfare Schemes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

5. Furnish the following details for the past three years

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

Nil

(Staff of self financing colleges are not eligible for FIP's)

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

National

05

International

NIL

- c) Number of faculty development programmes organized by the institution:

3

- d) Number of seminars / workshops / symposia on Curricular development, Teaching –Learning , Assessment, Etc., organized by the institution

Seminar

3

Workshop

3

- e) Research Development programmes attended by the faculty

3

f) Invited /endowment lectures at the institution

12

Any other area (specify the programme and indicate)

4

Staff Training Programs

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

a. Self-appraisal

Yes	✓	No	
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b. Student assessment of faculty performance

Yes	✓	No	
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c. Expert assessment of faculty performance

Yes	✓	No	
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d. Combination of one or more of the above

Yes	✓	No	
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e. Any other (specify and indicate)

Yes	✓	No	
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(By analyzing Students University Results, Principals assessment on faculties)

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
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If yes, give the numbers of hours spent by the faculty per week

2 hours per staff on an average.

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

Grant - in – Aid	NIL
Fees	8519638/-
Donation	NIL
Self - Funded Courses	NIL

9. Expenditure statement (for last two years)

2011-12 2012-13

Total sanctioned budget	100	100
% Spent on the salary of faculty	41.94	37.41
% Spent on the salary of non-teaching employees	18.62	15.70
% Spent on books and journals	1.04	0.70
% Spent on developmental activities (expansion of building)	-	-
% Spent on telephone electricity and water	1.51	1.52
% Spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc	2.87	4.75
% Spent on maintenance of equipment, teaching aids contingency etc,	0.13	0.14
% Spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.06	0.03
% Spent on travel	1.15	1.13
Any other	23.06	22.97
Total expenditure incurred	90.40	84.21

Audited balance sheet & income & expenditure A/C receipt & Payment A/C, is enclosed herewith

10. Specify the institutions surplus/deficit budget for the last three years?

(Specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2009-10	2.97	---
2010-11	34.83	---
2011-12	31.23	---

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

	Yes	No
Administration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Finance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aptitude Testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Examination / Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other (specify and indicate) {seminars and conferences}	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

a) for Teachers

b) for Students

c) for non-teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion VII : Innovative practices

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

Yes No

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

Yes No

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

B.Ed. 2012-13

	Category	Men	%	Women	%
a	SC	-	-	20	10
b	ST	-	-	0	0
c	OBC	-	-	23	11.5
d	Physically challenged	-	-	0	0
e	General category	-	-	157	78.5
f	Rural	-	-	75	37.5
g	Urban	-	-	125	62.5

M.Ed.2012-13

	Category	Men	%	Women	%
a	SC	-	-	0	0
b	ST	-	-	0	0
c	OBC	-	-	5	14.28
d	Physically challenged	-	-	0	0
e	General category	-	-	30	85.71
f	Rural	-	-	7	20
g	Urban	-	-	28	80

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

	Category	Teaching staff	%	Non-teaching staff	%
A	SC				
b	ST				
c	OBC				
d	Women	16	87.5	8	50
e	Physically Challenged				
f	General Category	2	12.5	8	50

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

B.ED.

Category	At Admission		On completion of the course	
	2010-2011	2011-2012	2010-2011	2011-2012
SC	Out of - 3 I Class - 2 II Class - 1 III Class - ---	Out of - 4 I Class - 1 II Class - 2 III Class - 1	Out of - 3 I Class - 2 II Class - 1 III Class -	Out of - 4 I Class - 4 II Class - III Class -
ST	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -
OBC	Out of - 14 I Class - 8 II Class - 6 III Class -	Out of - 8 I Class - 3 II Class - 5 III Class -	Out of - 14 I Class - 10 II Class - 4 III Class -	Out of - 8 I Class - 5 II Class - 3 III Class -
Physically challenged	Out of - I Class - II Class - III Class -	Out of - 1 I Class - 1 II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - 1 I Class - 1 II Class - III Class -

General Category	Out of - 176 I Class - 150 II Class - 26 III Class -	Out of - 151 I Class - 133 II Class - 18 III Class -	Out of - 176 I Class - 117 II Class - 57 III Class -	Out of - 151 I Class - 130 II Class - 17 III Class -
Rural	Out of - 66 I Class - 36 II Class - 30 III Class -	Out of - 60 I Class - 52 II Class - 8 III Class -	Out of - 66 I Class - 40 II Class - 26 III Class -	Out of - 60 I Class - 33 II Class - 12 III Class -
Urban	Out of - 127 I Class - 114 II Class - 13 III Class -	Out of - 104 I Class - 94 II Class - 10 III Class -	Out of - 127 I Class - 89 II Class - 36 III Class -	Out of - 104 I Class - 97 II Class - 7 III Class -

M.E.D.

Category	At Admission		On completion of the course	
	2010-2011	2011-2012	2010-2011	2011-2012
SC	Out of - I Class - II Class - III Class -	Out of - 1 I Class - 1 II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - 1 I Class - 1 II Class - III Class -
ST	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -
OBC	Out of - 1 I Class - 1 II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - 1 I Class - 1 II Class - III Class -	Out of - I Class - II Class - III Class -
Physically challenged	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -	Out of - I Class - II Class - III Class -
General Category	Out of - 34 I Class - 29 II Class - 5 III Class -	Out of - 34 I Class - 25 II Class - 9 III Class -	Out of - 34 I Class - 22 II Class - 09 III Class -	Out of - 34 I Class - 18 II Class - 14 III Class -

Rural	Out of - 2 I Class - 1 II Class - 1 III Class -	Out of - 3 I Class - 1 II Class - 2 III Class -	Out of - 2 I Class - 2 II Class - III Class -	Out of - 3 I Class - 2 II Class - 1 III Class -
Urban	Out of - 33 I Class - 28 II Class - 5 III Class -	Out of - 31 I Class - 18 II Class - 13 III Class -	Out of - 33 I Class - 24 II Class - 9 III Class -	Out of - 31 I Class - 18 II Class - 13 III Class -

EXECUTIVE SUMMARY

The G.V.M. College of Education (for Girls) Gita Bhawan Chowk, Railway Road, Sonapat, Haryana established in 2006. The institute is working towards the promotion of higher education, which is the need of the state.

The College began to function with the first batch of B. Ed. students admitted for the session 2006. The major achievement was the results recorded in the first and second batch of B. Ed students with 99 and 100 percentages in each session.

The peaceful environment of the College/institute provides harmonious atmosphere for teaching and learning. The institute has a campus of 2577.88 Sq.Mt. The College of Education is well equipped with required lecture rooms, physical facilities and required infrastructures. It has well established central library consisting of good number of course books, reference books and the journals.

AIM

Institute's aims to encourage and fulfill the needs of students by providing latest educational facilities for qualitative education and inculcating moral and ethical values, promotion of creative spirit and innovation of excellence.

VISION

Institute's vision is to put best efforts to provide professional & quantitative education and quality through the leadership to fulfill society needs & aspirations.

MISSION

Institute's mission is to develop skills, dedication, commitment, orientation, human values with qualitative education for individuals. Institute reflects its aim, vision & mission to the people through , annual publication and displaying.

Since the students are admitted from various sectors like rural, urban and with Different linguistic bases. They are pooled together and are trained with special coaching to cope up with the present environment at studies.

The faculty is appointed by the selection committees duly constituted by the university, according to norms prescribed by the university and if necessary the faculty are sent for faculty development programmes for their skill development.

The faculty members are encouraged to do M.Phil., Ph.D for their professional development. Necessary facilities and motivation from the institution is also extended to faculty for pursuing higher qualification and research activities. The staff members are motivated to get articles published in journals, educational magazines, seminar proceeding etc.

The institution is striving for overall development of the students of B.Ed. course and to prepare them with skills along with the academic curriculum.

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design And Development

- 1 State the objectives of the institution and major considerations addressed by them?

Objectives of the institution

- ★ To ensure quality based pedagogy through value based education.
- ★ To impart knowledge, skill, social and moral values.
- ★ To improve the status of women students, specifically in a rural scenario.
- ★ To provide Teacher Education to rural students at a world standard.
- ★ To provide adequate knowledge in computer and information technology for women students.
- ★ To provide training to the disadvantaged through special tutorial system.

2 Specify the various steps in the curricular development processes.

Feedback is gathered through various sources such as Alumni Association Meetings, Interactions with experts, educationists & Parents and meetings with prospective employers like Principals of schools during Teaching Practice schedules and forwarded to Curriculum Development Committee as suggestions.

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

Micro teaching and Case study methods are adopted and use of Internet for learning is encouraged.

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

The institution conducts morning assembly daily where moral & social values are propagated and developed through prayers and short

speeches on social & moral issues. Environmental Education and ICT are a part of the curriculum and the institute participates in research conferences, workshops, seminars and other events on such issues.

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

The institution uses ICT to obtain teaching and reading material. The students and faculty prepares teaching aids, PowerPoint presentations, assignments and projects based on ICT. The faculty and students also surf the internet for procuring information on recent trends and in the development of curriculum and for preparation of innovative teaching aids.

1.2 Academic Flexibility

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

There is ample scope for the student community by the following ways-
Class seminars , Pre practice teaching, Demonstration classes, Micro Teaching sessions, Models of Teaching classes, Teaching practice, Guest

Lecturers, Workshops and Role play to get benefit from all the activities done in the college to make a reflective practice.

- 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 field?

The institution provides adequate flexibility and scope in the Operational curriculum by providing experience to the students through tours to various places for education, recreation and interaction. Apart from this, the extension lectures are held on different topics .The students are also made to organize inter House competitions & faculty is also encouraged to pursue research work. Flexibility in the operational curriculum is also ensured by providing options to students to choose crafts/options & prepare Teaching Aids as per their interests/aptitudes.

- 3 What value added courses have been introduced by the institution during the last three years which would for example .Develop communication skills (verbal & written), ICT skills, life skills, community orientation, social responsibility, etc.

No specific value added courses have been introduced but as a part of B.Ed. curriculum value addition has been done through introduction of courses on computers, gardening, home science, wax usage, and other art and craft courses .Apart from this, regular workshops on communication skills are on our schedule.

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

1) Interdisciplinary/ Multidisciplinary

B.Ed. course is inter-disciplinary by nature. All subjects like Edu. Philosophical and Sociological Bases of Education, Learner, Learning & cognition, Curriculum & School management, Information Communication & Educational Technology are interrelated with one another and revolve around the learner as the pivot of education. Moreover the necessary correlation is precisely drawn upon between the taught subjects while teaching. The institution also ensures inclusion of development of various aspects of the learner through the subjects taught.

2) Multi-skill development

It is developed through Work Experience Programme, School Experience Programme, practical work in various Laboratories, through SEC (Simple Expressional Competencies) which is a part of the curriculum and through various Inter & Intra College competitions like debates, declamations, poetry recitation, dramatics, Skill-in-Teaching & Teaching Aid Preparation competitions.

3) Inclusive Education

In the teaching learning process the individual differences (gender differences, Economic status, Intellectual level, family backgrounds etc) among the students are taken care of and equal educational opportunities are provided to the students. Though no need has arisen yet the facility is there for physically challenged students.

4) Practice Teaching

Teaching practice is organized two times in a session .The pupil teachers organize various curricular activities during this period along with the regular teaching under the supervision of teacher educators. At the end of the teaching practice a school report is prepared by the pupil teachers.

5) School Experience

Pupil Teachers help the Teacher Educators to frame the timetable, undertake action research, plan and deliver lessons and prepare teaching aids. They also organize and conduct activities like morning assembly, quiz & painting competitions, sports day etc.

6) Work Experience

Various crafts are taught in the college like gardening, cardboard making, candle making, interior decoration, art and painting,etc. Various competitions like rangoli making, mehendi, pot

decoration, painting, collage making, model making etc are also organized in the college from time to time.

1.3 Feedback On Curriculum

- 1 How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stake holders with reference to the curriculum?

Feedback on the curriculum is sought through Alumni meetings, Interaction between teachers and students, Faculty meetings on regular intervals exclusively for this purpose, meetings with Experts and educationists at formal and informal level. Parent Teachers meetings are also organize to obtain feedback

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

Feedback is discussed in faculty meetings and with the employers. The changes and suggestions are forwarded to curriculum revision committee. Changes are implemented at the college level in pedagogy (teaching styles and requirements) to make teaching learning process more effective.

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

Since the College is an affiliated college, there is no scope in this aspect.

1.4 Curriculum Update

- 1 Which courses have undergone a major revision during the last five years? How did these changes contribute quality improvement and students satisfaction (provide details of only the major changes in the content that has been made)?

Changes have been made in TLP (Teaching Learning Process) and additions have been made in Models of Teaching and micro skills by the University, according to the emerging needs and trends of Teaching Learning Process for quality improvement. Such changes in the syllabus make the students aware of recent advancements in Educational Technology and thus result in student satisfaction. Board of studies has also introduced some changes in division of Internal & External marks of B.Ed. courses.

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

The institution adopts several strategies to assess the need and areas for curriculum revision and updating through tutorial meetings, class room discussion, staff meetings and feedback from practicing schools in the form of reports.

1.5 Best Practices in Curricular Aspects

- 1 What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

The institution provides resources like language lab, library, computer lab, E.T lab, Art & craft lab, psychology lab for quality enhancement. Student performance is regularly checked on the basis of results in terminals and unit tests. Feedback from the students ensures the sustenance of quality.

- 2 What innovations/best practices in curricular aspects have been planned/implemented by the institution?

Best practices in curricular aspects which have been implemented are use of technology in Education i.e. Micro teaching , Simulated teaching, Team teaching, developing lesson plans, etc., use of LCD, Power point presentations, OHP, teaching aids, etc. preparation and use of teaching aids in various teaching subjects.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Admission through Merit at the qualifying examination

Admission Process for B.Ed. Course

Criteria for admission –

The students who have 50% marks (General) in graduation or post graduation are eligible to apply for admission in B. Ed. course. In the case of SC students, the eligibility condition is 45% marks in graduation or post graduation.

Admissions in B.Ed. course are conducted and regulated by the state universities - Kurukshetra University, Kurukshetra (2006-07, 2008-09 & 2010-2011) & M.D.U. Rohtak (2007-08, 2009-10 , 2011-2012 & 2012-13).

The students are admitted in B.Ed. course on the merit basis, taking consideration of reservation policy and other rules of State Govt. of Haryana through following practices:

Entrance Test Score:

In 2006-07, K.U.K. conducted the common entrance test for admission in B. Ed. and admission were made on the merit of entrance test score. The vacant and left out seats were advertised and applications were invited from eligible candidates and admitted under supervision of university appointed observer.

Purely merit was considered & all 'rules' of KUK and state govt. were followed & it was transparent procedure for all students & K.U.K. personnel.

2. Marks of graduation or post graduation:

Since the session 2007-08 admission in B.Ed. course were made on the merit basis of marks obtained in graduation or post graduation by M.D.U. Rohtak and K.U.K. along with the affiliated colleges under the

supervision of university appointed observer. In session 2009-10, M.D.U. introduced on-line counseling with manual counseling and college level counseling in the supervision of university appointed observer.

In session 2010-11, K.U.K. introduced on-line counseling with manual counseling.

Admission in current session i.e. 2012-2013 is conducted by M.D.University, Rohtak.

The Institution strictly implements the admission procedure and fee structure notified by the admission regulatory bodies i.e. M.D.U. and K.U.K. The fee is being deposited through bank challans in college account in prescribed installments during given time periods and receipts are issued to the students.

The admissions were made through online counseling by M.D.U. & K.U. The vacant and left out seats were re-advertised to ensure the equal and easy access for all the eligible candidates aspiring for admission.

Admission Process for M.Ed. Course

In M.Ed. course, eligibility condition is 50% marks in B.Ed. There is 5 % relaxation for SC, ST and PH Candidate.

Admissions in M.Ed. course are conducted and regulated by M.D. University, Rohtak. Eligible candidates (50% in B.ED.) are admitted purely on merit basis of the entrance test/merit bases, conducted by M.D. University, Rohtak. The M.D. University, Rohtak allot the candidate to the colleges of education by their prior filled choices and scores. The reservation policy and fee norms of state govt. of Haryana are strictly adhered by the institution.

It is a transparent and easily accessible system. Fee structure & installment are in practice as per state govt. instruction through bank challan's during a specified quarter intervals.

Role of college admission committees:

The Institution has the separate and specific admission committees for B.Ed. & M. Ed. Committee has one convener three teacher members. The committees go through all the relevant updates of instructions, norms

and rules published, issued and circulated by the NCTE, K.U.K., M.D.U., state govt. of Haryana. The Handbook of information for admission in B.Ed. is considered as reference and reliable source along with the above circulars.

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

The Programmes are advertised through popular newspapers and advertisement is also done through pamphlets and local channels on T.V. College Web site also shows detailed information about the college. Information is given about the faculty members, subject combinations, infrastructure, and facilities in the college, previous results & activities organized by the College.

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

The Institution has specific admission committees to monitor admission decisions for B.Ed. & M.Ed. courses. The admission committee members and convener remain vigilant on handbook of information, circulars of the NCTE, state Govt. of Haryana & state universities K.U.K. & M.D.U. in print media as well as on their website.

This committee maintains the record of relevant information and decisions and orders of competent authorities i.e. NCTE, K.U.K., M.D.U., State govt. and honorable high court, Chandigarh.

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

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

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

The institution makes varied efforts to retain the diverse student population by making provision for use of any language as medium and the medium of instruction is also selected as per the needs of the students. The institution has a Women Grievances Redressal committee to address the problems of female students. The institution tried to celebrate days related to all religions and trying to follow a secular policy and varied & diverse cultures are involved while organizing or participating in any cultural programme, functions or competitions. In terms of curriculum in the students interactive instructional techniques are used.

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

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

I. Orientation Programme:

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

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

II. Talent search competition:

Every year institution organizes the talent search competition just after the admission process completion. It has various segments like - dance, poetry, speech, singing, painting, rangoli, best out of waste, mono

acting and mimicry. The performance of the student teachers provides a realistic picture of their persona, knowledge, specific skills and needs.

III. Entry Level Test:

Every year our institute takes an entry level test of all admitted student to identify slow as well as advance learners to make appropriate policy for them.

2.2 Catering to Diverse Needs

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

The authorities of the institution try their level best to create an environment conducive to learning and development of the students by providing them the best of infrastructure, facilities, Computer & Qualified faculty, and instructional material.

The students are psychologically prepared for learning through orientation in the beginning of session. Excursions, discussions, seminars, competitions and guest lectures are held from time to time to motivate and encourage them.

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

Diverse learning needs of the students are catered by providing them well equipped laboratories, library, well furnished class rooms, well qualified faculty. The College arranges extension lectures, guest lectures, counseling sessions & participation in different activities from time to time.

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

While teaching in class, emphasis is given on inter and intra individual differences. All the students are treated equally and are given equal opportunities.

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

All the faculty members are well qualified having Master Degrees in the concerned subjects. Feedback from students is taken by the authorities and the teachers are advised to bring about necessary changes to make their teaching more effective.

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

The institution ensures development of knowledge and skills in students teachers by organizing various activities at class and college level. Practice in Teaching Skills is also ensured through Micro Teaching, Simulated Teaching and Teaching Practice.

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 institution engages students in active learning by providing them various resources of learning like library, internet, giving individual projects, simulation, peer teaching, role playing, practice teaching etc.

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

Learning is made student centered by arranging seminars, Micro Teaching Sessions, giving assignments, projects, competitions etc.

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

Different methods are used for teaching different topics like lecture method, project method, lecture cum demonstration method and problem solving method. Teachers use Cooperative Approach while teaching. The

innovative Approach introduced by college teachers is Cooperative Learning.

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

Yes, the institution provides training in some models which are included in our curriculum. The students are encouraged to use these models during their teaching practice.

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

Yes, the student teachers do use micro-teaching technique for developing teaching skills. The skills practiced are- Introducing the lesson, Explanation, Stimulus Variation, Black Board writing and Reinforcement. Each student prepares 5 micro lessons from the above mentioned skills after going through a rigorous skill acquisition phase.

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

Each student delivers two lessons per day and is observed by the Teacher Educators and the students observe 40 lessons, 20 of each Teaching subject. The school teachers observe the lessons of their respective subjects and give constructive suggestions. Feedback is also sought from school teachers for further improvement. Lesson Plan are checked by Teacher Educator before the Pupil Teachers deliver the lessons in their respective classes.

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

Block Teaching/Internship programme conducting by the institution. Students go for this programme in various Schools. In these days students learn about all the school work & activities which are useful to all round development of a student.

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

The Pupil Teachers frame individual lesson plan with the suggestion and cooperation of school teachers and mentors keeping in view the requirements of the students of the schools and the school syllabus left in the practice schools.

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

The Teacher Educators keep pace with recent developmental trends in education and the increasing range of students behavioral tendencies and needs by attending workshops, seminars, reading journals, surfing internet and transfer this information to Pupil teachers through orientation and workshops. Remedial and Diagnostic Teaching is followed by the Teacher Educators and it is made sure that student teachers modify their teaching by following the suggestions given by the Teacher Educators.

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

The Teacher Educators themselves use/adopt technology in the form of Audio Visual aids like charts, models, OHP, LCD while delivering demonstration lessons for encouraging and motivating the pupil teachers for the same.

2.4 Teacher Quality

1 Are the practice teaching plan developed in partnership, cooperatives involving the schools staff and mentor teachers? If yes, give detail.

The Pupil Teachers frame individual lesson plan with the suggestion and cooperation of school teachers and mentors keeping in view the requirements of the students and the syllabus through pre-practice teaching.

2. What is the ratio of student teachers to identify practice teaching school? Give the detail on what basis the decision has been taken?

The average ratio of students is 20:1 depending upon student strength of the school and whether the school is Primary, Secondary or Higher secondary.

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

The Pupil teachers are observed by Teacher Educators, Peers & School Teachers and are given suggestions for bringing about modification in their teaching. Various feedback Performa's are used.

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

The institution keeps itself updated with latest policy direction by holding discussion session with schools from time to time and from other

sources like seminars, workshops, journals newspapers, and internet. The Teacher Educators ensure that the Pupil Teachers consult the school Teachers regarding requirements of the curriculum and educational needs of the schools.

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

The Students and faculty keep themselves aware of the recent developments in school subjects by consulting schools and reading other sources like newspaper, internet, journals etc. The knowledge of recent development helps in developing personal, professional attributes of students and faculty.

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

The institution sends the teachers to various seminars and workshops for their personal and professional growth and development.

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

Yes, the institution motivates the staff members by honoring them for good performance on its Annual Day Function.

2.5 Evaluation Process and Reforms

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

The barriers are identified at various levels through class room discussion, Tutorial meeting and feedback. To remove these barriers conducive environment is provided in the form of cooperative staff and best infrastructure -well equipped laboratories, Library, well equipped Computer lab and facility of Broadband Internet, well qualified Principal and well qualified Teachers.

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

The students are assessed/evaluated through various ways like class tests, House tests, external University Exam, Assignment based lessons, seminars etc. In nutshell we follow continuous comprehensive internal evaluation system along the lines of affiliating University.

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

The Assessment/Evaluation outcomes are communicated to students through marks and remarks answer sheets, assignment are corrected remarked and are returned to students for improvement of performance of students. We also motivate the students by announcing the results of various competitions in Morning Assembly and giving prizes on Annual Prize Distribution.

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

All office work is done through computer (Internal Assessment, Marks of House test, all records are maintained on computers).

2.6 Best Practice in Teaching Learning and Evaluation Process

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

We apply cooperative learning approach and context based learning approach to some topics of our curriculum. Continuous evaluation is done time to time to judge the achievement of pre specified objectives.

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

The Teacher Educators make use of technology in form of CD based lesson plan and OHP and also encourage the students for the same.

CRITERION: III RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

The institution tries its best to motivate the teachers to take up research in education to keep abreast of the current knowledge and development in the field of Teacher Education. The library is equipped with vast variety of books and surveys. Various National and International Journals are also subscribed for the library. Broadband internet assessment is available to the Teacher Educators.

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

- Teacher Education
- Teaching Methodology
- Examination & Evaluation Scheme
- Psychological aspects among adolescents

- Child Psychology, Depression and Tension
- Case Study on Various School Problems.
- Exam Fever and its Impacts.

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

Yes, the institution encourages Action Research. The students choose a classroom problem while doing teaching practice in schools, conduct action research on it and prepare a report on the same.

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

Seminars attended by faculty members in last five years are as following

	Organized	Participated
National Seminar	5	79
Work Shop	3	12
Conference	2	08

3.2 Research and Publication Output

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

The institution from time to time develops teaching aids according to the requirement and needs of the students. The teaching aids are in the form of Models, Learning Modules, Charts, Maps, Compact Disks/DVD's/PowerPoint Presentations, Flash Cards, Transparencies and Improvised Apparatus etc.

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

The instructional materials are developed by providing optimum facilities to the students. The institution has well equipped Educational Technology Laboratory, Fine Arts Room, Science Laboratory, Health & Physical Room, Audio Visual Aids Room, Language Laboratory, Art & Craft Room & Computer Laboratory and workshop. The Staff also attends

workshops and seminars from time to time to update themselves about the recent developments.

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

The institution has developed various power point presentations and self instructional materials related to different subjects.

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

a) Organised by the institution.

b) Attended by the staff.

c) Training provided to the staff.

Attempts are being made by the institution in this regard.

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

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

Every year institution awards best faculty of the institution with memento and certificates.

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

Institution provides all the available facilities for research to faculties.

3.3 Consultancy

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

The institution provide consultancy service to practice teaching school by organizing extension lectures on various social issues.

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

Our college is having well qualified lecturers on subject methods and they are competitive enough to provide consultancy in their respective subjects.

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

Nil.

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

Nil.

3.4 Extension Activities

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

The college authorities are always concerned about the well being of local community. The activities carried out for the benefit of local community are as follows.

- Dengue prevention awareness rally.
- AIDS awareness extension lecture to teaching practice school.
- Blood Donation Camp.
- Social surveys on income, education and profession have been done. The institution is planning to tie up with Red Cross Society in near future.
- The institution also visits social organisations and institutions like Deaf and Dumb school and Old Age homes for social surveys and the students also extend their services to these institutions.

- A free Stitching and Cooking camp was organised by the institution for nearby villages.
- Environmental Awareness.

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

The community people are having good opinion on the institution and they extend all possible help to the institution during organizing extension activities.

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

In future the institution plans to provide community orientation to the students by conducting surveys on different topics of community interest, organizing visits to orphanages, blind homes, deaf and dumb schools, old age homes, Old age literacy, Family planning, Women Education, Awareness to become a better citizen etc.

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

Two

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

The institution tries its best to inculcate and develop the social and citizenship values and skills among the students by arranging N.S.S camps, Rallies on Dengue and Aids awareness and Awareness Lectures on contemporary social issues and problems. The institution tries to develop values by arranging skits, prayer sessions, lecture on moral values , poster making competition, debates & declamation contest etc. on social and moral issues. Work culture is developed by assigning projects and class room representatives are appointed to develop the task of responsibility. Dignity of labour is inculcated by allotting various activities related to art and craft and Team spirit and values like co-operation and tolerance

towards one another are propagated and encouraged by organizing Interhouse competitions.

3.5 Collaborations

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

Attempts are being made by the institution in this regard.

- 2 Name the international organisation with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Nil

- 3 How did the linkages if any contribute to the following?

Curriculum development

Teaching

Training

Practice teaching

Research

Consultancy

Extension

Publication

Student Placement

College linkages with practice teaching schools to ensure teaching practice in real situation. In academic session college sends its students for teaching practice two times for 20 days to schools. College provides consultancy and extension services to schools. All schools positive response ensures good functioning of our placement cell. School helps in examination process by sending their school teachers as examiner whenever required.

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

The institution develops proper linkage with school sector by arranging activities such as School function, Tree plantation drive and

various cultural, sports, literary and art competitions during teaching practice programme conducted in the schools.

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

5 Are the faculty activity, 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 meet the concerned teachers to know about the needs, requirements of the schools and syllabus and then invite suggestions of the schools in the process of practice teaching. The faculty also ensures that the pupil teachers teach according to the needs and requirements through observation of their lessons regularly. Remarks are given by the teacher educator and it is seen that the students don't repeat the previous mistakes and modify their teaching.

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

Yes, the faculty collaborates with school and other college or university faculty.

3.6 Best Practices in Research, Consultancy and Extension.

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

The institution from time to time provides relaxation in time table to the staff members so as to motivate them to participate in activities like Research and Extension.

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

Research oriented atmosphere is provided to the teachers and there is a provision for study leave as well as relaxation in time table. A well equipped library with variety of books and journals is available to the teachers. Internet facility is also provided to the teachers. The institution organized a free stitching and cooking camp for nearby villages & actively students and faculty are also encourage to participate in various social services extended by the college like Dengue Awareness Rally, Blood Donation Camp, Extension lectures, social issues, free stitching and cooking camp etc.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Yes ,the institution has all the physical infrastructure as per NCTE norms. It has a built up area of 2577.88 sq. mts and has facilities like methods lab, psychology lab, science lab, educational technology lab, computer lab, physical education lab equipped with all the necessary equipments and facilities.

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

The building of the institution is such that it can be expanded according to the requirements and felt needs and a budget has been allocated to meet such needs.

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

The institution has play grounds for various sports and a spacious multipurpose hall for various co-curricular activities.

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

The physical infrastructure of the institution is not shared and is exclusively for Teacher Education students only.

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

The institution has all the necessary facilities to ensure the health and hygiene of the staff and students. There are separate rest/common rooms for girls, separate neat and clean washroom facilities for men and women. The institution has a well equipped Health Center for medical assistance. The canteen and mess provide healthy refreshment to the students.

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

The institution does provide hostel facility to the students. The hostel has a capacity of approx. 150 students with 2 students occupying one room. The rooms are neat, well furnished and sufficient toilets are also available. There is provision for recreational facilities too. There is a common room with provision for indoor games, magazines , newspapers and television.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any (Building, Laboratories, Furniture, Equipments, Computers, Transport/Vehicle).

The management has plans and facilities for need-based development and expansion of infrastructure. Maintenance of existing infrastructure resources is looked after by the central construction division and a standing committee with faculty and student representatives. Budget provisions are optimally made for maintenance of various services in the college

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

The institution ensures optimum utilization of available infrastructure by proper planning of time table and examinations. Various

laboratories like Psychology Laboratory, Science Laboratory, Computer Laboratory, Educational Laboratory, Language Laboratory, etc are used to conduct practical work of different subjects. Ground is used for physical development oriented activities.

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

The institution keeping in view the environmental issues has ensured that all the rooms are airy and well ventilated, spacious and are well furnished with sufficient provision of fan and tube lights. The institution has lush green lawns and trees all around keeping the environment healthy.

4.3 Library as a Learning Resource

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

Yes, the institution has a well qualified librarian and sufficient technical support staff.

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

The institution has a well stocked library and has more than 9000 books, 20 journals, 25 magazines, 100 audio visual teaching resources in the form of CD's,& DVD's. Access to internet is also available.

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

Yes. The institution has a library committee that ensures that the library resources are adequate and relevant and also makes sure that the

library is updated from time to time by making additions in the existing stock of resources.

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

Yes, the library is computerized. All the books have been registered on computer and records are maintained through computer.

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 institution has computer, internet and reprographic facilities and can be accessed by staff and students

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

No.

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

The library is open approximately 7 hours /day on all working days.
Library is open for students during summer vacations.

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

The new arrivals in the library are brought to the knowledge of students and staff by displaying titles on display boards.

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

Yes. The institution has a book bank . Books from the book bank are given to the needy students throughout the year.

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

The staff every time helpful for a PH Student. Librarian provides Books & other materials to the student at ground floor.

4.4 ICT as Learning Resource

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

The institution has a well equipped computer lab with facilities like internet connectivity and printer which is available to all students and staff. A separate provision has been made in the time table for students to access the computer lab.

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

Yes, computer education is a compulsory course in which basics, Power Point Presentations, MS Word, and MS Excel are taught as skills to students.

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

New –technology / ICT is incorporated in the curriculum –fractional processes by the use of Power Point Presentations, internet etc.

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

The student teachers adopt technology for preparing teaching aids in the form of Power Point Presentations, slides, transparencies; developing lesson plans and evaluation.

4.5 Other Facilities

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

Yes, the college ultimately uses its instructional infrastructure (Human/Physical) to serve the community e.g. arranging Blood donation camp, Dengue awareness rally, extension lectures in schools, stitching camp, cooking camp.

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?

There are various audio visual facilities / materials available with the institution in the form of CD's and DVD's. The student teachers are encouraged to use the resources in the institution in the form of aids for developing their lessons. The teacher educators also use these aids in their demonstration lessons to encourage their use by the student teachers.

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

The institution has science lab, language lab, Art & craft lab, and educational technology lab, computer lab which has a seating capacity of 40-50 students and have all the necessary equipments. They are maintained by the teacher incharge who ensures that all the required additions are made and breakages are replaced by new ones.

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

The institution has a spacious multipurpose hall , sports room .

- Multipurpose Hall – It contains LCD Projector, Desk, Chairs, Dice, Black Board, Speakers, OHP, Tables etc.
- Workshop – It contains Plaster of Paris , Clay, Colours, Pencils, Chart, Craft Papers, Brush etc.

- 1 Sports room & Playground – Sufficient equipments & play Ground for Indoor Games.

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 classrooms are equipped for the use of latest technology like OHP, LCD projectors, power point presentations as and when required.

4.6 Best Practices in Infrastructure and Learning Resources

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

The College has well equipped laboratory with modern technology and the faculty utilizes these resources maximally to cater the individual needs of the students. The institute also uses innovative approaches like cooperative learning to make instructions more effective.

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

The institution uses software for recording admission data, data for internal assessment and is planning to use the same for evaluation process too.

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

The institution tries to utilize its infrastructure and Learning resources in the best possible way. A free stitching & cooking camp was organized in nearby villages by the institution during summer break. The institution also provides the best of infrastructure and Learning resources to its faculty and students to keep pace with the recent developmental trends in education and technology.

CRITERION V:STUDENT SUPPORT & PROGRESSION

5.1 Student Progression

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

Student's preparedness for the program is assessed orally and even through written feedback during general classroom interactions in the beginning of the session. Class room testing is done from time to time by oral & written tests and assignments etc., through out the session. Orientation sessions are conducted right from the first day of the commencement of the program to ensure that the students get proper advice and direction regarding the basic courses, optional papers and practical papers. It is during these orientation sessions that they show their knowledge, preparedness and curiosity about the course and are suitably guided by the teachers.

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

To promote motivation, satisfaction, development and performance improvement of the students, the college provides a very cooperative environment. Students are divided into sections, houses and tutorial groups in order to provide personal contacts with various teachers. Students are motivated to participate in various academic and co-curricular activities from time to time and prizes are announced in the morning assembly. To ensure satisfaction and motivation the students are awarded prizes at the time of annual function. Various programmes are organized by the students at college level to develop their organizing abilities, leadership qualities, cooperation, etc. and to prepare them for their profession.

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?

Programmes	2009-2010	2010-2011	2011-2012
B.Ed.	2	2	2
M.Ed. (full-time)	1	1	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?

Educational and vocational information and guidance is provided by the Teacher Educators as and when such competitive examinations are advertised by the various universities and employers, during the session. It helps the students to compete and progress in their jobs and higher educational courses. During the last two years 148 students have gone for higher studies and 94 students have been placed through placement cell and with the help of college guidance cell. The college provides books related to NET/SLET and other competitive exam which enable them to compete for job.

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

These estimates are based on available data.

	2009-10 (%)	2010-11 (%)	2011-12 (%)
Higher studies	14.66	29.38	
Employment (total)	6.66	13.59	
Teaching			
Non teaching			

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

Not Applicable.

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

Yes, the college has established a placement cell under the able guidance of Ms. Meenu Aggarwal. The institution refers its outstanding students to various schools (Teaching Practice Schools and Private and Govt. Schools), The College provides necessary information to all the candidates regarding various job opportunities in the field of education or other related areas.

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

Placement cell was established in the year 2006. Some schools do not share the requirement for faculty to maintain their secrecy and recruit teachers through internal resources. We only come to know about the vacancies of different post in schools through advertisement published in the news papers.

The Placement cell is making various efforts to overcome these problems, Apart from practicing schools, placement cell tries to make

contacts with the Principals or other authorities of private and public schools so that they may absorb our students.

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

Yes, the college forwards the data of various student teachers to various Teaching Practice Schools and other private and public schools according to their requirements.

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

The institution provides human, ICT, Financial resources such as a Teacher from staff as In-Charge of Placement Cell, a separate room, required stationary, college cell phone, computer and broadband internet facilities in computer lab for smooth functioning of placement cell.

5.2 Student Support

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

Keeping in mind the objectives of the college the curricular, co-curricular and extra curricular activities is planned by the staff members under the able guidance of the Head of institution. Concerned subject teachers plan their curriculum keeping in mind the abilities of students and regulations of concerned authorities. Different co-curricular and extra-curricular activities are planned and conducted during each session.

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

Planning is done as per the requirement of physically handicapped students. The staff and particularly the students are briefed at the starting

of the session itself, to be accommodative to the physically challenged students and provide all possible help and assistance during the need.

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

Yes, mentoring is done through the tutorial groups. In tutorial groups student and the teacher interact with each other on personal basis, various personal and educational problems of the students are solved. There is also a provision for the same in routine time table.

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

To enhance the effectiveness of the faculty in teaching and mentoring of students, the college has formed various committees, houses and tutorial groups which work through out the session by organizing various activities and all the work is monitored by the concerned teacher in charges. Apart from this, college sends the teachers to attend various seminars and workshops to update their knowledge and enhance teaching effectiveness.

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

Yes, the college has its own website Address www.gvmcollegeofeducation.org. It is updated whenever changes are made in any part of the system. The information provided on the web site include introduction about college, governing council, list of all instructional material, list of faculty members, subject combinations and in nutshell all mandatory information required by concerned authorities is updated from time to time.

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

Yes. The teacher educators prepare lists of academically low achievers after each house test and personal attention is given to their problems. Further, remedial classes are arranged before the final examinations for the low achievers. The subject teachers help them to prepare for the examination by correcting the material prepared by the students and providing them handouts for various topics.

7 What specific teaching strategies are adopted for teaching Advanced learners and (b) Slow Learners

For advanced learners Special assignments are given and group discussions, brain storming sessions and class-room seminars are organized by the subject teachers. Library provides reference books for deep study on all the topics for such students. Personal attention is given to see that they utilize their potentialities maximally.

For slow learners tips and handouts are provided on various topics, throughout the session, according to the need and demand of the students. The subject teachers give topic wise guidance to such students and they are motivated to feel free to interact with the teachers at any time. Special classes are arranged for slow learners before examination to help them.

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

The college has a guidance and counseling cell to guide and counsel the students according to their needs from time to time under the guidance of the management and principal. Students are guided and informed about

various career opportunities available. Educational and personal guidance is also provided to the students for the solution of their problems.

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

Mechanism A suggestion box is kept in the college for students as well as faculty of the college, which is opened fortnightly by the Principal. Various problems listed, are either solved by the Principal or referred to the management for solution, as per the nature of the problem. Students also interact freely with the tutors in the tutorial groups to discuss and solve their general, personal, educational and vocational problems.

The main problem encountered during the last two years has been the tremendous workload on the students. Due to the long admission process less time is left to work out the curriculum framed by the university and the students have to bear the load due to shortage of time.

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

Candidates' progress is monitored and advised through out the session through weekly class tests, group discussions, skill-in-teaching exams, and practical and theory terminal exams conducted twice before the final examinations. Weekly class tests are corrected by the concerned teachers and are returned to the students to provide feedback on their performance. In the group-discussions conducted in the class-rooms, immediate assessment is done by the teacher and feedback is given on the spot. After the first session of teaching practice, skill-in-teaching examinations are conducted and students are advised for improvement by the concerned teaching subject teachers. Theory and practical exams are conducted by the college preferably in January and March to check students' progress and accordingly guide the high and low achievers for further improvement in their study habits and paper attempting patterns.

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

Pre-practice preparation

Orientation is given about use of teaching aids, methods and techniques of teaching, classroom problems, traits of a good teacher, preparation of micro and macro lesson plans, etc. by the teaching subject teachers in their respective classes. The subject teachers give demonstration lessons on use of various skills and methods. Micro-teaching sessions are conducted. Preparatory files are prepared by the students for each of the two teaching subjects, which include 5 micro lesson plans, 5 mega lesson plans and observation of two demonstration lessons by the teacher. During the teaching practice in the schools, continuous monitoring is done and feedback is provided by peers, Teacher Educators, School teachers and peers for improvement.

5.3 Student Activities

- 1 Does the institution have an Alumni Association? If yes, List the current office bearers.

Yes, the institution has an Alumni Association.

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

The institution encourages students to participate in extra curricular activities including sports and games by organizing various weekly competitions, athletic meet, annual day function and also by motivating the students to participate in various inter-college competitions.

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.

College publishes the articles of all the students and faculty in the college magazine. The students are divided into houses and each house maintains a wall magazine on weekly basis on rotation

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

Give details on – constitution, major activities and funding

Constitution

1. Two students Class representative selected/elected from each section and faculty member (advisor) which comprise the student council.
2. House In-Charges are selected from each house.

Activities

1. Organize and supervise various college activities under the able guidance of concerned teachers.
2. Students council acts as mediator between students and college authorities.
3. Students council maintains discipline in the college on regular as well as during function days.

Funding

1. College provide funds from Amalgamated Fund maintained by college.

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

Institution made some Committees such as

1- Complaint Committee

2- Extra-Curricular activities organising Committee

- 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?

To improve the various aspects of the institution feedback is taken from the students during the session and at the end of the session. Feedback is also taken from the school-teachers during teaching practice and when they visit as external examiners for the skill-in-teaching examinations. The college Management procures feedback from the students through the Principal once in a session and evaluate it to advise and suggest the faculty on areas where there is a scope for improvement.

Best Practices in Student Support and Progression

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

For student support and progression the college employs the best practices like setting up of Student Grievance Redressal mechanism, monitoring problems at individual level, maintaining a democratic environment where students can actively participate in all matters related to students. Cooperative teachers, provision of on the spot guidance, book bank facility for needy students, installments of college fees if any student is unable to deposit it in two installments as per norms, organizing visits, educational trips and tour are also arranged by the institution.

CRITERION VI : GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

The institution was set up keeping in view various purposes, vision, mission and values. The important ones are as follows:

PURPOSE

To spread literacy among the masses.

To make the youth of the area vocationally efficient.

To prepare teachers who are sincerely dedicated towards the Society.

MISSION

Working in accordance with the above vision, We are constantly motivated to work hard and think differently about achieving new heights and shaping the future of coming generations.

We move ahead with the mission of:

- Undertaking a journey towards excellence in teacher education through research and innovative practices with deeper emphasis on pedagogical skills and optimum use of available resources.
- Striving towards excellence in education by responding to changing needs and expectations of the society and educational environment by imparting life skills and value based education.
- Serving the society by inculcating values such as dignity of labour, equality of genders, protection of environment, responsible use of mass media, respect for traditions and cultural heritage.
- Enabling teacher educators to do away with stereotyped patterns of teaching by replacing them with a fresh approach to teacher education for promotion of creative excellence.
- Providing maximum placement opportunities and developing teacher's personality, professional competence and employment skills.

For achieving our mission we value

- Determination
- Discipline
- Dedication
- Diligence
- Dynamism.

VALUES

To inculcate moral and religious values through morning assembly, prayer, meetings and talks by teachers. To develop cultural values by arranging various interhouse competitions and celebrating festivals and aesthetic values by arranging events related to art competitions, flower making, pot making, rangoli, mehandi, candle making, drawing poster making etc. The Institution considers the inculcation of following values among future teachers:-

1. Commitment
2. Royalty to their profession
3. Trustworthiness
4. Honesty
5. Patriotism
6. Tolerance
7. Co-operation
8. Empathy
9. Punctuality & Regularity
10. Self discipline.

VISION:

College derives its vision from the philosophy of Swami Vivekanand-Arise awake and stop not till the goal is achieved. Empowerment of women through teacher Education Training so that they may guide the destiny of the nation. Our endeavour is to give the nation future educators with qualities of intellectual competence, commitment, character, diligence,

discipline, dynamism, versatility and entrepreneurship. Thus the institution promises to impart holistic education and instill higher values thus making the nation builders technologically superior and ethically strong.

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

Yes, the Mission includes the institutions goals and objectives according to the needs of the society.

Goals are as follows:

- To uplift the standard of education.
- To provide education at door step.
- To guide and direct the youth towards noble profession of teaching.
- To inculcate the feeling of National Integration.
- To inculcate values through various activities.

Objectives of the Institution

- To develop intellectual level of the students by helping them acquire information knowledge and wisdom.
- To promote social values among the students and develop a sense of social responsibility towards community as a whole.
- To enable the students to make use of their theoretical and practical knowledge so that they can cooperate with others, and can plan, execute and evaluate learning and teaching.
- To bring out efficient enthusiastic and excellent teaching community.
- To make the teachers capable of following recent trends in the teaching Methods.
- To understand Philosophical, Sociological, Psychological and Economic bases of Education.
- To understand the nature of individual differences among children.
- To develop skills necessary to use emerging technologies.
- To develop interpersonal skills, communication skills & spirit of inquiry.

- To adopt teaching profession as a means of social service along with education.
- To imbibe a penchant of learning to serve the nation, being a teacher.

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

The management of the institution is committed towards providing best of facilities, guidance and leadership for effective and efficient traction of teaching learning processes. Under the leadership of the far sighted management the problems are deeply taken care of and various facilities are provided from time to time as and when need arises by organizing board meetings and composing various committees and ensuring efficient functioning of the same.

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

The management and head of the institution ensure that the responsibilities are defined according to the needs and requirements and are communicated through staff meetings, circulars, notices, office orders etc.

5: How does the management/ head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The institution has a dual feedback mechanism, once through the management and once through the principal on all the components of the institution. This feedback acts as a base for the management to review the activities of the institution.

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

The institution identifies and addresses various barriers by procuring information through feedback mechanism, staff meetings

with student's council, group discussions, tutorial meetings and suggestion box.

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

The management frames and constitutes various committees and involve all the faculty members in functioning of these committees that ensure effectiveness and efficiency of institutional processes. The lacunas and problem areas are discussed and suggestions and solutions to problems are sought through discussion with the faculty. The faculty is also appreciated and honored for active participation and involvement in the institutional processes.

- 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 assigns and allocates various duties to the faculty by constituting various committees according to the interest and aptitudes of the faculty. The head also ensures the efficient functioning of the committees by supervising their functioning regularly.

6.2 Organizational Arrangements

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 examinations during the last year.

The institution constitutes various committees for smooth functioning of different institutional activities like Time Table Committee, Examination Committee, Discipline Committee, Cultural Committee, Internal Assessment Committee, Tours and Trips Committee, Morning Assembly Committee, Library Committee, Purchase Committee, Refreshment Committee. The Examination Committee holds meetings before and after every House Examination

to plan date sheet, format for the examination papers and allocate duties, etc.

Meetings of Extension and linkages Committees are also held periodically whenever any activity or programme has to be organized and various resources (human and financial) are planned, discussed and allocated. The faculty selects/elects a staff representative during Staff Meetings who forwards all the suggestions and problems of the Staff to the Head or an Employer. Various other decisions regarding Academic Management like Time Table , Internal Assessment are taken through meetings of respective committees held at regular intervals. The time Table Committee holds regular meetings to plan and frame time-table for the session and to make required changes/adjustments as and when required on daily basis.

The decisions and suggestions regarding updating and the felt needs for infrastructure are discussed in the Staff Meetings and thus forwarded to the Employers for implementation. The Library Committee holds meetings at periodic intervals to discuss the needs and requirements felt by the Staff and Students through meetings of student representatives and other student council members and updating is done accordingly .The purchase Committee also holds

meetings to discuss and plan purchase according to the felt needs and requirements.

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

The institution has three bodies which govern and regulate academic and administrative affairs of the institution.

The Governing Council comprises of total Nine persons of which one is the President, second is the Secretary and the third is The treasurer and the rest four are acting as members of the office.

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

The administration is totally decentralized and management involves the Principal, Faculty as well as Students for ensuring efficient functioning. The Principal allocates duties to the faculty members who further may also involve the students if need arises. The suggestions of faculty and students are sought while taking

administrative decisions.

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

The institution develops rapport and liaisons with other sections and school personnel and procures suggestion and information regarding various components of education and also seek their valuable advice in regard to matters pertaining to education like Practice Teaching programmes, etc.

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

Yes, the institution does use the data and information obtained through feedback from students, parents and Alumni in making decisions and for bringing about improvements in various areas. As per the feedback received for different provisions in the campus.

- 6 What are the institution's initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty? (skill sharing across College's creating/ providing conducive environment).

The institution provides conducive environment to its faculty members for their professional growth by providing access to internet, library, motivating the faculty to attend workshops, refresher courses, extension lectures and seminars to keep pace with the recent developmental trends in education. The institution also provides instructional facilities like well equipped language laboratory, computer laboratory, educational technology laboratory etc. to make the teaching learning process more innovative and efficient.

6.3 Strategy development and Deployment

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

No

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

The institution plans the academic calendar at the beginning of the session which includes curricular and co-curricular activities to be organized during the session. The faculty is allocated duties for organizing various activities, funds are also allocated and withdrawn from college funds depending upon the nature of activity.

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

Meetings and discussions of the staff, Head and Employers are held at regular intervals to identify needs and fulfill them for implementation of mission and goals. These are discussed and duties and funds are allocated by the academic and administrative bodies and are forwarded to the staff through the head and then the decisions made are implemented and student representation may also be sought if required.

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

The academic calendar is planned on the guidelines given by the university and keeping in view the problems faced in previous sessions and through feedback mechanism and suggestions sought from school teachers, faculty and administrators. The administrators give guidelines and supervises the committees framed for planning various academic components.

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

The institution assures individual employees contribution for institutional development by involving all the employees in the institutional work. Objectives of the institution are communicated and deployed at all levels through meetings of faculty with the administrators where in the faculty is appraised of their roles and duties towards the institution and is also appreciated for

commendable employee contribution for institutional development.

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

The institution regularly and frequently monitors, revises and evaluates its vision, mission and implementation plans according to needs and requirements of educational curricula and needs of students. The academic components are monitored and evaluated frequently at college level annually on the basis of university results and weakness and lacunas are identified and required change are brought about. Other components and activities are monitored regularly at college level and required changes are brought about.

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

The institution deploys the new technology in various components like admission, internal assessment records, lesson planning, developing instructional aids etc.

6.4 HUMAN RESOURCE MANAGEMENT

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

The career progression of the staff is done according to the recent technological trends and curriculum revisions also guide us to identify faculty development needs.

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

Self appraisal is done by the faculty at the end of every academic session. Apart from this, evaluation is done by students through feedback mechanism and staff members help each other to identify and solve problem if any. Yes , the institution uses the evaluation to improve teaching , research and service of the faculty.

3. What are the welfare measures for staff and faculty?

Management provides medical assistance to the staff and faculty. Duty leave is also provided to attend seminars and workshop. The institution also gives paid maternity to its employees.

4. Has the institution conducted any staff development programme for skill upgradation and training of Teaching and Non teaching staff ? If yes, give details .

Yes, faculty development programmes were organized for up gradation of teaching & non- teaching staff.

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 and how does the institution align these with the requirements of statutory and regulatory bodies ?

We recruit staff through the policies decided by University and NCTE and advertisement is published in the leading newspapers

followed by interview through the University Panel. Good grades and awards/ honours are given to retain the faculty.

6. What are the criteria for employing part time / adhoc faculty?
How is the part time / adhoc faculty different from regular faculty?

As per concerned authorities guidelines.

7. What are the policies, resources and the practices of the institution that support and ensure the professional development of faculty?

Duty leave and funds are provided for the teachers to attend seminars, workshops for their development.

8. What are the physical facilities provided to faculty?

Well maintained staff room, water cooler, well stocked library, computer lab along with internet is provided to faculty.

9. What are the major mechanisms in place for faculty and other stake holders to seek information and make complaints?

Suggestion box is kept in the campus to accept information and complaints from various stake holders. A grievance Redressal committee has also been formed. Information is conveyed to faculty and stakeholders through advertisements, meetings, etc.

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.

There is an equal division of workload in terms of equally divided subjects and periods to be taught over a period of week as per the rules laid down by University. Likewise the college activities involving teachers and their students are scheduled psychologically and systematically and the institution arranges for adjustments if need arises.

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

Yes, the staff members are honoured and rewarded every year on Annual Day Function of the institution for the significant contribution to development of the institution. Such rewards/honours motivate and encourage the staff members to give in their best and work towards an upliftment of the institution.

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6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILISATION

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

No, the institution does not get any financial support from the government. Source of income is students fee only.

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

The College has not received any donation in the last years.

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

Operational budget of the institution is Sufficient.

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)

The budgetary resources include the student fees and funds from the college Trust.

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 college accounts are audited regularly by an independent Chartered Accountant firm. No major objection was raised during the audit.

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

All the basic operations of finance are managed through computers.

CRITERION VII : INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

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

: The institution established Internal Quality Assurance Cell (IQAC) in the year 2009.

The major activities of IQAC are:

- To check effectiveness of teachers.
- To advise the books and magazines for the library.
- To give financial aid to the poor students.
- To organize activities and get support from the Alumni Association.
- To provide health services.
- To organize the guidance and counselling activities for the students.
- To access the students achievements and awards.

2: Describe the mechanism used by the institution to evaluate the achievement of goals and objectives?

The institute evaluates the achievement of goals and objectives through regular analysis and evaluation of results of the students. Feedback is also sought from the students and the faculty through out the sessions through discussions, meetings and through the filling up of the prescribed feedback format. Routine/Periodic monitoring is done by the Principal and the Governing Council.

3: How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programmes through the performance of the students in various inter college competitions like Skill in Teaching Competitions, Teaching Aid Preparation Competitions and through continuous evaluation at college level through class discussions, class tests, house tests and University examination.

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

The institution ensures the quality of its administration and financial management process through open discussions with staff members.

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

In the beginning of the session a meeting is called by the Principal and with the coordination and suggestions of all the staff members, different committees are formed keeping in mind the efficiency, skills and interest of all the staff members. It makes the working more organized and systematic.

7.2 Inclusive Practices

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

The institution sensitizes teachers towards the issues of inclusion and the focus given to these in the national policies and the school curriculum through various journals, internet, clippings of newspapers and talk by experts on various topics on national policies and the school curriculum.

- 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?

Exceptionalities among students are identified and are treated accordingly. Students are made aware about gender differences. Below average, average and under average students are identified and remedial classes are arranged to prepare them for the examination

and handouts are also provided to them for various topics accordingly.

- 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 institutions envision various activities in the curriculum like free and open discussions, participations in seminars, self expression activities, student's speech in morning assembly, undertaking some social projects, performing experiments in laboratories and PowerPoint presentations etc.

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

Student teachers are given knowledge about individual differences in the college so that they recognize and identify individuality of every student. Also, their practical experiences and guidance of Teacher Educators during teaching practice in schools

helps them recognize individual differences among students and know how to guide students accordingly. Also the students are made aware of the problems of Exceptional children like deaf and dumb children by arranging trips to the deaf and dumb schools.

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

The institution addresses to the special needs of physically challenged and differently abled students enrolled in the institution by paying individual attention to their individual needs. Though the need hasn't aroused yet the college provides required facilities.

7.3 Stakeholder relationships

- 1: How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution accesses the information on organizational performance to the stakeholders through college website, newspapers, pamphlets and by celebrating different functions in the college in which parents and other members of the community are invited.

- 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 quality improvement?

At the end of every academic year the whole process is analyzed with the help of feedback from the students and through staff meetings and discussions for bringing qualitative improvement.

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

In order to bring quality improvement questionnaires are provided to the students, professional community, Alumni and other stakeholders for procuring feedback. These questionnaires are then analyzed and short comings are removed for quality improvement.