

**SELF APPRAISAL REPORT
FOR
RE-ACCREDITATION
SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**By
Kirorimal (K.M.) College of Education
Bhiwani (Haryana)
(Affiliated to M.D. University, Rohtak)**



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OUR HISTORY

KIRORIMAL (K.M.) COLLEGE OF EDUCATION, BHIWANI, HARYANA

After independence, when no one came forward to light the lamp of education in this so called backward region, a big stretch of sand and dreary land, **Seth Kirorimal Lohariwala**, with the high vision and missionary zeal of imparting quality education and to prepare best teachers, planted a sampling of education in the name of Kirorimal Basic Teachers' Training College in 1955. As the years rolled by, the need of a new and spacious building arose. To meet the requirements for healthy educational ambience, in 1969, at Hansi Gate, Bhiwani the foundation stone of new College building was laid by contemporary **Hon'ble Governor of Haryana Sh. B.N. Chakravarti**. The college is Govt. Aided, NCTE approved, recognized by UGC under Section 2(f) and 12(B) of the UGC Act 1956 and affiliated to M.D. University, Rohtak. The management is committed to serve the society by providing quality education to the students.

The present look of the college is really magnificent. Its double storey building provides ethical, aesthetic and perfect ambience for teaching learning process. Auditorium of the College has been raised in the centre of the building. Since 1955 till date thousands of students, trained in teaching profession, by the agile, competent, diligent and highly qualified teaching staff has been positively contributing in all the spheres of national life helping it to reach the zenith of progress and development.

The College is housed in a large, beautiful, well-ventilated, double storey block having total area 27265 sq. meter with modern amenities to run the educational programmes and administrative functions efficiently. The growth of the infrastructure keeps pace with the academic growth of institution and is well maintained by the management out of its own resources. Optimum use of the College infrastructure is made as per working schedule. The College campus is kept beautiful and pollution free through plantation of trees and ornamental plants. Ours is a College fitted and flushed with all the requisite amenities. Spacious and well equipped classrooms, well furnished and profusely stocked library, lush green ubiquitous lawns with rosy beds and scenic beauty sufficiently provide feeding to eyes. Big play grounds for cricket, football and volleyball, facilities for chess, badminton, carrom board and table-tennis really fulfill the need of the hour. In addition, the Psychology Lab, I.C.T. Lab, Science Lab, Multimedia Resource Centre, Chalk Board Writing Lab and Work Experience Lab provide the latest and ultra modern teaching facilities to the students who, under the guidance of competent teachers, conduct experiments and learn the preparation of projects, models, micro and mega lessons. Women Cell, Placement Cell, Career & Guidance Cell, SC/ST Cell, Legal Literacy Cell, Grievances & Redressal Cell, Internal Quality Assurance Cell (IQAC), Literary & Cultural Society, Red Ribbon Club, Youth Red Cross, Mathematics Club and Centre for Innovation, Research & Development help the students to meet out all their requirements.

In the quest for all-round excellence, the College organizes all the required activities of Cultural and Sports as Extension Lectures, Workshops, Seminars, Brainstorming sessions, Discussions, Debates, Inter House Competitions, Celebration of Important Days, Indoor and Outdoor Games, Guidance & Counselling Services, Community Reach Programme, Community Service Programme, and Social Welfare Activities throughout the year.

VISION

**To serve the state, nation and global
community by providing teachers instilled
with the highest standards of professional
& ethical behaviour and prepared to meet
the complex challenges of the society.**

MISSION

To prepare active, confident, self-disciplined, skillful morally mature, socially sensitive, ICT enabled future teachers who are ready to learn and work in a rapidly changing, multi-cultural society.

OBJECTIVES

- To help Prospective Teachers to identify and develop their skills and potentials.
- To develop professional competencies in prospective teachers to adjust with the emerging needs of Indian schools in global context.
- To develop universal values in the prospective teachers needed for cohesion and welfare of society & nation.
- To empower them to prepare fully professionally competent, morally mature, committed and reflective teachers for secondary and senior secondary school education.
- To inspire and enable the student teachers to integrate modern technologies-ICT in teaching learning process.
- To accentuate-How to Do? 'instead of merely-What to do?' or Why to do?'
- To create sensitivity among the prospective teachers for reaching out to the marginalized.
- To create among them the awareness of environmental protection and need to maintain ecological balance.
- To develop interest and involvement of the Prospective Teachers in community activities.

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PART-1

INSTITUTIONAL

DATA

A. Profile of the Institution

1. Name and address of the institution: **Kirorimal (K.M.) College of Education, Hansi Gate, Bhiwani-127021 (Haryana)**
2. Website URL **www.kmcollegeofeducation.org**
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	01664-242412 -254512		principalkmce1955@gmail.com
Vice-Principal			
Self - appraisal Co-ordinator	01664255502		anukmc@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Ravinder Kumar Sharma	01664-256000	+91-9416126800
Vice-Principal		
Self - appraisal Co-ordinator - Dr. (Mrs.) Anuradha		+91-9416632366

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

8 acres

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
09	1955

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

Maharishi Dayanand University, Rohtak, Haryana

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

Month & Year

2f

MM	YYYY
09	1955

Month & Year

12B

MM	YYYY
09	1955

10. Type of Institution

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

b. By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

c. By Nature

i. University Dept.

ii. IASE

iii. Autonomous College

iv. Affiliated College

- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- Viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

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

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	NRC/NCTE/HR-11/2015/118080-85 dated: 6.7.2015		50
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

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

Mission

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

Values

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

Objectives

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

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes,

a) How many programmes?

N.A.

b) Fee charged per programme

N.A.

3. Are there programmes with semester system

NO

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

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

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

02

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

D.Ed.	<input type="text"/>
B.Ed.	<input type="text" value="13"/>
M.Ed. (Full Time)	<input type="text"/>
M.Ed. (Part Time)	<input type="text"/>
Any other (specify and indicate)	<input type="text"/>

6. Are there Programmes offered in modular form

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

Number	<input type="text"/>
--------	----------------------

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

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

Number	<input type="text" value="01"/>
--------	---------------------------------

8. Are there Programmes with faculty exchange/visiting faculty

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

Number	<input type="text" value="01"/>
--------	---------------------------------

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

- Heads of practice teaching schools

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

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

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

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

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

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

N.A.

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

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

Number	<input type="text"/>
--------	----------------------

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

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

Number	<input type="text" value="01"/>
--------	---------------------------------

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) **Merit at the qualifying examination**
- f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)*

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

- a) Date of start of the academic year **1.9.2014**
- b) Date of last admission **14.10.2014**
- c) Date of closing of the academic year **6.6.2015**
- d) Total teaching days **200**
- e) Total working days **226**

3. Total number of students admitted Session-2014-15

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	26	100	126	15	38	53	11	62	73
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	v
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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).

a) Unit cost excluding salary component

13569

b) Unit cost including salary component

90157

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	85.41	69.70	74.45	64.06
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	60%	25%	15%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

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

11. Practice Teaching at School

- a) Number of schools identified for practice teaching
- b) Total number of practice teaching days
- c) Minimum number of practice teaching lessons given by each student

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

No. of Lessons In simulation

No. 20

No. of Lessons Pre-practice teaching

Micro Lessons=10
Mega Lessons=10
(in Simulation)
Discussion Lessons=2
(in small gp of school students)

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

- a) Number of sessional tests held for each paper

0	4
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- b) Number of assignments for each paper

0	2
---	---

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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate) OHP, EPIDIASCOPE, SLIDE, PROJECTOR	√	

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

Yes	√	No	
-----	---	----	--

Number	All
--------	-----

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

Yes	√	No	
-----	---	----	--

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

Compulsory Optional

* **Two Compulsory and one optional paper**

Criterion III: Research, Consultancy and Extension

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

Number	6	6	%
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2. Does the Institution have ongoing research projects?

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

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
		N.A.	

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

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

Nil

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

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

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	38
National journals - referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25
Non referred papers	<input type="checkbox"/>	<input type="checkbox"/>	
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11
Any other (specify and indicate) Chapter in Edited Book	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
Conference Proceedings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9

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

Yes No

Number

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

	Faculty	Students
National seminars	<input type="text" value="119"/>	<input type="text"/>
International seminars	<input type="text" value="23"/>	<input type="text"/>
Any other academic forum	<input type="text"/>	<input type="text"/>

11. What types of instructional materials have been developed by the institution?
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

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

4212

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

41400

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

Yes No

9. Total number of posts sanctioned Open Reserved

	M	F	M	F
Teaching	12			
Non-teaching	11			

10. Total number of posts vacant Open Reserved

	M	F	M	F
Teaching	06			
Non-teaching	08			

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

	M	F	M	F
Lecturers	04			
Readers	01	1		
Professors	01			

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

		Open		Reserved	
		M	F	M	F
Lecturers		01	1		
Readers					
Professors					

c. Number of teachers from

Same state

07

Other states

01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:6
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		03			
Temporary		06			
b. Technical Assistants	Permanent				
	Temporary			01	

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)

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

On holidays

During examinations

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books	<input type="text" value="21548"/>
- Textbooks	<input type="text" value="9001"/>
- Reference books	<input type="text" value="500"/>
b. Magazines	<input type="text" value="1467"/>
e. Journals subscribed	<input type="text" value="14"/>
- Indian journals	<input type="text"/>
- Foreign journals	<input type="text"/>
f. Peer reviewed journals	<input type="text" value="06"/>
g. Back volumes of journals	<input type="text" value="1095"/>
h. E-information resources	<input type="text"/>
- Online journals/e-journals	<input type="text"/>
- CDs/ DVDs	<input type="text" value="30"/>
- Databases	<input type="text"/>
- Video Cassettes	<input type="text"/>
- Audio Cassettes	<input type="text"/>

20. Mention the

Total carpet area of the Library (in sq. mts.)	135.45
Seating capacity of the Reading room	40

21. Status of automation of Library

- Yet to intimate
- Partially automated
- Fully automated

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

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

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day

10

Maximum number of days books are permitted to be retained

by students

10 Days

by faculty

No Limit

Maximum number of books permitted for issue

for students

02

for faculty

No Limit

Average number of users who visited/consulted per month

360

Ratio of library books (excluding textbooks and book bank

200:1

facility)to the number of students enrolled

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

4.4%

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

	I (2012-13)		II (2013-14)		III (2014-15)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books			102	5534	37	5100
Other books	24	10217	14	22350	10	940
Journals/ Periodicals and Magazines	14 10	28000 5960	12 10	28200 7005	12 10	28000 6310
Any others specify and indicate Newspaper	10	9481	9	9601	9	10582
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1 (2012-13)	Year 2 (2013-14)	Year 3 (2014-15)
D.Ed.			
B.Ed.	0.78%	1.6%	0.78%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	√	No	
-----	---	----	--

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

10

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	B.Ed.		
	I (2011-12)	II (2012-13)	III (2013-14)
Pass percentage	92.8%	93.65%	95.08%
Number of first classes	112	116	112
Number of distinctions			

Exemplary performances (Gold Medal and university ranks)			
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6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2012-13	2013-14	2014-15
NET	04	03	02
SLET/CTET/HTET	09	10	07
Any other (specify and indicate) (Central State Service)	05	08	05

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship			
Merit-cum-means scholarship	3,09,510	3,48,840	3,09,750
Fee concession	09	09	04
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	√
Non-teaching staff	Yes	√	No	

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

Yes		No	√
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If yes, number of students residing in hostels

Men

Women

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

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

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		01	√		02
Inter-university						
National						
Any other (specify and						

indicate)						
SVEEP Competition						
Legal Literacy Comp.			10			
Talent Search Comp.						

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2008

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	32.53	28.68	25.40
Employment (Total)	22.22	18.85	18.85
Teaching	18.25	12.29	14.75
Non teaching	0.03	0.06	0.04

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.

2012-13	2013-14	2014-15
09	07	07

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

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

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	02
Staff council	
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	08

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

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

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

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5. Furnish the following details for the past three years

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

02

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

National

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International

--	--	--

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

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

	0	5
--	---	---

e. Research development programmes attended by the faculty

	0	3
--	---	---

f. Invited/ endowment lectures at the institution

	1	4
--	---	---

Any other area (specify the programme and indicate)

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

a. Self-appraisal

Yes	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	√
-----	--	----	---

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

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

06

8. Provide the income received under various heads of the account by the institution for previous academic session 2014-15

Grant-in-aid	73,05,000
Fees	82,800
Donation	NIL
Self-funded courses	NIL
Any other (specify and indicate)	
KMIMIT- On campus Sister Institution	2,54,834

9. Expenditure statement (for last two years)

	2013-14	2014-15
Total sanctioned Budget	1,16,29,664	1,07,98,716
% spent on the salary of faculty	50.63	64.22
% spent on the salary of non-teaching employees	17.81	15.22
% spent on books and journals	0.34	0.25
% spent on developmental activities (expansion of	0	0

building)		
% spent on telephone, electricity and water	0.91	1.39
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	Nil	0.0046
% spent on maintenance of equipment, teaching aids, contingency etc.	0.04	0.044
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.03	Nil
% spent on travel	0.12	0.50
Any other (specify and indicate)	20.56	23.91
Total expenditure incurred	90.44	105.19

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

Surplus in Rs.	Deficit in Rs.
403093.58 (2012-13)	
1111464.25 (2013-14)	
	561077.01 (2014-15)

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	5	3.96	17	13.49
b	ST				Nil
c	OBC	7	5.55	21	16.66
d	Physically challenged	3	2.3		
e	General Category	11	8.73	62	49.20
f	Rural	13	10.31	42	33.33
g	Urban	13	10.31	58	46.03
h	Any other (specify)				Nil

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	12.5		
b	ST				
c	OBC				
d	Women				
e	Physically challenged				
f	General Category	7	87.5	3	100
g	Any other (specify)				

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

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

B. Executive Summary

Kirorimal (K.M.) College of Education, Bhiwani (Haryana) is one of the several institutions, spread over the northern part of the country, run by the ‘Seth Kirorimal Charity Trust, Raigarh (Chhattisgarh). The other institutions of the society are Smt. Asharfi Devi Mahila Hospital Raigarh, Mahatma Gandhi Eye Hospital Raigarh, Kirorimal Dental Hospital Raigarh, Paluram Dhananiya College of Commerce Raigarh, Kirorimal Administrative Hospital Raigarh, Kirorimal District Library Raigarh, Kirorimal Polytechnic Raigarh, Kirorimal Natwar Sr. Sec. School Raigarh, Kirorimal Govt. College of Arts & Science Raigarh and sister institutions of this College (Kirorimal College of Education, Bhiwani) are- Seth Kirorimal Govt. (Boys) Sr. Sec. School Bhiwani, K.M.I.M.I.T. Bhiwani, Kirorimal SAI Hostel Bhiwani, K.M. High School Bhiwani, K.M. Primary School Bhiwani, K.M. Sishu Vihar Bhiwani, K.M. Public Sr. Sec. School Bhiwani.

K.M. College of Education Bhiwani is a premier institution of north India named after Seth Kirorimal Lohariwala, the great donar of those times. This institution is the dream and vision of Seth Kirorimal Lohariwala, a social reformer and a philanthropist. With the high vision and missionary zeal of imparting quality education and to prepare the best teachers’ he planted the sapling of education in the name of Kirorimal basic Teachers’ Training College in 1955. The institution scaled another height when the foundation stone of new College building was laid in 1969 by Hon’ble Govenor of Haryana Sh. B.N. Chakravarti.

Curriculum

K.M. College of Education Bhiwani is affiliated to the M.D. University, Rohtak, grant-in-aid by Director General, Higher Education, Haryana and approved by NCTE. The College is recognized by the UGC under section 2f and 12 B. The College implements the University directives on curriculum, examination and evaluation. For the integration of education and to meet global needs the members of teaching staff actively contribute in the enrichment and development of curriculum. Faculty’s other areas of concern are catering societal responsibility, integration of ICT and quest for excellence among students. Academic flexibility and perfect ambience is provided by arranging additional training programmes in life skills, visits, tours, extension lectures workshops etc. Constant feedback from students, parents and alumni, teachers and heads of the teaching practice schools is undertaken to monitor the course curriculum progress.

Constructivist Pedagogy

The orientation programmes, aptitude tests and additional trainings are strategies to bridge the knowledge gap of the students and to meet out the needs of students from diverse socio-economic backgrounds. To bring the poorly performed students in main stream of teaching learning process, remedial and tutorial classes are conducted. Facilities like broadband-internet connectivity, pedagogical sound instructional material, smart classrooms, multimedia resource center and audio-visual equipment are provided to the students for their holistic development. Well equipped Multimedia Resource Room instructional materials, Question Bank, teaching aids, DVDs, self learning modules prove conducive in enriching teaching learning process. A well planned teaching-learning programme based on cooperative learning sieved through the critical evaluation of peer groups is monitored by the teachers, heads of teaching practice schools and faculty members. Academic excellence among students is tried to reach through Continuous Internal Assessment (CIA) and by the deftly organized strategies of the teachers including Micro Teaching, Macro Teaching and School Internship.

Workshops, seminars and extension lectures for learning the experience are organized. Besides this, the members of teaching staff actively participate in orientation courses, refresher courses, conferences, seminars and workshops organized at different level. To strengthen community orientation, the College organizes outreach programmes and the students provide the service to the people by going door to door.

Infrastructure

The college has an attractive building fitted and flushed with all the requisite amenities. Spacious and well equipped classrooms, big library stocked in more than 21,000 books, journals, encyclopedias, dictionaries, reference books and latest books. Separate reading cabins and reference section provide better academic atmosphere to students. Lush green ubiquitous lawns with rosy beds and scenic beauty sufficiently provide feeding to eyes. Multimedia resource centre, Seminar hall and Auditorium create conducive climate for academic excellence. Big playgrounds and indoor sports facilities contribute to physical and mental development of students. Adequate ICT and technological facilities enable effective transmission of education. The laboratories of Psychology, Science, chalk board writing and work experience help the students in imbibing knowledge as well as skill development.

Student Support

The foremost aim of the College is to support the students in achieving all round development for better adjustment in society and positive contribution for the development of the nation. To realize the aim, the College sponsors students' participation in various competitions organized at District, Division, Zonal, Inter-Zonal and State Level competitions. In response, the students of the college figure among the winners in scholastic and non-scholastic activities. Positive reinforcement to achievers by the faculty keeps the morale and aspirations of the students high. The college has adequate provision and has a systematic approach in the areas of student counselling, student welfare in terms of health, financial support and safety. It also provides placement opportunities. Placement Cell gives updates in job opportunities and coordinates with the schools for placement needs of the students. Career & Guidance Cell pave the right way for the students' welfare. The College has also constituted Red Ribbon Club, Youth Red Cross, Wall Magazine, Women Cell, Mathematics Club, Literary & Cultural Society, SC/ST Cell, Legal Literacy Cell etc. in the College. Medical facilities to the students are also provided.

Governance

The Management, Principal and faculty members of various committees contribute to decision making regarding academic work. Faculty members draft the tasks and responsibilities in the Annual Strategic Plan that is executed.

The College has developed its own work culture to match its governing values. These values infuse dynamism and keep abreast with the pace of development in higher education. The institution has adopted new practices to ensure that the system is fit to face the emerging challenges. The aim of the College is to prepare students for successful careers and shoulder responsibilities as citizens with societal values. All these quality circles have been consolidated under the Internal Quality Assurance Cell (IQAC) to implement and monitor quality management strategies in all academic and administrative aspects.

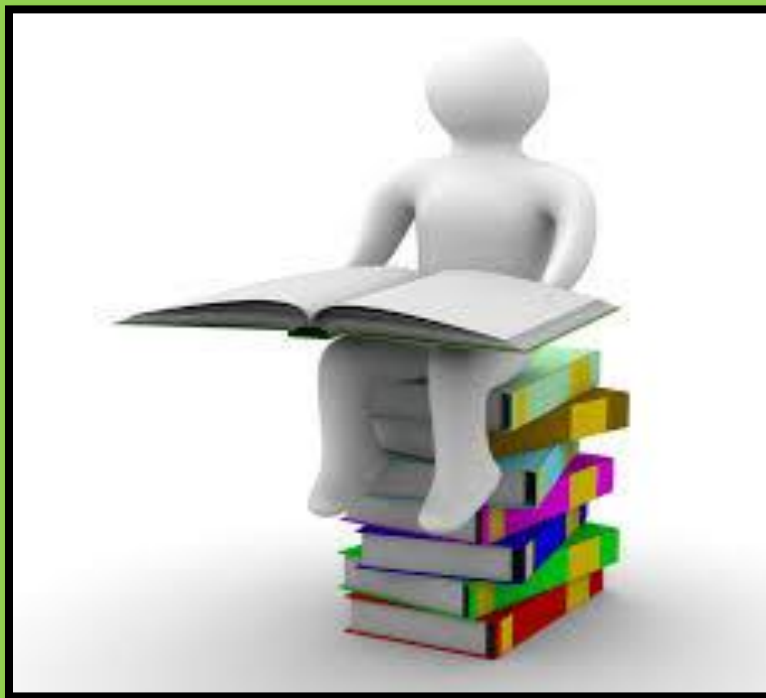
PART-2

CRITERION-WISE

ANALYSIS

CRITERION-I

CURRICULAR ASPECTS



“Instead of a national curriculum for education, what is really needed is an individual curriculum for every child.”

CRITERION I : CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

The aims and objectives of education are framed in accordance of societal needs and aspirations which further guide in designing and development of curriculum. Kirorimal College of Education, Bhiwani has definitely and precisely stated its objectives. The objectives have been framed keeping in mind to inculcate and foster the characteristics and qualitative development of teachers and prospective teachers. The objectives of the college are:

1. To help Prospective Teachers to identify and develop their skills and potentials.
2. To develop professional competencies in prospective teachers to adjust with the emerging needs of Indian schools in global context.
3. To develop universal values in the prospective teachers needed for cohesion and welfare of society & nation.
4. To empower them to prepare fully professionally competent, morally mature, committed and reflective teachers for secondary and senior secondary school education.
5. To inspire and enable the student teachers to integrate modern technologies-ICT in teaching learning process.
6. To accentuate-How to Do?‘ instead of merely-What to do?‘ or-Why to do?‘
7. To create sensitivity among the prospective teachers for reaching out to the marginalized.
8. To create among them the awareness of environmental protection and need to maintain ecological balance.
9. To develop interest and involvement of the Prospective Teachers in community activities.

The above mentioned Objectives address various considerations like intellectual development of learners, Academics & Training, Access to the Disadvantaged, Equity, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.

1.1.2 Specify the various steps in the curriculum development processes.

The College follows the Curriculum prepared by M.D. University, Rohtak. However, in curriculum development, the college undertakes the following steps:

- Feed-back regarding the utility, performance and relevance of existing curriculum is obtained from teacher educators, Prospective Teachers and alumni and Thrust areas are identified.
- Faculty members organizes meeting and give suggestions related to the thrust areas in curriculum development programme and ensuring relevance, current need and future projections. Recommendations are made to the board of study for implementation of changes in the curriculum.

- The Principal is a member of Board of Studies and Faculty of Education of M.D.U. Rohtak and put suggestions regarding curriculum revision given by teacher educators, faculty and alumni in meetings of Board of Studies & Faculty of Education.
- Syllabus revision meetings are organized by the university in which Principal and Senior Teachers from the college recommend changes in curriculum. A Meeting was organized by Department of Education, M.D. University, Rohtak on April 17, 2015 in which our Principal & Dr. (Mrs.) Anuradha participated. Dr. Anuradha was entrusted with the task of framing curriculum for Two Papers- EPC 4: Understanding THE SELF & Paper-IX (B): UNDERSTANDING DISCIPLINES AND SUBJECTS.
- Earlier also in April 2009, One such workshop was organized by C.R. College of Education, Rohtak in which our faculty members Dr. (Mrs.) Anuradha and Dr. Rajeev Kumar and subject experts from different institutions participated. On the recommendations of the conference, MDU syllabi committee incorporated our suggestions in 2009-10 curriculum and new syllabus was introduced in the session 2010-11.
- Enrichment of Curriculum is also done by the faculty members.
- Beside the implementation of curriculum and addition of curriculum, the college invites experts and resource persons for talks on contemporary and important topics.

1.1.3. How are global trends in Teacher Education reflected in the curriculum, and how are existing courses modified to meet the emerging needs?

The duration of B.Ed. course has been increased to two years from the session 2015-2017. Existing B.Ed. course has been strengthened as per global trends / needs. Nine compulsory papers, two Pedagogy papers, one optional paper, four Practical papers and two Skill-in Teaching papers have been included in syllabus.

Global Trends in the curriculum are reflected in the following manner:

- **Field engagement** through different tasks and projects with the community, the school and the child in school and out-of-school.
- **School internship** as an integral part of curriculum.
- **Critical understanding of ICT** to help prospective teachers interpret and adapt ICTs in line with educational aims and objectives.
- **‘Creating an Inclusive School’** paper reflects the trend of ‘Education for All’.
- **‘Understanding the Self’** for self development of prospective teachers.
- Career guidance for making them competent to face competitive examination.
- Emphasis on skilled human resources through field experiences and practical training.
- **Drama and Art in Education** to extend students awareness through multiple perspectives, to look at reality through fantasy and to predict everyday situations in order to cope up with unpredictable unsettling experiences.

- **Reading and Reflecting on Texts** has relevant thrust towards communication skills, report writing and skills translation, phonetics and other areas that emphasize global thrust in teacher education.
- Gender Sensitization and exploring role of family, caste, religion, culture, media, law & the state has been added to critically evaluate and challenge gender inequalities.
- All courses ensure both knowledge and skill development.
- Co-curricular, extra-curricular activities and extension activities are organized in the campus and outside the campus.
- Development of community orientated social responsibility, leadership qualities, organizational abilities, problem solving competencies and sense of communal harmony in social relations.
- Inclusion of micro-teaching, simulation teaching, team teaching, real teaching, programmed learning, preparation of audio-visual aids, computer based instructional programmes etc.

1.1.4. How does the institution ensure that the curriculum has a bearing on national issues like environment, value education and ICT?

The curriculum bears thrust on national issues like Gender Sensitization, Equality and Equity, National integration, Women education, Inclusive education, Environmental awareness, Value education and Information communication technology etc. The curriculum is enriched by organizing various activities like Tree Plantation, Campus Cleanliness Day, AIDS Awareness Rally, Voters Day rally ,Celebration of days of national & international importance, festivals, extension activities, women cell activities, competitions etc. ICT enabled Practical/Projects are an integral part of the present curriculum. The students are trained in the use of Multimedia in teaching and learning; M.S. Windows, M.S. Office: M.S. Word, M.S. Power Point, and M.S. Excel, making small presentations, introduction of Multi-media and its applications, Internet, overhead projectors, LCD Projectors etc.

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

Yes, the institution makes use of ICT for curricular planning as faculty members' use various projectors, PowerPoint Presentations & Computer Assisted Instructions etc. to deliver day to day lectures. All the Prospective teachers are motivated to use technological devices to prepare lesson plans, report of project work and research work etc. The Internet is used to update the subject matter. ICT is also used in Preparation of Time Table and Academic Calendar, Online Admission and Examination Form filling. As a part of the time-table two periods per student and per week are arranged for ICT practicals. Self Learning modules, Multimedia DVDs, CDs are available in the ICT Lab.

1.2 ACADEMIC FLEXIBILITY

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

The institution provides appropriate teaching learning experiences so that teaching becomes 'reflective' in the following manner:

1. Transaction of content is done using a variety of approaches, such as discussions, group presentations, projects, case studies, brainstorming sessions etc.
2. Seminars, workshops, extension lectures and tour/ trips provide direct experiences in different directions of life to the students.
3. The tasks and assignments in each paper also make the teaching as well as learning, reflective.
4. Action Research is conducted by each student during practice teaching.
5. Micro teaching, mega lesson and practice teaching, peer evaluation and self evaluation.
6. Creating challenges for students by organizing various inter-house and inter college competition.
7. The institution provides a platform for student-teachers to participate in various literary and cultural Competitions at zonal, inter-zonal, state & national level through Literary & Cultural Societies of the College.
8. Organization of 'Community Reach Programme' and 'Community Service Programme'.

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

The institution follows the curriculum prescribed by the M.D. University, Rohtak. For providing variety in learning experiences, following activities are organized:

1. In the syllabus framed by M.D. University, Rohtak certain important points were not covered so; enrichment of curriculum is done by teaching faculty.
2. For teaching common topics in different pedagogic subjects (e.g. Bloom's Taxonomy, Teaching Skills, Microteaching) team teaching is used.
3. Co-operative learning is used for lesson planning, writing instructional objects in behavioral terms, ICT Practical.
4. 13 choices in Pedagogic Subjects
5. 5 options in Paper X B
6. Constitution of various clubs, Literary & Cultural society and organization of events during the year
7. Field visits
8. Organization of Microteaching and Simulated teaching sessions in the College
9. Practice Teaching and Discussion Lessons in the School

10. Visit to Surajkund Craft Fair Faridabad, Trade fair New Delhi, Agroha Dham, Hisar & Pink City, Jaipur.
11. Organization of Inter-College Competitions, Seminars, Workshops, Extension Lectures on the Campus
12. Participation in cultural, sports etc. skill in teaching competitions at state levels
13. Organization of training in First Aid, Life Skills, Yoga, ICT Skills etc.

1.2.3 What value-added courses have been introduced by the institution during the last three years which would, for e.g. develop Communication Skills, ICT Skills, Life Skills and Community Orientation, social responsibility etc?

In view of making value addition in existing curriculum, following short term programmes have been introduced by the college during last three years:

Community Orientation & Social responsibility

For the development of the society under **Community Service Programme** the college distributes free medicines to the patients of Kishan Lal Jalan Govt. Hospital, Bhiwani. The college staff members collectively contribute for the medicines. Besides this under Community Reach Programme, the inhabitants of Hallu Mohalla, Haluwas Gate and Hanuman Dhani are impressed upon the measures and ways for fighting the dangers of Dengue, T.B., Swine Flu, Malaria etc. The college also distributes free sweaters to the poor and needy students.

Apart from that under the **Community Reach Programme** the college in collaboration with General Hospital, Bhiwani organized a Malaria Intervention Campaign from 18.04.2011 to 19.04.2011. The faculty members and students of the college went door to door to teach the mass how to prevent and fight against Malaria. Since then every year different campaign for malaria, swine-flu, dengue etc. are organized.

Community based activities- Blood donation camp, Skin disease camp, Ayurvedic camp, Heart Checkup camp, Respiratory diseases camp, Eye testing camp are organized under **Community Service Programme**.

The other activities organized by the institution like campus cleanliness, extension lectures by the members of the community, 'Voters rally, AIDS Awareness Rally, for developing community orientation and social skills.

ICT Skills

Every year students are provided training for MS-Word, Power point, MS-Excel, Internet browsing and preparing lesson plans with the help of the computer.

Life Skills

For developing Life Skills, the college annually □organizes training in Candle Making, Best out of waste, Flower making and Pot painting.

- Two Certificate courses in First Aid and Home Nursing Training are also organized every year.
- Provided training on preparation of Improvised Teaching Aids every year.
- Camps on Yoga & Meditation are also organized.

Communication Skills

Organized training in Spoken English, Cursive writing & Phonetics.

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

I. Interdisciplinary/ Multidisciplinary

II. Multi-Skill Development

III. Inclusive education

IV. Practice Teaching

V. School Experience Programme

VI. Work Experience/SUPW

Interdisciplinary/ Multidisciplinary

The teacher education is a programme with interdisciplinary/Multidisciplinary approach. There are various fields of specialization as Philosophy of education, Sociological foundations of education, Educational Psychology, Information Technology, Drama & Art, Languages with so many different skills like ICT, Communication, Blackboard writing, Preparation and use of teaching aids, Life skills and work experiences. These all are interrelated.

Multi- Skill Development

The institution tries its best to bring about the all round development students. The following skills are developed:

- Teaching Skills
- Teaching Aids Preparation Skills
- Communication Skills
- Social Skills
- Leadership Skills
- Aesthetic Skills
- Writing Skills
- Organization Skills
- Skills related to use of the Computer, Internet etc.

For development of these skills various activities are organized by the College like:

- Competitions in “Skill in Teaching and Teaching Aid Preparation”
- Competitions in Chalk Board Writing, Slogan writing etc.
- Workshop on ICT.
- Art Workshops.
- Free Medical Camp-Blood Donation, Skin Diseases, Eye Testing, Ayurveda Camp etc.
- Organization of various functions in which duties are assigned to the students.

Inclusive Education

The institute offers **Inclusive Education** as compulsory paper of the B.Ed. course. The paper provides knowledge about the inclusive students/persons with disabilities and creating an inclusive school to bring them in the mainstream.

Practice Teaching

Teaching Practice Programme is the most important component of the Teaching Training Programme. Before sending trainees to the school for a school experience programme, our institute organizes a number of activities to prepare them mentally and professionally. The preparatory activities are:

- Orientation about teaching skills by the faculty members.
- Demonstration of Micro lessons by the faculty members.
- Demonstration of Model lessons by the subject teachers.
- Practicing of Micro teaching skills.
- Practicing of Mega lesson planning under the guidance of the subject teacher.
- Discussion Lessons.

To imbibe Prospective teachers with the qualities and capacities of a competent, confident and responsible teacher, 7/8 schools of Bhiwani are taken for the teaching practice programme. Teacher educators provide guidance regarding the preparation lessons plans, effective presentation of the lesson with the proper use of teaching aids and by using various teaching skills. As a part of practice teaching 10 Micro lessons, 10 simulated lessons. 4 Discussion Lessons, 12 Observation Lessons and 20 Teaching Lessons are organized in a school. Need based Extension Activities are also organised by the Prospective Teachers in the school.

School Experience/ Internship

From the current session, 16 weeks compulsory School Internship has been introduced as an integral part of curriculum. During the Internship, a prospective teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. During the internship, the prospective teacher will also perform various school based activities such as development of CCE, development of learning material and Reporting about School Internship.

Feed back on Curriculum

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

To bring about improvement in the institution, feedback is taken at different levels:

- Feedback from the students
- Feedback from the alumni
- Feedback from heads of practicing schools
- Feedback from society

Standardized Performa have been formulated to take the feedback. Related Performa are analyzed statistically. The conclusion drawn are interpreted and used to bring about improvement in the institution.

Feedback from the Students

Feedback is taken from the students regarding the curriculum, methodology used by faculty, the academic environment of the college, the availability of relevant course books in the library, opportunities for practical work, opportunities for intellectual enrichment, suggestions in the changes in the curriculum etc. Feedback is discussed with the staff and used for effective modifications.

Feedback from Alumni

The Alumni Association of the college also provides feedback about the infrastructure, educational facilities, and quality of teaching, discipline, co-curricular activities and various other important components of the B.Ed. Programme. In the Alumni Meet, suggestions for the improvement of the institution are welcomed.

Feedback from heads of practicing schools:

The observations of the principals of the practicing schools regarding performance of the Prospective teachers during teaching practice in their respective school are compiled through a report. It provides information about the attendance, punctuality, use of audio-visual aids, behavior of the students with the staff and other students, and other suggestion regarding the quality of teaching practice. The heads and teachers of practicing schools are also invited for seminar/ conferences/ workshops/ annual functions and their important functions of the college. Discussions are held about the various aspects of the schools experience programme included in the B.Ed. curriculum. Their suggestions are presented by the Principal to the Board of Studies M.D. University, Rohtak.

Feedback from the Society:

Feedback is taken from the society especially from parents to bring improvement in the various practices of the institution.

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

Feedback is taken from the students, academic peers, alumni and society. Discussions are held with the students regarding the curriculum and other practices of the college. IQAC of the college also plays an important role in bringing improvement, taking into consideration the nature of the feedback. One point which emerged from the feedback was that more use of ICT should be made. This was duly done to prepare students for competition in the global world. In addition to this a special workshop on IT was organized in which staff and the students were given theoretical and practical knowledge of preparing power point presentations and use of the Internet. A recent modification by the M.D. University Rohtak is that file work in the B.Ed. Course has been reduced.

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

The Principal in his capacity as a member of various Bodies/Committees like,
Member, Academic Council (2.8.2007 to 1.8.2009),
Member, Court of M.D. University (7.4.2008 to 6.4.2010).
Member, Standing Committee, Unfair means and misconduct (1.5.2008 to 30.4.2009),
Member, Faculty of Education (2.7.2008 to 1.7.2010).
Member, Youth Welfare Committee (2010-11)
Zonal Convener, Youth Red Cross Committee (2011-12 and 2012-13).
Member, U.G. Board of Studies in Education (31.1.2012 to 30.1.2014).
Member, Faculty of Education (13.6.2012 to 12.6.2013).
Member Youth Welfare Committee (2013-14),
Member of Faculty of Education of M.D. University, Rohtak for the session 2014-15 has taken many initiatives in restructuring the existing curriculum of B.Ed. course in teacher education.

1.4 CURRICULUM UPDATE**1.4.1 Which course has undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and students satisfaction?**

From the session 2010-11, B.Ed. syllabus was revised at large scale. In every compulsory paper many new topics were included and six compulsory papers were included in place of four and one more optional paper was included. The one new subject that was introduced for the first time in B.Ed. was Inclusive Education and in previous year ICT practical of 20 marks was the sub

part of compulsory theory paper which was changed to compulsory paper of 50 marks as a separate subject. Various Projects were included. Teaching of Computer Education as an optional teaching subject as Paper Vi & VII was also introduced. The topics and subjects included in the syllabus were related to the demand of the contemporary society. Community based projects like out of school children enrolment drive, Alternate School Monitoring Support Teaching, Out Reach Programme Polio Drive and First Aid, Serva Shiksha Abhiyan, Mid Day Meal and Organizing Parent Teachers Meeting, AIDS Awareness, Gender Sensitization and Female Foeticide and Disaster Management were an integral part of practical's. From current session, the duration of B.Ed. course has been increased to two years and the syllabus has been revised as per NCTE Curricular framework. In the First year three compulsory papers, two pedagogic papers and four Practicum papers for enhancing professional capacities of prospective teachers have been introduced. In the second year, there will be six compulsory papers, one optional paper, Skill in teaching and School Internship. Four months School Internship and EPC papers will definitely help in bringing quality in teacher education programme.

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

Curriculum revision is done by the affiliating University. It is not possible for the college to change the curriculum, however, Curriculum Enrichment is done at the institutional level by the faculty members to enhance effectiveness of the course and fill the gaps, if any. Feedback from the faculty regarding changes in the curriculum is taken into consideration at the time of curriculum revision. The institution takes feedback from the students', alumni and heads of practicing schools, especially about the curriculum. Due consideration is paid to the needs of society. Faculty Members of the college are actively involved in this process and they give their innovative ideas and suggestions on the bases of feedback obtained from the students. Feedback from the faculty regarding changes in the curriculum is forwarded to authorities through proper channel. Standardized Performa have been formulated to take the feedback. Related Performa are analyzed statistically. The conclusion drawn are interpreted and used to bring about improvement in the institution.

1.5.1 What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years.

The institution has tripartite structure of course that facilitates learners to acquire theoretical knowledge; skill acquisition to integration of skills in real class rooms and advanced studies in third quarter promotes assimilation of knowledge and skill development at a time. The best practices made by the institution are:

- Syllabus ENRICHMENT in the all concerned subjects is made by the institution.
- Question Bank is prepared by the faculty members of the institution.
- The faculty members prepare resource material: two specimen Mega lesson plan in their respective teaching subject.

- The faculty members also prepare micro lessons on five different skills in their respective teaching subject.

1.5.2 What innovations/best practices in ‘curricular aspects’ have been planned/implemented by the institution?

- Community Service Programme
- Community Reach Programme
- Syllabus enrichment by faculty members
- Question Banks
- Resource material preparation by faculty members

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *curricular aspects* and how have they been acted upon?

✚ *The students have limited flexibility in their curricular choices which have to be within the prescribed syllabus.*

- The institution provides academic flexibility to students. A number of options in Optional Paper, Pedagogic Subjects and projects are being provided in accordance with the curricular framework prepared by NCTE.

✚ *The college activities calendar provides for organization and celebration of various festivals and national occasions. Well-planned efforts should be made to develop the academic calendar with the help of the faculty. Before undertaking the preparation of academic calendar for the next session, a complete and comprehensive analysis of the previous session should be carried to determine the strengths and weakness of the programme.*

- During the month of July every year college prepares its annual Activity (curricular +co-curricular) calendar for the upcoming session. Activity calendar helps the systematic and smooth running of the programme throughout the session. It includes all curricular and co-curricular activities. The Activity calendar is prepared with the help of experienced staffs under the supervision of Principal. The academic calendar is communicated to the staffs and students. It is circulated among all members of teaching staff for information and further suggestions (if any). It is orally communicated to the students during the orientation programme. College puts it on the website of the college, Handbook of Information and display on notice board also.

- ✚ *School-community networking is yet to become comprehensive and institutionalized.*
- The college is regularly organizing community oriented activities since 2008. Networking with schools and community has also been strengthened.
- ✚ *Limited duration of practice teaching in schools come in the way of organizing a fuller programme of school experiences. However school related tasks have to be performed and a report thereon prepared by each prospective teacher.*
- Duration of Skill-in-teaching programme is in accordance with NCTE norms. Prospective teachers actively take part in school activities such as Morning Assembly, student attendance, Preparation of SLC, Teaching Practice timetable, Mid-day meal monitoring, development of CCE, development of learning material etc. A School Activity File is also prepared by every prospective teacher after completion of Practice teaching. Prospective teachers also organize various activities & competitions for school students during Practice Teaching.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Since the previous assessment and accreditation the following measures have been undertaken by the institution:

- Enrichment of curriculum
- Organization of training in First Aid, Life Skills, Yoga, ICT Skills etc.
- Active Participation in Curriculum development process.
- Community Reach Programme and Community Service Programme
- Organised National Seminar, National Workshop, and State Workshop.
- Implementation of internal assessment in all papers since 2011-12.
- Two major syllabus revision
- Conducting Rallies to sensitize students and society on various social, environmental issues.
- Question Bank Preparation
- Resource material preparation by faculty members
- Feedback on Curriculum
- School Internship
- Organization of various activities & competitions for school students during Practice Teaching.

CRITERION -II

TEACHING - LEARNING & EVALUATION



“Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding.”

CRITERION II : TEACHING, LEARNING & EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

The admission policy is determined by the State Government and decisions in this regard are implemented by the University, authorized to make admission to B.Ed. course in the state. The College abides by the admission policy of the State Government/University in all respects. The admission process is centralized and regulated by the State Universities- M.D. University Rohtak, Kurukshetra University Kurukshetra and Chaudhary Devi Lal University Sirsa on alternate year. However, the admission to B.Ed. (regular) course has been made by Chaudhary Ranbir Singh University Jind for the current session 2015-17.

The admission to the course is equitable as it is open to all individuals who have obtained 50% marks in aggregate in graduation/post graduation in any discipline/shastri examination/any other equivalent examination. The relaxation of 5% marks is given to SC/Totally blind candidates. Admissions are made through online counseling. The regulating university allots the College of Education to the candidate by their prior filled choices and merit on the basis of marks in qualifying examination. However, document verification is done in the institution by Admission Committee comprising 3-4 members of teaching staff and three non-teaching staff members as per norms laid by regulatory body. The admission process is quite transparent.

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

The university authorized to make admission to B.Ed. course advertises the programme through national newspapers of English/Hindi as well as on its website. The prospectus contains complete information about the eligibility conditions, reservation policy, list of Colleges of Education, fee structure, mode of payment, online submission of application & choice of College and other related information about the course. The institution provides information regarding admission through-

- College website www.kmcollegeofeducation.org
- Notice board of the College
- College office
- Helpline numbers 01664-242412
- Handbook of information containing information about the course, facilities and student support services etc.

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

Admission is made by the University in Centralized form. The applicants are informed through SMS about College allotted and dates of reporting in the College along with relevant documents. The College monitors the admission decisions through its admission committee as per norms. The admission committee verifies the admission slip, date of birth, academic documents, character certificate, category allotted, reservation of seats etc. and report the University online about the number of students admitted (category-wise), number of students upgraded and discrepancy, if any. Distribution and reservation of seats is strictly followed as per the guidelines of the University and State government for admission to the course.

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

There is common fee structure for all the students irrespective of religion, gender, culture, language etc. However, there is a provision of full fee concession for economically weaker students of SC/ST groups by the Govt. of Haryana & M.D. University, Rohtak. There is also provision of State Merit Scholarship Scheme, University Merit Scholarship, National Loan Scholarship, Post-Matric Scholarship for BC students and physically handicapped scholarship.

The institution provides democratic and supportive environment to all this students to cater to the needs of the diverse student population:

- Book bank facility is provided to all the students.
- The issue of equality and human rights is especially taken care by all the faculty members.
- All the teachers' adopt bilingual mode of teaching to overcome language limitations of the students.
- Students have option to attempt examinations in their preferred language i.e. Hindi or English.
- Students are given options (within the framework of curriculum) to select papers and projects as per their interest and needs in Paper-IV&V- Pedagogy of School Subject and Paper-V B.
- Women Cell of the College takes care of problems of female students. Career & guidance cell of the College provides counseling to the students and helps them in case they face problems (Personal, Educational & Professional).
- Grievance Redressal Cell also helps the students

The following measures are adopted for students with special needs:

- For Orthopedically challenged students, there is ramp facility so that they can access the library, labs etc. located on the first floor easily.
- Partially visually challenged students are seated in front row and reference material and personal guidance is provided them to meet their needs.

- Partially Hearing impaired students are seated in first row; written material, handouts etc. are provided to them.
- For Blind students-stylus, text to audio converter software is uploaded in computers available in resource room.
- Audio & Video CDs, Multimedia DVDs are available in Resource room.

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

Yes, the institution has a provision for assessing students needs, knowledge, Aptitude, Skills etc. as per following details:

- At the start of session, one week orientation programme is organized to acquaint the students with the scheme of examination for B.Ed. programme, curriculum/subjects and the academic as well as non-academic activities to be undertaken during the session.
- Two days library instruction/Intervention programme is organized every year to enable the students to use the library in a best way.
- A Talent Search Competition is organized to select office bearers of literary and cultural societies of the College for the session by assessing skills of the students.
- Counselling programme for the newly admitted students is conducted after 15-20 days of start of clauses to solve their educational as well as personal problems like boarding & lodging, bus pass etc.
- Teaching Aptitude Test is administered to assess the teaching aptitude of the students.
- The students are asked to write an article on “Myself” in the tutorial group to assess their written expression and flow of thoughts.

Informal interaction of teachers and students’ observation of teachers also helps to identify the knowledge/needs and skills of the students.

- Inter-House Competitions are conducted throughout the year.
- Students’ special needs are also assessed.
- Remedial teaching is done to improve performance of the students.

2.2 CATERING TO DIVERSE NEEDS

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

The institution is committed to prepare teachers with missionary zeal, competency, efficient leadership for which a conducive environment is must. This is done through following activities:

- Preparation of academic calendar is done well in advance. It is orally communicated to the students during the orientation programme. College put it on the website of the college, Handbook of Information and displayed on notice board also.
- Learner-centered instruction is practiced.

- Interactive lectures and participatory approaches are used in transaction of theory and practical.
- Provision of seminars/presentation in the time-table helps to encourage students to express their views and clarify their doubts. \
- Extension lectures by experts are organized.
- Time-table (section-wise and teacher-wise) is prepared at the beginning of the session.
- Organization of workshops and seminars gives multidimensional exposure to the students and also helps in development of a “we” feeling.
- Encouraging students’ participation in various curricular and co-curricular activities.
- Availability of all infrastructural facilities like well –equipped library, Psychology lab, ICT lab, Science Lab, Language Lab, Resource Room, well equipped Work Experience Lab, Seminar Hall, Auditorium, Sports facilities, Dispensary, Separate Common Rooms for Girls & Boys.
- Activities like Tutorial, Co-operative learning, team teaching, personalized learning, ICT skill development peer teaching are organized to minimize diversity among student teachers and make them responsive to others’ need there by making the institutional environment more conducive to learning.

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

The institution caters to the diverse learning needs of the students in the following ways:

- By providing personal guidance to students as per need.
- Conducting lectures in vernacular medium which caters to linguistic diversity.
- By providing students direct learning experiences (educational trips, tours, Field visits, task & assignments etc.).
- By using various instructional Aids (Models, LCD Projector, OHP, Slide Projector etc.).
- By organizing various activities as projects, quiz competition, seminars, remedial teaching etc.

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

There is a lot of diversity in the curriculum which is clearly reflected in different types of subjects taught (core papers) Childhood and Growing up, Contemporary India and Education, Learning and Teaching, Knowledge and Curriculum, Assessment for Learning, Creating an Inclusive School, Language Across the Curriculum, Understanding Disciplines and Subjects, and Gender, School & Society.

Optional papers offer a number of subject choices like Work Education, Health, Physical and Yoga Education, Peace Education and Guidance and Counselling etc.

Teaching/Pedagogy subjects options offered in the College include Pedagogy of Hindi, English, Skt., Mathematics, Social Studies, Physical Science, Life Science, Economics, Commerce, Home Science, Geography, History, Computer Science, Arts etc.

Enhancing Professional Capacities (EPC) Practicum includes Reading and Reflecting on Texts, Drama and Art in Education, Critical Understanding of ICT and Understanding the Self.

Diversity and equity in teaching learning process is also reflected through various curricular activities:-

- Micro Teaching, Simulated Teaching and Real Classroom Teaching Practice.
- Observation and Discussion of Model Lessons
- Pedagogical Content Analysis.
- School Based Activities: Development of CCE , Development of Learning Material , Reporting (Record) about School Internship
- Extensions Lectures by various experts.
- Knowledge of different methods and skills of teaching.
- Engagement with the Field in Schools for two weeks: Tasks and Assignments for all the theory papers along with Teaching Practice for Pedagogy of School Subject I & II.
- Knowledge of evaluation process.

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

- Teacher educators are motivated to upgrade their knowledge and skills regularly by organizing and attending seminars, conferences, workshops time to time on contemporary issues.
- Faculty members are also permitted to pursue higher studies such as M.Phil, Ph.D.
- Action Research is encouraged within the institution.
- As and when required faculty members get knowledge of new trends in education & different methodologies of teaching to cater to diverse needs of students by inviting experts in the College.

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

The institution provides variety of such practices that help student-teachers to be knowledgeable and skilled.

- Celebration of days of social national, international importance viz. Independence Day, Hindi Diwas, Diwali, World AIDS Day, Lohri, Republic Day, National Science Day, International Women Day.
- Organization of various literary and cultural activities
- Constitution of literary and cultural societies of the College annually by selecting office bearers from the students.
- Organization of Seminars and Workshops etc.
- Participation of students in various Community based projects.
- Organization of Slogan-Writing Competition, Poster Making Competition, Collage etc. on contemporary issues like Female Foeticide, AIDS, and Women Empowerment etc.

2.3. TEACHING-LEARNING PROCESS

2.3.1 How does the institution engage students in ‘active learning?’ (Use of learning resources such as library, website, focus group, individual projects, simulation, peer-teaching, role-playing, internship, practicum etc.)

The institution aims at preparing teachers equipped for future challenges, so active learning techniques are adopted with the help of different resources available in the institution.

Library has open shelf system in which students take textbook, reference books, journals and magazines according to their need. In library students prepare themselves for group discussion, seminars, debate, quiz tests and write assignments. The library subscribes various competition magazines, news papers, journals monthly by which students take information about various activities. Some important reference material i.e. report of knowledge commission, right to education act are also available in library that help the students to enhance their knowledge.

ICT Resource Centre provides training to use **web resources** to all students .The students prepare their projects, assignments, PowerPoint presentations and other assigned material using website resources recommended by the teacher. SAKSHAT PORTAL (website of National Mission of ICT – NME) is also used as a learning resource. For assessment of Communication skill, leadership skill, Problem solving skill, Decision making skill and Time management skill, online self evaluation tools are used by students.

Individual and group projects/assignments are assigned to students in which they have to make optimum use of library resources, website, internet and other resource materials:

- Action Research on school problem by every student.
- Any two Community based Projects
 - 1) Out of School Children Enrolment Drive
 - 2) Polio Drive and First Aid
 - 3) Serva Shiksha Abhiyaan (SSA) Project and Mid-day Meal
 - 4) Alternate School Monitoring-Support Teaching
 - 5) Out Reach Programme
 - 6) Organizing Parent-Teacher Meeting
 - 7) AIDS Awareness
 - 8) Gender Sensitization and Female Foeticide
 - 9) Disaster Management
- One case study of normal child and one case study of problem child.
- Two psychological tests are administrated by each student.
- Every student prepares projects in ICT Enabled Practical:
 - One PowerPoint presentation in each teaching subject.
 - One page in MS-Word.
 - Result of test taken during teaching practice is prepared in excel worksheet and is shown in graphical representation.

- One picture is modified in Photoshop software.
- One database is prepared in MS-Access (this is for advance learners).
- Website is developed by advance learners.

Micro teaching lessons are delivered in the **simulation** setting. Every student delivers 10 micro lessons (5 in each teaching subject). Five teaching skills are practiced by the students in simulation and active interaction feedback is provided by the peer group and supervisor. Five mega lesson presentations are compulsory and these mega lessons are delivered by student teachers in simulation. Micro teaching and simulated teaching is organized through **role playing** where student teacher plays the role of teacher, students and evaluator **Peer teaching** techniques are used in the following manner:

A diagnostic test is conducted to find out students level of computer literacy. After that we divide students in three groups: Advance learner, mediocre learner, and learner having no knowledge of computer. Here we use proctor system and peer teaching method, in which advance learner train mediocre and students having no knowledge of computer operation. After one week practice of computer operation, all students know the basic knowledge of operating computers which is required for student teachers in teaching practice.

School Experience/ Internship

To imbibe student teachers with the qualities and capacities of a competent, confident and responsible teacher, 7/8 schools of Bhiwani are taken for the teaching practice programme Two weeks Practice teaching in school followed by 16 weeks compulsory School Internship as an integral part of curriculum. During the Internship, a student-teacher work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children, knowing the learning barriers of the students and applying their knowledge to tackle barriers and enhancing self-learning process among the learners. During the internship, the student teachers also perform various school based activities such as development of CCE, development of learning material and Reporting about School Internship. Need based Extension Activities are also organised by the Student Teachers in the school.

Focus Group

The students focus to the diverse needs of the learners by practically working with them during their internship programmes in the schools. The slow learners, the gifted students, the delinquent students and the backward children are identified and provided with the remedial programmes as per the instructions given by the supervisors.

- The general teaching sessions are kept interactive and carried out in the form of questioning and discussion along with lecture method.
- Student teachers are motivated to use technical devices during teaching.

- Organizing Community Oriented Programmes like Blood Donation Camp, Eye Testing Camp, Skin Disease Testing Camp, Malaria Intervention Programme, Voter's Day Rally, AIDS Awareness Programme, Slogan Writing Competition etc. which provide student teachers a platform to interact with community members and also with one another.
- Organizing Intra-College/Inter-House, Inter-College Competitions on different items like preparation of teaching aids, Collage making, Slogan Writing, Rangoli Making, Best out of waste etc.
- Encouraging and providing facilities for participation in various competitions organized at district, Zonal, Inter-Zonal level like Zonal Youth festival, Inter-Zonal Youth Festival, EDUFEST, Legal Literacy Competitions at District, State and National level .
- Brainstorming is used to elicit ideas.
- Co-operative learning is encouraged.

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

The institution organizes various activities in which participation of student teachers is required:

- Participatory learning activities like preparing lesson plan of micro lesson and mega lesson, delivering macro and mega lesson, preparing lesson on models and delivering of those help them to manage their knowledge by themselves to get the desirable output. A Workshop on Preparation and use of teaching aids is organized at the start of session for developing skills of student teachers in the area. They are also encouraged to prepare and use teaching aids during skill-in-teaching programme.
- Conducting Action research in School is one of the activities done by the student teachers during teaching practice. Student teachers select a problem from their practicing school and try to find out reasons behind the problem, formulate hypothesis and find out solution of the problem. Students submit that report in a written form to institution and the faculty members evaluate the report.
- Students prepare power point presentation in each teaching subject.
- Preparation of an observation schedule and observation of the behavior of child in school setting.
- Case Study on a problematic Child (M.R, L.D, V.I, H.I, disruptive behavior & delinquent child etc.) and preparation of a report on it.
- Administration of Two Psychological tests.
- Group Discussion
- Individual & Group Project Work
- Co-operative learning
- Brainstorming session
- Self Learning Modules in ICT paper
- Peer tutoring

- Seminars
- Paper presentation by Student teachers
- Observation lessons in each teaching subject
- Celebration of Days of National and International Importance.
- Extension Lectures
- Workshops
- Participation in college committees
- Field visits
- Student-teachers are motivated to organize activities as celebration of Diwali, Lohri, Holi, one day trip in which all arrangements are done by the student teachers.
- Organization of Yoga Camp, AIDS Awareness Campaign in practice teaching school.
- Assignments
- Creating Wall magazine
- Co-curricular activities (sports and functions), competition (Rangoli, flower making, pot painting, pot decoration, floor decoration, chart, poster and model making etc.) and debate & quiz competition.

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

Methods like, Lecture – cum-Discussion, Demonstration, Laboratory, Project Work and inductive – deductive approach is used. Apart from this, students are provided with experiences through brain storming sessions, blended learning, cooperative learning, self-study, group discussion, seminar, extension lectures, ICT enabled teaching, project method and role play.

Blooms taxonomy of objectives is the adopted for formulating objectives of the lesson.

Glaser’s basic teaching model, CAI-Computer Assisted Instruction, Advance organizer model, Bruner’s Concept Attainment Model, Mastery Learning Model are used to ensure effective learning of students.

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

Theoretical information regarding different teaching models is imparted through the Paper-V of B.Ed. curriculum i.e. Information, Communication and Educational Technology. All student teachers study following four teaching models in detail:

- Bruner’s Concept Attainment Model
- Mastery Learning Model
- Enquiry Training Model
- Glaser’s Basic Teaching Model

Each student teacher is required to deliver 45 lessons in real classroom and 10 lessons in simulation where he/she uses these models as per nature of content and requirement.

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

Yes, the student teachers compulsory use microteaching technique for developing teaching skills. Before the commencement of the real/practice teaching, the student teachers are oriented to micro-teaching and its related aspects like teaching skills, simulation, modeling, feedback etc. The teacher educators discuss core teaching skills and present model lessons on each teaching skill in their respective teaching subject. After this, every student teacher is required to prepare micro lessons and practice five significant teaching skills in each teaching subject. The various skills and lessons delivered by each student per skill are as under:

Skills	No. of Lessons per Student Teacher
Skill of Introducing the Lesson	One + One
Skill of Questioning	One + One
Skill of Illustration	One + One
Skill of Stimulus Variation	One + One
Skill of Reinforcement	One + One

In the peer group they practice lessons on above mentioned five skills. Student teacher deliver two lessons for each skill. Accordingly the student teacher improves and re-teaches the lesson. Again, the student teacher gets feedback. This process is held after every lesson in teaching of each skill. There is lot of interaction between the student teachers themselves and the faculty in charge of the peer group.

The following techniques are used for giving feedback to prospective teachers.

- Feedback by Supervisor.
- Feedback by Peers.

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

The detailed process of practice teaching in schools is as under:

- Identification and selection of school for practice teaching
- Getting consent from School Authorities
- Student teachers are divided into groups and school is assigned to them while assigning the schools to student teachers, various needs and requirements of the student teachers are kept in mind. Every care is taken to provide nearby school to student teachers. A group comprises almost 18 students and one teacher educator as supervisor.
- Teaching practice at schools lasts for 32 working days in which a student teacher delivers 40 lessons in her/his two respective teaching subjects (two lesson per day). In addition to it, five discussion lessons are delivered by each student-teacher.

- The teacher educator in-charge of the program sets the time table with the help of concerned School Principal and subject teachers who outline the syllabus to be covered during practice teaching. The student teachers gets familiar with the periods, classes, days, dates and time to deliver the lessons. The teacher in charge individually guides the student teacher while checking the lesson plan. Student teachers can plan out their lesson plan with different types of lessons by using different techniques to prepare effective learner centered lesson plans.
- Each student-teacher makes observations of lessons in his/her peer teaching groups.
- Teacher educators supervise and evaluate the teaching programme and provide feedback and suggestions to student-teachers to improve their teaching. A teacher educator supervises approximately 40 lessons per day in school during practice teaching. Feedback and suggestions are also given by school teachers according to need of the school.
- At the time of observation of discussion lesson, the student-teachers, supervisor and school-teachers observe the lesson. The discussion lesson is followed by a detailed discussion on the strengths and weakness of the lesson delivered by the student-teacher and appropriate feedback and reinforcement is provided to him/her. The comments and suggestions on the performance of the student teacher are written keeping the following points into consideration:
 - The Complete Planning of the Lesson.
 - Introduction.
 - Presentation.
 - Oral Communication, Classroom Interaction, Body Language.
 - Different Skills: Questioning, Illustration, Reinforcement, Giving Instructions, Demonstration.
 - Classroom Management
 - Appropriate Use of Teaching Aids and Chalk Board Work.
 - Overall Performance and Evaluation. .
- Mentor teacher regularly checks the lesson plan and writes suggestions about the lesson in lesson-plan notebook of student-teacher.

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

Block teaching is carried out in following manner:

1. Orientation and Demonstration of microteaching skills.
2. Practice of microteaching skills by student teachers.
3. Model/Demonstration Lessons are delivered by teacher educators in their respective teaching subject.
4. Practice of Mega Lessons in Simulation is done within the institution.
5. Discussion Lesson (1st Round) is carried out in school before real teaching where each student teacher delivers one lesson per teaching subject. Mentor teacher checks lesson plan and give suggestions in lesson plan notebook.

6. Real teaching in schools is conducted for twenty working days. Student-teachers are divided into groups and a school is assigned to each group. The student teachers are required to stay for full time in that school and acquire knowledge about admission procedure, preparation of time-table, preparation of school-leaving certificate, maintaining attendance record and organize various competitions, co-curricular activities in school. Each student teacher delivers two teaching lessons per day (One lesson per school teaching subject) in different classes.
7. Teacher educators monitor the performance of the student-teachers and give feedback related to checking of previous knowledge of students, presentation of lesson, use of teaching aids, students' participation, CB summary, recapitulation etc.
8. Discussion Lesson (Round-2 and Round-3) is conducted after competition of Real-teaching practice.

School Internship

From the current session, 16 weeks compulsory School Internship has been introduced as an integral part of curriculum. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. During the internship, the student teachers will also perform various school based activities such as development of CCE, development of learning material and Reporting about School Internship. Need based Extension Activities are also organised by the Prospective Teachers in the school.

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

Yes, the practice teaching sessions are developed with co-operation of school staff as well as mentor teachers. The teacher educators supervise the total teaching program. The practice teaching time-tables are prepared with the consultation of the school Principal. The syllabus to be taught by student teachers is given by the school subject teachers. The regular class teachers are also requested to give their feedback verbally to the prospective teacher. Mentor teachers also observe the lessons delivered by the student teachers, give them feedback remarks and suggest them the ways to improve the lesson plan and presentation.

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

The student teachers are prepared for managing the diverse learning needs of school students by executing following activities

- Providing knowledge about Child Psychology and Individual differences.
- By providing theoretical as well as practical knowledge of diverse learning needs of students.
- Training in Micro-teaching skills

- Training in formulating behavioural objectives and preparing Lesson Plan.
- Enabling student-teachers to apply different methods of teaching.
- Encouraging student teachers to prepare and use various Audio-Visual aids like Charts, Models, Real Specimens, OHP; Slide Projector etc.
- Encouraging student teachers to conduct Action Research during practice teaching and submit a report of the same to Incharge, skill in teaching.
- Motivating student teachers to organize co-curricular activities in the school viz. AIDS Awareness (Life skill education) Yoga camp, Slogan Writing Competition on social issues, environmental management activities etc.

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

The institution trains the students to use devices/equipments like OHP, Slide Projector, L.C.D. Projector etc. so that they can easily use these technologies during practice teaching. Each student is motivated to make Power Point Presentation and transparencies in both teaching subjects during discussion lesson and teaching practice for making teaching-learning process more effective.

Student teachers are also encouraged to use multimedia in teaching through mobile phones. Multimedia Resource Centre has been developed in the college where different types of audio-visual aids are available to students for use during practice teaching.

2.4 TEACHER QUALITY

2.4.1 Are the practice teaching sessions/plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes, give details.

Yes, the practice teaching sessions/plans are developed with co-ordination of school Principal, School teachers and mentor teachers. Before the start of practice teaching at school, one day discussion session is organized in which the mentor teacher educator consults school Principal regarding distribution of classes, timing of classes etc. The teacher educator in-charge of the program sets the time table with the help of concerned School Principal and subject teachers who provide the syllabus to be covered during practice teaching. The syllabus to be covered during practice teaching and time-table of the practice teaching is then notified to the students by the mentor teachers. Prospective teachers prepare outline of content which is covered during the class. School subject teachers approve that content and then prospective teachers prepare the lesson plan on it. Student teachers are motivated to use different techniques to deliver effective learner centered lesson plans.

The school subject teachers are also requested to observe the teaching of student teachers and provide give their feedback verbally to them. Mentor teachers also observe the lessons delivered by the student teachers, give them feedback remarks and suggest them the ways to improve the lesson plan and presentation. Guidance is provided on one to one basis.

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

The ratio of student teachers to practice teaching school is generally 1:18 (from the current session it is 1:10). The practice teaching schools are allotted to the student teachers by keeping in mind distance from their residence and subject requirements given by school Principal.

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

The institution adopts continuous and comprehensive evaluation mechanism as:

- Assignments and class-tests (Unit tests) are given in each theory paper and verbal feedback is provided by teacher educators.
- Feedback about Discussion Lessons, Micro Lessons and Simulated Lessons (Mega Lessons in Simulation) is provided by Teacher Educator and peers.
- During practice teaching feedback is provided by School Principal, Subject teachers and Mentor (teacher educator).
- In house examination the answer sheets are evaluated and remarks are given. Answer sheets are distributed to the students and all the queries are attended. In practical work verbal feedback is given.
- The performance of student teachers in various co-curricular is evaluated during Inter-House Competitions and Tutorials and feedback is provided to them for further improvement.

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

The institution organizes following activities to ensure that the student teachers are updated on the policy direction and educational needs of the schools:

- The teacher educators update the knowledge of student teachers on the policy directions and educational needs of the schools in their respective teaching periods and tutorial/microteaching groups.
- The student teachers are encouraged to read journals and newspapers to keep track of developments in educational field and the cross-currents in educational policies. Extension Lectures are arranged on vital issues that have a bearing on education.
- During practice-teaching, mentor teacher educator establishes the interaction between school and student teachers. He/she ensures that all practice school teachers get introduced with student teachers and all the student teachers develop a perspective about the vision, methodology, schedules and functioning of the practice teaching school.

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

The faculty members and students keep pace with the recent developments in the school subjects and teaching methodologies through newspapers, magazines, journals, websites of NCERT, SCERT, UGC, SAKSHAT portal etc.

- The faculty members are given opportunities to participate in Orientation & Refresher courses, Seminar, Conferences and Workshops etc. to update themselves with the latest innovations in their respective subjects.
- Extension Lectures are organized by the institution time to time.
- Regular interactions by the teacher educators with the school personnel especially during teaching practice programme and various functions give an insight to understand the requirements and expectations of the school. Teacher educators then accordingly guide the student teachers.

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

- The institution ensures personal and professional development of the teaching staff through organization of seminars/conferences/workshops, extension lectures by experts within the institution.
- The college has organized DGHE Haryana sponsored National Seminar, National level Workshop & State level seminar on themes Higher education, Quality Assurance in Higher education ,Stress management etc.
- The faculty members are encouraged to attend Orientation Courses, Refresher Courses, Seminars/Conferences/Workshops organized by other institutions and Academic Staff Colleges. Duty Leave/Academic leave is granted to the teaching staff for the purpose.
- The institution provides internet accessibility to all the members to help them in updating their knowledge & skills.
- Free print out facility is provided (for paper presentation & research publication) to the members of the teaching staff.
- The teachers are encouraged to undertake/conduct research programmes, write and publish research papers, write books etc.
- API score are used for promotion of faculty since 2012.

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

Due acknowledgement is given to staff members during staff meetings, Governing Body meetings and other functions/celebrations.

The performance of staff members is also acknowledged in “Annual Confidential Report”.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How are the barriers to students learning identified, communicated and addressed? (Conducive Environment, Infrastructure, Access to technology, teacher quality etc.)

The institution is committed to prepare quality teachers to serve the society. The barriers to student-teachers learning are identified by various means viz. diagnostic Tests, feedback from the student teachers, suggestion box, tutorials and informal interactions between faculty & students. These barriers are addressed by faculty members through career & guidance cell, grievances redressal committee, Extension Activity Committee etc.

Periodical Class tests, Assignments, house examinations help in identifying learning difficulties of students and remedial teaching is provided.

All the faculty members have a positive attitude & behaviour towards students which leads to maintenance of conducive environment in the institution thereby encouraging the students to discuss their problems (if any) with the teachers freely.

The library and labs are well equipped with free access to internet for the students to explore learning material. T.V., LCD Projector, Power-Point Presentations, ACD, VCD, Multimedia DVD's, self learning modules are available to make the teaching learning process more interactive & effective.

The principal monitors and reviews the performance of teachers periodically. The feedback on their teaching is obtained from student's evaluation and is communicated to teachers for corrective measures.

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

The institution follows continuous and comprehensive evaluation system for assessing students' learning.

- In each theory paper Unit-tests are taken after completion of a unit. Periodical subject assignments are evaluated by the teacher and feedback is given to the students.
- House-Examination (Pre-University Examination) is conducted in the end of the session. The house examinations enable the faculty to assess the performance of the students and also to understand their attentiveness and grasping power of the subject.
- The class seminars and presentations enable the teacher to measure the students' understanding and retention of subject knowledge.
- Remedial teaching is provided to low performing students.
- Formative Evaluation-Unit-tests, Assignments and House Examinations are done by the institution whereas summative-term end evaluation is done by the University and externally evaluated.
- Evaluation of practice teaching is also done by both formative as well as summative means. Discussion lessons, Microteaching lessons, Simulated teaching and Real teaching lessons

are evaluated internally throughout the year (Formative). Final Skill-in-teaching lessons are evaluated by an expert panel appointed by the M.D. University, Rohtak.

Assessment at University level

The University examination for B.Ed. consists of two parts as under:

Part – I Theory Papers (1000 marks)

Part – II Practical Part

- a) Skill in Teaching (200 marks)
- b) School Based Activities: (50 marks)
- c) EPC Practicum (200 marks)

Assessment at College level

Internal assessment is done in every theory paper and 20% weightage is given to Internal assessment.

Criteria for the award of 20 % Internal Assessment in Theory Papers is as per the distribution given below:-

- i) One Task & Assignment in every theory paper 10% marks
- ii) One test in every theory paper 5%marks
- iii) Attendance

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

- The assessment/evaluation outcomes in Unit-tests, Assignments and House Examinations are communicated by teachers in classes and also displayed on the College notice board.
- Feedback regarding Microteaching, practice teaching, Discussion Lesson is provided immediately after the delivery of the lesson.
- Specific needs of low performing, average and excellent performing learners are identified and teaching methodology is modified accordingly.
- Remedial teaching is also organized.

2.5.4 How is ICT used in assessment and evaluation processes?

- ICT is used in Question-paper setting, recording and analysis of results etc. at the institution level.
- ICT is also used in submitting online examination forms of the student teachers to the University.
- Various important information regarding external examinations, date-sheet, results declaration is obtained through use of ICT.
- ICT is used for uploading internal assessment & external practical marks & grade of the student teachers on the University Portal.

2.6 BEST PRACTICES IN TEACHING LEARNING AND EVALUATION PROCESS.

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

The institution has introduced significant innovations in teaching learning material.

- Enrichment of syllabus is done by every teaching staff member in his/her teaching paper/subject.
- Preparation of Question Banks in each theory paper.
- Preparation of sample Micro lesson plans in each teaching subject.
- Preparation of sample Mega Lesson Plans in each teaching subject.
- Preparation & Delivery of content through self-learning modules in selected subjects.
- Making Action Research a compulsory part of school (Real) teaching programme.

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

- Self learning modules have been uploaded in computers where the student teachers can learn at their own pace.
- Power point presentation, Multimedia presentation, VCD's and Multimedia DVD's have been prepared and procured to make the teaching learning process more interesting and effective.
- Brainstorming, Buzz sessions, co-operative learning, peer tutoring techniques are used in the class room.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

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

Observations/Suggestions

- ✚ *KMCOE has comprehensive curriculum transaction and evaluation scheme for its B.Ed. programme. It uses lecture, assignments and discussion as the main techniques for ensuring interactive teaching - learning. It uses micro -teaching for developing core-teaching skills of its student - teachers. Present classroom seating arrangement and furniture is conducive only to lecture based teaching. Efforts should be made to shift from lecture mode to interactive, activity mode. Co-operative learning should be used wherever possible. For this the classroom setting may be re-planned and reorganized appropriately.*
- The classrooms setting have been replanned and reorganized. Brainstorming, Buzz sessions and Co-operative learning is encouraged in teaching-learning of all subjects.

✚ *Mid-term correction should be made systematic and should involve the entire faculty and become an annual feature of the programme.*

- Mid-term correction has been made an integral feature of the programme. It is done in meetings of IQAC.

✚ *Self-appraisal Performa should be developed and its use should be made mandatory for the faculty over the next two years, peer appraisal and student-appraisal of faculty performance may also be attempted.*

- Self assessment report of each teacher is obtained through ACR Performa in which every employee provides information regarding his/her work and conduct during that particular session. Head of the institution write observations and remarks on it and forwards it to the president, governing body that approves it.
- Teacher's assessment is also done by peers also at the time of demonstrations lessons and seminars etc. Feedback is provided in these sessions to each teacher for motivation and improvement.
- Student appraisal of faculty has been started.

CRITERION -III

RESEARCH, CONSULTANCY & EXTENSION



“It must be remembered that the purpose of research is not to fill the minds of students with facts...it is to teach them to think.”

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?

Teacher educators are provided with the necessary resources and opportunities to keep abreast with latest issues in their field and to participate in seminars, conferences and to present papers on different emerging issues in teacher education. Academic leave is granted, teaching schedule is aviated and secretarial support is provided. Library resources are also made available. The staff is encouraged to pursue research at every level to complete Ph.D. degrees or publish papers while keeping their commitment to the students. Two faculty members have completed their Ph.D. work and two members are registered for Ph.D. from M. D. University, Rohtak during the last five years. Our faculty members have published many research papers in national and international Journals.

The eligible teachers are allowed to guide thesis/dissertation work of Ph.D., M.Phil, M.Ed. & M.A. (Education).

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

The main areas of research prioritized by the institution are:-

- Metacognition
- Emotional intelligence
- Environmental education
- Socio-Emotional climate of school
- Methodology of teaching
- Use of ICT in Education
- Child psychology – social, emotional, personal issues

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

Yes, the institution encourages action research as it is part of the curriculum of B.Ed. Action Research is done by the B.Ed. students in formal way when they go for their Teaching Practice in different schools. During teaching practice, students are helped in the identification of the problems and solutions are worked out through action research.

Some of the Problems undertaken in Action Research are as follow:-

- Problem of Pronunciation
- Problem of Adjustment in classroom
- Problem of Handwriting
- Problem of Personal Hygiene in students
- Problem of Making excuses for going washroom.

Action research has helped us to observe improvement in overall behaviour of students. Significant improvement was noticed in adjustment of the students. Spelling mistakes were reduced. Students started coming to school in neat and clean uniform. Classroom management techniques became more effective.

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

Sr. No.	Name of Faculty members designation	Resource Person	Workshop			Total Seminars / Conferences		
			IN	N	S	IN	N	S
1.	Dr. Ravinder Kumar Sharma Principal	01			03		02	
2.	Sh. Pardeep Kumar Sharma, Associate Professor				01		08	
3.	Dr. (Mrs.) Anuradha, Associate Professor	04			01	03	24	
4.	Dr. Rajeev Kumar, Assistant Professor	02			06	02	25	
5.	Dr. Mahabir Singh, Assistant Professor			02		09	16	
6.	Sh. Divakar Vasistha, Assistant Professor					05	19	
7.	Dr. Kapil Sharma, Lecturer (2010-2012)					01	05	
8.	Dr. Manoj Kumar, Lecturer (2010-2012)				01		06	
9.	Sh. Vikas Sharma Lecturer			01	06	01	11	
10.	Mrs. Kalpana Sharma Lecturer					01	05	

Dr. Ravinder Kumar Sharma, Principal

Conference/Seminar/Workshop

1. Attended the Seminar/ Workshop regarding Implementation of Scholarship Schemes organized by Govt. (P.G.) College, Hisar on the direction of H.E.C. Haryana on 15.11.2010.
2. Attended the Seminar and Demonstrations of Online Procedure for Exam. Registration and University Fee Payment for B.Ed. Regular Programme organised by NYSA Communication (Pvt.) Ltd. held at Conference Hall, M.D. University, Rohtak on 10.12.2010.
3. Attended the H.E.C. Haryana sponsored National Conference on the theme Quality Assurance in Higher Education organised by B.L.J.S. (P.G.) College, Tosham (Bhiwani) from 14.1.2011 to 15.1.2011.

Convener of Conference/Seminar/Workshop

1. Convener of State Level Workshop on 'Stress Management' organized by K.M. College of Education, Bhiwani on 16th Jan. 2010.
2. Convener of National Seminar on "Emerging trends in Higher Education." organized by K.M. College of Education, Bhiwani on March 25-26, 2011 and Paper presented titled "Need for improvement in Present Evaluation System".
3. Zonal Convener in Youth Red Cross Committee of M.D. University, Rohtak for the session 2011-12 and 2012-13.

Sh. Pardeep Kumar Sharma

National Seminar

1. National Seminar on "Higher Education: Beyond Empty Promises." On February 17-18, 2010 at Govt. College of Education, Bhiwani. Paper presented titled "Distance Education: Reach the Unreach".
2. National Seminar on "Emerging trends in Higher Education." On March 25-26, 2011 at CIRD, K.M. College of Education, Bhiwani. Paper presented titled "Need for improvement in Present Evaluation System".
3. National Conference on "Quality Assurance in Higher Education." On January 14-15, 2011 at CIRD, B.L.J.S. Post Graduate College, Tosham. Paper presented titled "Quality Concern in Indian Higher Education".
4. National Seminar on "Multi Disciplinary Approach in Inclusive Education". On February 11-12, 2012 at G.B. College of Education, Rohtak. Paper presented titled "Need and relevance of Inclusive Education".

5. National Seminar on “Teacher Education for Peace and Harmony”. On March 24-25, 2012 at Rao Lal Singh, College of Education, Sidhrawali. Paper presented titled “Mobilization of Peace and Harmony through Teacher Education Curriculum”.
6. National Seminar on “Quest for Excellence Need of the Hour”. On March 16-17, 2013 at Hindu College of Education, Sonipat. Paper presented titled “Teacher Education and Curriculum Re-orientation”.
7. National Seminar on “Jagrit Shikshak-Jagrit Desh”. On March 22, 2013 at College Development Council Punjab University, Chandigarh. Paper presented titled “Reinventing Inclusive Education: Some Challenges and Remedies.”
8. National Seminar on “Adolescence Issues and Challenges”. On April 6, 2013 at Adrash Mahila Mahavidyalaya, Bhiwani. Paper presented titled “Technology and Adolescence”.

Book Published

1. Book published on Curriculum Frame work For Teacher Education- Pre Primary and Elementary Education in the National Journal Resurgence of Education: An effort towards Quality Culture in Education in the year 2013 ISSN No. 9788-1923-91960 at National Level.
2. Book published on Emotional Wellness at work place- its factors and solution in National Journal Education for Holistic Health in the year 2013 ISSN No. 9789-3801-44832 at National Level.

Paper Published

1. Evaluation of Teaching strategies on the development of students at Preschool stage in Indian Journal of Social Research Vol. 52(3) July-September, 2011 (339-345) in the year 2011 at National Level.

Dr. (Mrs.) Anuradha

International

1. International Seminar on ‘Governance Issues and Corruption’, on March 19-20, 2013 at M.D. University, Rohtak,. Presented a paper on Corruption in India and its Remedies.
2. International Seminar on ‘Educational Psychology – An Innovative Approach in Teaching – Learning Process’, on March 24-25, 2012 at C.R. College of Education, Rohtak. Presented a paper on Teacher Behaviour in Class Room : Interpersonal Perspective.
3. International Conference on Emerging Issues & Challenges in Education : Global & Indian Perspective at Abbasi Girls P.G. College, Amroha. Presented a paper on Privatisation and Quality in Education : A Myth or Reality

National Seminar

1. National Seminar on “Inclusive Education: Issues & Challenges Ahead.” On April 12, 2014 at C. R. College of education, Rohtak. Paper presented titled “Role of Teacher in Inclusive Education”.
2. National Seminar on “Application and Role of Mathematics in Engineering and Social Sciences.” On March 26-27, 2014 at Department of Mathematics, B.L.J.S. P.G. College, Tosham, Bhiwani. Paper presented titled “Development of Programmed Learning Modules in Mathematics for class viii Students”.
3. National Seminar on “Community and New Generation.” On March 24-25, 2014 at Department of Psychology, B.L.J.S. P.G. College, Tosham, Bhiwani. Paper presented titled “Emotional Intelligence in Relation to Stress”.
4. National Seminar on “ICT in Teacher Education: Need of Hour.” On March 22-23, 2014 at Gaur Brahmin College of Education, Rohtak.. Paper presented titled “Emerging Trends in ICT and Challenges to Teacher Education”.
5. National Seminar on “Challenges to Teacher Education in the Era of Globalization.” On Nov.30-Dec.1, 2013 at Deptt. of Education, M.D. University, Rohtak. Paper presented titled “Ethics in Teaching Profession”.
6. National Seminar on “Adolescence : Issues and Challenges.” On April 6, 2013 at Adarsh Mahila Mahavidyalaya, Bhiwani. Paper presented titled “Empowering Adolescents with Life Skills Education”.
7. National Seminar on “Interdisciplinary Approach in Science in Emerging Scenario.” On March 16, 2013 at Vaish P.G. College, Bhiwani. Paper presented titled “Role of Educator in Education for Environment”.
8. National Seminar on “Moral Education : A Challenge in Present Scenario.” On February 23-24, 2013 at Vaish College of Education, Rohtak. Paper presented titled “Inculcation of Values in Education”.
9. National Seminar on “Current Trends in Evaluation – C.C.E. & Grading System.” On March 30-31, 2012 at G. B. College of education, Rohtak. Paper presented titled “Grading System in Southern Asian Countries”.
10. National Seminar on “Planning and Management of Higher Education Institutions.” On February 23-25, 2012 at B.L.J.S. (P.G.) College, Tosham (Bhiwani). Paper presented titled “Higher Education in India: The Need for Change”.
11. National Seminar on “Multi-Disciplinary Approach in Inclusive Education.” On Feb.11-12, 2012 at G. B. College of education, Rohtak. Paper presented titled “Inclusive Education: Acceptance of Diversities”.
12. National Seminar on “Women Society and State.” On Feb.9-10, 2012 at M.D. University, Rohtak. Paper presented titled “Violence against Women”.

13. National Seminar on “Globalization of Education.” On January 21-23,2012 at Rajasthan Teachers’ Training Vidyapeeth, Jaipur. Paper presented titled “Information Technology, Globalization and Education”.
14. National Seminar on “Education for Human Rights and Values in Education.” On December 10-11, 2011 at Hindu College of Education, Sonapat. Paper presented titled “Right to Education-Human Rights Perspective”.
15. National Seminar on “Human Rights Education – A Proper Perspective.” On December 9-10, 2011 at G.V.M. Girls College, Sonapat. Paper presented titled “Right to Education-Human Rights Perspective”
16. National Seminar on “Education for Human Rights and Values in Education.” On December 10-11, 2011 at Hindu College of Education, Sonapat. Paper presented titled “Human Rights – Challenges for the 21st Century.”
17. National Seminar on “Emerging Trends in Higher Education.” On March 25-26,2011 at K.M. College of Education, Bhiwani. Paper presented titled “Web Based Education Environment Systems.”
18. National Seminar on “Activity based Learning in Professional Education.” On March 12, 2011 at IMSAR, M.D.University, Rohtak. Paper presented titled “Faculty Attitude towards Use of ICT in Classroom.”
19. National Seminar on “Psychosocial Antecedents and Moderators of Environment.” On March 10-12, 2011 at B.L.J. S. (P.G.) College, Tosham (Bhiwani). Paper presented titled “Pro-Environmental Behaviour among College Students.”
20. National Seminar on “Environmental Pollution and the Law.” On February 26-27, 2011 at Faculty of Law, M.D.University, Rohtak. Paper presented titled “Save Environment through Bio-diversity Conservation.”
21. National Seminar on “Quality Assurance in Higher Education.” On January 14-15, 2011 at B.L.J. S. (P.G.) College, Tosham (Bhiwani). Paper presented titled “Effective IQAC for Quality Enhancement.”
22. National Seminar on “Eliminating Daughters: Paradox of Development in India.” On December 15-16, 2010 by M.D. University, Rohtak & ICSSR, Chandigarh. Paper presented titled “Eliminating Daughters in India: A Socio-Cultural Perspective.”
23. National Seminar on “Higher Education: Beyond Empty Premises.” On February 17-18, 2010 at Govt. College of Education, Bhiwani. Paper presented titled “Evaluation System in Higher Education.”
24. National Seminar on “Psychology: Trends and Directions.” On January 22-23, 2010 at B.L.J. S. (P.G.) College, Tosham (Bhiwani). Paper presented titled “Social Media Classroom: New Way of Teaching.”
25. National workshop on ‘Quality Assurance in Higher Education’ on Dec. 19, 2009 at K.M. College of Education, Bhiwani.

Organized (as Organising Secretary)

1. DGHE Haryana sponsored National Seminar on “Emerging Trends in Higher Education.” On March 25-26, 2011.
2. National workshop on ‘Quality Assurance in Higher Education’ on Dec. 19, 2009.
3. State Level Workshop on Stress Management on January 16, 2010.

Papers Published

1. OPTM: Need, Provisions and Realization in International Journal of Core Engineering & Management (IJCEM) Volume 2, Issue 6, and September 2015 pp.98-108.
2. Teacher as A Facilitator in Inclusion in The Educand : Journal of Humanities and Social Sciences Jan-June 2015 Vol.4(2) pp.1-10.
3. Metacognition and Cognitive Development in International Journal of Education and Psychology Vol.1, no.1, December-June 2014 pp.24-30.
4. ICT in Teacher Education: Need of Hour in Educationia Confab.Vol.3No.5 May 2014 pp.109-116.
5. Metacognitive Learning Skills in Educationia Confab. In Vol.2No.4 April 2013 Pp.68-79.
6. Education for All: The Losing Battle Educationia Confab. Special Issue April 2013pp. 218-225.
7. Values in Higher Education: Need and Importance in Educationia Confab.Vol.2 No.2 Feb.2013 pp.9-14.
8. Metacognition in Behaviour in Journal of Education and Development Vol.2, No.4 Dec.2012 pp.148-154.
9. Thinking on Thinking: Metacognition in MERI Journal of Education Vol.7, No.-2, October 2012 pp.24-33.
10. Ethics, Accountability and Professionalism in Higher Education in Journal of Education and Development Vol.-2, No.-3, June 2012 pp.92-101.
11. Attitude Towards ICT Usage and Applications in The Educand : Journal of Humanities and Social Sciencies Jan-June 2012 vol.1(No.2) pp.171-176.
12. Effect of AIDS Training Programme on the awareness of Prospective Teachers of Haryana in Journal of Education and Development Vol.1, No.-2, December2011 pp.5-11.
13. Professional Learning Communities: Quality Concerns in Higher Education in University News Vol.49 No. 44 Nov 6 2011 pp.19-25.
14. Metacognition: A Scientific Learning Tool in Shikshan Anveshika Vol.1 No.2 July 2011 pp.20-27.

Dr. Rajeev Kumar

International

1. Presented the paper on the topic Teacher Behaviour in Class Room : Interpersonal Perspective in the International Seminar on the theme Educational Psychology- An Innovative Approach in Teaching-Learning Process organised by C.R. College of Education, Rohtak from 24.3.2012 to 25.3.2012.
2. International Seminar on ‘Governance Issues and Corruption’, on March 19-20, 2013 at M.D. University, Rohtak,. Presented a paper on Corruption In India and its Remedies.

National

1. Presented a paper on the title “Pay Commissions and Teachers’ Accountability” in the National Seminar on Higher Education: Beyond Empty Premises organised by Govt. College of Education, Bhiwani on 17-18 Feb. 2010.
2. Presented a paper on the title Role of ICT in Education and Teacher in the National Seminar on The Role of ICT in Education organised by P.D.M. College of Education, Bahadurgarh on 6.3.2010.
3. Presented the paper on the topic ‘Communication: Why only English’ in the H.E.C. Haryana sponsored National Seminar on Functional English organised by Deptt. of English, B.L. Jindal Suiwala (P.G.) College, Tosham (Bhiwani) from 1.10.2010 to 2.10.2010.
4. Presented the paper on the topic Status of Women in the U.G.C. sponsored National Seminar on the theme Reconstruction of Socio-Economic Aspects from Literary and Archaeological Sources organised by J.V.M.G.R.R.(P.G.) College, Ch.Dadri from 16.2.2011 to 17.2.2011.
5. Attended the two days Orientation Programme for Teacher Educators regarding contents and spirit of the latest National Curriculum Framework for Teacher Education organised by Deptt. of Education, M.D.University, Rohtak from 26.2.2011 to 27.2.2011.
6. Presented the paper on the topic Water Conservation : Need of Hour in U.G.C. sponsored National Seminar on the theme Psychosocial Antecedents and Moderators of Environment organised by Deptt. of Psychology, B.L.Jindal Suiwala (P.G.) College, Tosham (Bhiwani) from 10.3.2011 to 12.3.2011.
7. Presented the paper on the topic Constructivist Learning Design in the H.E.C. Haryana sponsored National Seminar on the theme Emerging Trends in Higher Education organised by K.M. College of Education, Bhiwani from 25.3.2011 to 26.3.2011.
8. Presented the paper on the topic Privatization and Quality in Education : A Myth or Reality in the UGC sponsored National Seminar on the theme Globalization of Education organised by Rajasthan Teachers’ Training Vidyapeeth, Jaipur from 21.1.2012 to 23.1.2012.

9. Presented the paper on the topic Inclusive Education: Acceptance of Diversities in the National Seminar on the theme Multi-Disciplinary Approach in Inclusive Education organised by Gaur Brahman College of Education, Rohtak from 11.2.2012 to 12.2.2012.
10. Presented the paper on the topic ICT and Teacher Education in the National Seminar on the theme Teacher Education in Global Perspective organised by Mata Harki Devi College of Education for Women, Odhan (Sirsa) on 29.4.2012.
11. Presented the paper entitled Role of Financial Education in Emerging Issues of Derivatives Markets in India in the National Conference on the theme Emerging Issues in Derivative Markets in India organised by Institute of Management Studies and Research, M.D. University Rohtak in collaboration with Rohtak Matcom Education Society on 15.12.2012.
12. Presented the paper on the topic Literature and Social Consciousness in the National Seminar sponsored by Directorate of Higher Education, Haryana organised by Sat Jinda Kalyana College, Kalanaur (Rohtak) on 16.2.2013.
13. Presented the paper on the topic Inculcation of Values in Education in the National Seminar on the theme Moral Education: A Challenge in Present Scenario organised by Vaish College of Education, Rohtak from 23.2.2013 to 24.2.2013.
14. Presented the paper on the topic Role of Educator in Education for Environment in the National Seminar on the theme Interdisciplinary Approach in Science in Emerging Scenario organised by Vaish College, Bhiwani on 16.3.2013.
15. Presented the paper on the topic Empowering Adolescents with Life Skills Education in the DGHE Haryana sponsored National Seminar on the theme Adolescence: Issues and Challenges organised by Adarsh Mahila Mahavidyalaya, Bhiwani on 6.4.2013.
16. Presented the paper on the topic Challenges & Opportunities in Commerce Education in the Deptt. of Commerce, M.D. University, Rohtak and Haryana Chapter of India sponsored National Conference on the theme Contours of Commerce Education in India on 12.3.2013.
17. Presented the paper on the topic Professional Ethics in Teacher Education in Deptt. of Education M.D. University, Rohtak in Collaboration with all India Teachers' Educator Association sponsored Two-Day National Seminar on the theme Challenges to Teacher Education in the Era of Globalization on 30th Nov. to 1st Dec, 2013.
18. Presented the paper on the topic Challenges for Quality Teacher Education in Present Scenario in M.R. College of Education, Hassanpur (Jhajjar) in collaboration with Placement Cell, Deptt. Of Education, M.D.U. Rohtak sponsored One Day National Conference on the theme Professional Development of Teacher Educators: Issues and Challenges on 22.12.2013.
19. Presented the paper on the topic Paradigm Shift in the Role of Women of India DGHE Haryana Sponsored National Seminar on the theme Journey of Women: From Regression to Empowerment organized by Hindu College of Education, Sonipat on 25.1.2014.
20. Presented the paper on the topic Management Education through IT in the One Day National Conference on the theme Emerging Trends in Management organized by Institute of Management Studies and Research, MDU, Rohtak on 28.2.2014.

21. Presented the paper on the topic Teacher of 21st century: ICT for Quality Teaching in the Two Day DGHE Haryana Sponsored National Seminar on the theme “ICT in Teacher Education: Need of the hour” organized by Gaur Brahman College of Education, Rohtak on 22 & 23.3.2014.
22. Presented the paper on the topic Educational infrastructure in Haryana in the One Day ICSSR funded National Seminar on the theme “Economic Reforms and Haryana Economy: Emerging Issues, Challenges and Prospects” organized by Institute of Management Studies and Research, M.D.U., Rohtak on 26.3.2014.
23. Presented the paper on the topic ICT Deployment for rural development and e-governance in the A three day ICSSR Sponsored National Conference on the theme Challenges to Inclusive Growth in the Emerging Economics organized by Department of Commerce, M.D. University, Rohtak on 31.12.2014 to 2.1.2015.
24. Presented the paper on the topic Higher Education in India: Issues, Challenges, Expectations and Importance in the One Day International Academic Conference on the theme Multidisciplinary International Conference on Commerce, Economics, Banking, Humanities, Social Science and Public Administration organized by International Association of Academicians and Researchers (INAAR) at India International Center, 40, Lodhi Road, New Delhi on 13.3.2015.
25. Presented the paper on the topic Impact of Globalization and Privatization on Education in the One Day DGHE Haryana sponsored National Seminar on the theme “Emerging Role of Teacher Education: Global and National Perspective” organized by Rao Lal Singh College of Education, Sidhrawali (Gurgaon) on 14.3.2015.
26. Presented the paper on the topic Ramayana Ke Patron Ki Vartaman Mein Prasangita in the One Day Haryana Sanskrit Academy, Panchkula sponsored National Seminar on the theme “Maharshi Valmiki or Ram Kavya Ke Kaljaye Rachnakar” organized by Mahrishi Valmiki Peeth, M.D. University, Rohtak on 8.4.2015.

State level

1. Participated in a State Level Workshop on ‘Stress Management’ in K.M. college of Education, Bhiwani on 16th Jan. 2010.
2. Participated in University Level Workshop on Youth Red Cross at M.D.U. Rohtak on 12.9.2013.
3. Participated in University Level Workshop on Youth Red Cross workshop on Disaster Management at M.D.U. Rohtak in Collaboration with National Disaster Management Association, New Delhi on 28.11.2013.
4. Deliver a talk in One Day Workshop on Gender Issues and Sensitization organised by Ahir College, Rewari on 22.3.2013.
5. Participated in Youth Red Cross workshop on Self-defence at M.D.U. Rohtak on the Theme University Level “Self- defence and Resume Operation” on 20.2.2014.

6. Participated in Youth Red Cross workshop on Health and Hygiene and Pain Management at M.D.U. Rohtak on the Theme “Workshop on Health and Hygiene and Pain Management” on 17.3.2015.
7. Participated in Two Day Workshop on “Quality Assurance and Accreditation” by Internal Quality Assurance Cell M.D.U., Rohtak on 19 & 20.3.2015.

Dr. Mahabir Singh

International Seminar

1. International Seminar on “Applied Psychology” on February 24-25, 2012 at Deptt. of Psychology, Punjab University, Chandigarh .Paper presented titled “Psychology: the Core of Teaching and Learning Process”.
2. International Seminar on “Revitalising Teacher Education” on March 10-11, 2012 at Deptt. of Education, M.D. University, Rohtak. Paper Presented titled “Issues and Concerns in Teacher Education”.
3. International Seminar on “Psychology: An Innovative Approach in Teaching-Learning Process” on March 24-25, 2012 at C. R. College of Education, Rohtak. Paper presented titled “Facilitators and Barriers in Teaching and Learning Process”.
4. International Seminar on “Teacher Education in Global Perspective” on April 29,2012 at Mata Harki Devi College of Education for Women , Odhan ,Sirsa. Paper presented titled “A Key Role of ICT in Teacher Education”.
5. International Seminar on “Emerging Issues and Challenges in Education: Global and Indian Perspective” on June 09-11, 2012 at Nayab Abbasi Girls (P.G.) College , Amroha ,U.P. Paper presented titled “ Gender Inequality and Education”.
6. International Seminar on “Psychological Well Being: The looming Crisis in Humanity” on 24-25 February, 2014 at NAPS and Department of Psychology, P.G. College, Sector-46, Chandigarh. Paper presented titled “Social Harmony: The Looming Crisis in Humanity”.

National Seminar

1. National Seminar on “Higher Education: Beyond Empty Promises” On February 17-18 ,2010 at Govt. College of Education ,Bhiwani .Paper presented titled “Drug Addiction in Institutes of Higher Education”.
2. National Seminar on “Reforms for Quality Teacher Education Programme” On March 6,2010 at Bhagwan Mahaveer College of Education, Jagdishpur , Sonapat . Paper presented titled “Value Inculcation in Teacher Education”.
3. National Seminar on “Quality Assurance in Higher Education” On January 14-15,2011 at Banwari Lal Jindal Suiwala Post Graduate College ,Tosham ,Bhiwani. Paper presented titled “What Ails Quality in College Education”.

4. National Seminar on “Reconstruction of Socio- Economic Aspects from Literary and Archeological Sources” on February 16-17, 2011 at Janta Vidya Mandir Ganpat Rai Rasiwasia Post Graduate College, Charkhi Dadri. Paper Presented titled “Caste System in India”.
5. National Seminar on “Emerging Trends in Higher Education” on March 25-26, 2011 at K.M. College of Education, Bhiwani .Paper presented titled “Technology in Classroom”.
6. National Seminar on “Learning Community for Global Education Reform” on November 18-20, 2011 at Institute of Professional Studies, Gwalior (M.P.). Paper presented titled “Elementary Education as a Fundamental Right”.
7. National Seminar on “Manage your Mind : Guidelines for Mental Fitness of Teachers and Students” on March 17,2012 at Dr. G.D.A.V. College of Education for Women, Karnal .Paper presented titled “Stress Management Strategies for Mental Fitness”.
8. National Seminar on “Psychological Well-Being: Building Bridges for Tomorrow” on October 05-06, 2012 at Deptt. of Psychology, P.G. College, Chandigarh. Paper presented titled “Positive Psychology and Positive Attitude”.
9. National Seminar on “Challenges for Education in Knowledge Society” on November 17-19 November, 2012 at Rayat and Bahara College of Education, Mohali(Punjab). Paper presented titled “Barriers to Learning”.
10. National Seminar on “Teacher Education in Contemporary Society: Issues, Dilemmas and Strategies” on 20-21 November, 2012 at Institute of Educational Technology and Vocational Education, Panjab University, Chandigarh. Paper presented titled “Classroom Diversity and Teacher”.
11. National Seminar on “Quest for Excellence- Need of the Hour” on 17 March, 2013 at Hindu College of Education, Sonipat. Paper presented titled “Leader the Key Factor for Quality Enhancement”.
12. National Seminar on “Reviewing and Restructuring Education Curriculum for Future Teachers” on 22 March, 2013 at College Development Council, Panjab University, Chandigarh. Paper presented titled “Teacher Education and its Curriculum”.
13. National Seminar on “Adolescence: Issues and Challenges” on 6 April, 2013 at Adarsh Mahila Mahavidyalaya, Bhiwani. Paper presented titled “Technology and Adolescence”.
14. National Seminar on “Role of statutory Bodies in Quality Assurance of Teacher Education: Some Issues” on 22-24 November, 2013 at Khalsa College of Education, Amritsar, Punjab. Paper presented titled “Quality Assurance of Teacher Education: Some Issues”.
15. National Seminar on “Education As A Right Across Levels: Challenges, Opportunities And Strategies” on 10-11 March, 2014 at UNESCO and Jamia Millia Islamia, New Delhi. Paper presented titled “Inclusion As a Mandatory Commitment”.
16. National Seminar on “Marching to Different Drummers: Inclusive Education through Teacher Education” on 27-28 March, 2014 at Rayat and Bahra College of Education, Sahauran, Mohali, Punjab. Paper presented titled “Social Inclusion: A Means to meet the needs of the Excluded Children”.

17. National Seminar on “Quality Assurance in Teacher Education: Recent trend and Challenges” on 19, February, 2015 at Rayat and Bahra College of Education, Sahauran, Mohali, Punjab. Paper presented titled “Teacher Education: Quality Culture”.
18. National Seminar on “Educational Policies and Programmes in India” on 21, February, 2015 at Chandigarh College of Education, Lnadran, Mohali, Punjab. Paper presented titled “Quality Concerns in Teacher Education”.
19. National Seminar on “Learning Technologies in Education” on 24-25, February, 2015 at Faculty of Education, Millia Islamia, New Delhi. Paper presented titled “Technology: Reaching the Unreached”.

Workshops

1. Attended one week XPDITTE (X-elerated Professional Development for Integration of Technology in Teacher Education) organized by NCTE at MLRS College of Education, Charkhi Dadri, Bhiwani, Haryana from 28.5.2007 to 2.6.2007.
2. Two week training programme on Quantitative and Qualitative Methods and Techniques in Social Science Research from 26.11.2012 to 8.12. 2012.
3. Attended one week Training Programme on Statistical product and service solutions (SPPS) from July 29 to August 5, 2013 organized by Department of Statistics, Panjab University, Chandigarh-160014.

Papers Published

1. Higher Education and Total Quality Management in India in Indian Journal of Educational Research and Administration Vol-1, Issue-2, April, 2011 (1-3).
2. Role of ICT in Teaching of Social Studies in Indian Streams Research Journal, Vol-I, Issue-IV, May, 2011 (1-12).
3. Caste System in Modern India in Indian Streams Research Journal, Vol-1, Issue-VII, August, 2011 (39-43).
4. Global Environment Challenges and Education in Golden Research Thoughts, Vol-1, Issue-III, September, 2011 (36-38).
5. Use of Internet Sources in International Studies, Teaching and Research in ZENITH, ITERC Journal of Education and Management, Vol-1, Issue-I, November, 2011 (22-23).
6. Gandhian Philosophy and its Educational Implications in Golden Research Thoughts, Vol-1, Issue-V, November, 2011 (6-9).
7. Role of NGO in Drug De-Addiction-A Sociological Study in Golden Research Thoughts, Vol-1, Issue-V, November, 2011 (10-13).
8. Sankhya Philosophy and its Educational Implications in Journal of Contemporary Educational Research Innovations, Vol-2, Issue-1, 2012 (16-21).
9. The Secret to Lead a Balanced and Happy Life (Stress free) in Golden Research Thoughts, Vol, Issue-X, April, 2012 (42-45).

10. Environmental Education in Teacher Education in Indian Streams Research Journal, Vol-2, Issue-IV, May, 2012 (87-90).
11. Central Legislation for the Right to Education in India in Journal of Contemporary Educational Research Innovations, Vol-2, Issue-3, May, 2012 (59-63).
12. Gender Inequality and Education in Conference Proceedings, (15-20).
13. Anxiety and Stress are the part of Every Day Life in Aarhat Multidisciplinary International Education Research Journal, Vol-1, Issue-3, Aug/Sep, 2012 (200-214).
14. Jain Philosophy and its Educational Implications in Edujourn International Journal of Education, Vol-1, Issue-1, Sep, 2012 (122-128).
15. India a Land of Vividness, Education for Equality and Justice in Golden Research Thoughts, Vol-2, Issue-II, May, 2013 (73-79).
16. Teacher: The Backbone of Quality Education in Indian Streams Research Journal, Vol-3, Issue-V, June, 2013 (29-32).
17. Women Empowerment Vs Anti-Rape Bill in Golden Research Thoughts, Vol-3, Issue-I, July, 2013 (4-7).
18. A study of Social Intelligence of Trainees of B.Ed. College in Haryana State in Relation to Adjustment in Golden Research Thoughts, Vol-3, Issue-VI, December, 2013 (1-5).
19. Inculcating Value System in Students in Electronic International Interdisciplinary Research Journal (EIIRJ), Vol-2, Issue-III, May/June, 2013 (30-38).
20. Inclusion as a Mandatory Commitment in Viva Books Private Limited, New Delhi (366-374).
21. Virtual Education in the Indian Scenario in European Academic Research, Vol-2, Issue-IV, July, 2014 (5709-5720).

Sh. Divaker Vasistha

International

1. Paper presented on the topic “Emotional Intelligence and Education” in International Conference on Applied Psychology at Panjab University, Chandigarh on 24-25.02.2012
2. Paper presented on the topic “Renovating Institutional Climate: Psychological Adaptation” in International Seminar on Educational Psychology – An Innovative Approach In Teaching-Learning Process at C.R. College of Education , Rohtak on 24-25.03.2012.
3. Paper presented on the topic “Privatization of Education in Indian Perspectives” in International Seminar on Emerging Issues and Challenges in Education: Globle and Indian Perspectives at Nayab Abbasi (P.G.) College, Amroha (U.P.) 09-11.06.2012.
4. Paper presented on the topic “Attitude and Concerns Regarding Elderly Abuse: Plausible Remedies” in 1st International and 3rd Indian Psychological Science Congress at Deptt. of Psychology, P.G. Govt. College, Sector-46, Chandigarh on 24-25.02.2014.
5. Paper presented on the topic “Immanence to Transcendence: Exaltation of Woman in Contemporary Indian English Fiction” at International Interdisciplinary Conference on

Contemporary Issues in Commerce, Management, Computer Applications and Social Sciences held on 27 July, 2014, at Gaur Brahman P. G. College, Rohtak, Haryana.

National Seminar

1. Paper presented on the topic “Emotional Intelligence and Behavioral Management” in National Seminar (DGHE Haryana sponsored) on Psychology: Trends and Directions at B.L.J.S. (P.G.) College, Tosham on 22-23.January, 2010.
2. Paper presented on the topic “Distance Education: Reach the Unreach” National Seminar on Higher Education: Beyond the Empty Promises at Govt. College of College, Bhiwani on 17-18.Feb. 2010.
3. Paper presented on the topic “Quality Concern in Indian Higher Education” in National Conference on Quality Assurance in Higher Education at B.L.J.S.(P.G.) College, Tosham on 14-15.Jan. 2011.
4. Paper presented on the topic “ Need for Improvement in Present Evaluation System ” in National Seminar Education on Emerging Trends in Higher Education at K. M. College of Education, Bhiwani on 25-26.Mar.2011.
5. Paper presented on the topic “Ensuring Access to Education for All: Meeting up the Obstacles” in DGHE Haryana sponsored National Seminar on Multi Disciplinary Approach in Inclusive Education at Gaur Brahman College of Education, Rohtak on 11-12.Feb. 2012.
6. Paper presented on the topic “Major Concerns in Teacher Education in India” in National Seminar on Teacher Education in Globle Perspectives at Mata Harki Devi College of Education for Women Odhan, Sirsa on 29.04.2012.
7. Paper presented on the topic “Positive Thinking: Key to Success” in 2nd Indian Psychological Science Congress theme Psychological Well-Being: Building Bridges for Tomorrow at Dept. of Psychology, P.G. Govt. College, Sector-46, Chandigarh on 05-06.Oct. 2012.
8. Paper presented on the topic “ Challenges Before Teacher Education in Present Indian Context” in National Seminar on Problems Challenges of Teacher Education in Post Independence Perspective at Ismail National Mahila (P.G.) College, Meerut on 16.02.2013.
9. Paper presented on the topic “Accontability of Teachers in Changing Indian Perspectives” in National Seminar on Quest For Excellence- Need Of The Hour at Hindu College of Educatin, Sonipat on 16-17.Mar.2013
10. Paper presented on the topic “Reinventing Inclusive Education: Some Challenges and Remedies” in National Seminar on Reviewing and Restructuring Teacher Education Curriculum for Future Teachers at College Development Council, Punjab University on 22.03.2013.
11. Paper presented on the topic “Technology and Adolescence” in DGHE Haryana sponsored National Seminar on Adolescence: Issues and Challenges at Adarsh Mahilavidyalya, Bhiwani on 06.04.2013.

12. Paper presented on the topic “Professional Ethics in Teacher Education” in National Seminar on Teacher Education in the Era of Globalization at Maharishi Dayanand University, Rohtak on 30.11.2013 to 01.12.2013.
13. Paper presented on the topic “Teacher Education in India: Need Overhauling” at M.R. College of Education, Hasangarh, Jhajjar on 22.12.2013.
14. Paper presented on the topic “Restructuring Indian Higher Education: Strategies for Women Empowerment” in National Seminar on Journey of Women: From Repression to Empowerment at Hindu College of Education, Sonipat on 25.01.2014.
15. Paper presented on the topic “Information Technology” in National Conference on Emerging Trends In Management at Institute of Management Studies And Research, M. D. U., Rohtak on 28.02.2014.
16. Paper presented on the topic “Contribution of Communal Harmony in Establishing Unity in Nation” in National Seminar sponsored by UGC, New Delhi on the topic ‘Philosophy of Swami Vivekananda : Some Lessons for Modern Indian Society’ by History Department at Kumari Vidyavati Anand College for Women, Karnal on 07.11.2014.
17. Paper presented on the topic “Thrust Areas of Inclusive Education in India” in National Conference on ‘Emerging Role of Teacher Education: Global and National Perspectives’ sponsored by DGHE, Haryana at Rao Lal Singh College of Education, Sidhrawali on 28.02.2014.
18. Paper presented on the topic “Democratization of Technology through Social Media: Some Pros and Cons” in National Seminar sponsored ICSSR organized by Deptt. of Defence Studies at C.R.M. Jat College, Hisar on 11-12 April, 2015.

State Level

1. Attended One Day Divisional Level Seminar on Capacity Building and Fund Raising Activities organized by the Indian Red Cross Society, Haryana State Branch, Chandigarh at Hisar on 05.04.2011.

Papers Published

1. Research paper titled “Privatisation of Higher Education” in Edujourn, Vol.-1, Sept. 2012 with ISSN-23192321, Deen Dayal Rustagi College of Education, Khandewla, Gurgaon.
2. Research paper titled “Privatization of Education in Indian Education” in edited book (ISBN 81-7487-840-8 in the year 2013) *Emerging Trends in Education* in Radha Publication, New Delhi.
3. Research paper titled “Strengthening Inclusion, Strengthening Schools” in EDUJOURN, Chhaju Ram Deen Dayal Education Society published by Sudha Enterprises, Rewari in the Journal EduJourn no.2 Sept. 2013 with ISSN-2319-2321.

4. Research paper titled “Shifting Paradigms in Higher Education in India- Manohar Memorial College of Education, Fatehabad in the Journal Reflection in Education : A Multidisciplinary Journal, Vol. 1, no.1, ISSN 2348-7267, Sept., 2013.
5. Research paper titled “Escalating Positivism in Women Protagonists in Shashi Deshpande's Novels” in Eupheus Journal, listed and indexed with ISSN Directory, Paris, Vol. 1, no. 1, April-June, 2014 with ISSN- 2389-7744.
6. Research paper titled “Immanence to Transcendence: Exaltation of Women in Contemporary Indian English Fiction” in the International Journal of Multidisciplinary Research with IJMR Vol. III, Issue 5(1), August, 2014 with ISSN -2277-9302.
7. Research paper titled “Fortifying Women for Strengthening the Nation” in Reflections in Education: A Multidisciplinary Journal (A Referred Print Journal) Sept., 2014 Vol.2, No.1 with ISSN- 2348-7267.

Dr. Manoj Kumar

Research Papers/Articles Published

1. Sharma, Manoj Kumar (July 26-August 01, 2010). Bridging the Skill Gap in Higher Education, University News, ISSN-0566-2257, Vol. 48 No. 30, p. 13-17.
2. Jain, J. L. & Sharma, Manoj Kumar (January 2011). Emotional Intelligence: Moderator to Emotional and Behavioural Management, Horizon: The Journal of Education, ISSN-2231-2110, Vol. 1 No. 1, p. 46-56.
3. Sharma, Manoj Kumar (January 2011). ICT in Teacher Education. Shikshan Anveshika, ISSN-2231-1386, Vol. 1 No. 1, p. 30-40.
4. Jain, J. L. & Sharma, Manoj Kumar (April 2011). Emotional Intelligence in Everyday Life: A Scientific Inquiry. MERI Journal of Education, ISSN-0974-2085, Vol. VI No. I, p. 48-54.
5. Sindhwani, Anuradha & Sharma, Manoj Kumar (July 2011). Metacognition: A Scientific Learning Tool. Shikshan Anveshika, ISSN-2231-1386, Vol. 2 No. 1, p. 20-27.
6. Sindhwani Anuradha, Sharma Manoj Kumar & Sharma Ravinder Kumar (October 31-November 06, 2011). Professional Learning Communities-Quality Concerns in Higher Education, University News, ISSN-0566-2257, Vol. 49 No. 44, p. 19-25.
7. Sindhwani, Anuradha & Sharma, Manoj Kumar (October 2011). Metacognitive Learning Skills. AITEA International Journal of Education and Humanities, ISSN-2231-380X, Vol. 2 No. 1. (In Press).
8. Sharma, R. K. & Sharma, Manoj Kumar (Jan. 2012). Attitude of Teachers towards Teacher's Accountability, Shikshan Anveshika, ISSN-2231-1386, Vol. 3 No. 1, p.
9. Jain, J. L. & Sharma, Manoj Kumar (Jan. 2012). Emotional Intelligence in Relation to Adjustments, Journal of Education and Development, ISSN-2248-9703, Vol. 2 No. 1.

Books Published

1. Kumar, Manoj (2010). Education: Philosophical and Sociological Bases, Laxmi Book Depot, Bhiwani, Haryana.
2. Kumar, Manoj (2010). Curriculum and School Management, Laxmi Book Depot, Bhiwani, Haryana.
3. Kumar, Manoj (2010). Vision of Secondary Education in India, Laxmi Book Depot, Bhiwani, Haryana.
4. Kumar, Manoj (2011). Information, Communication and Educational Technology, Vision Publication, Rohtak, Haryana. (In Press).

Sh. Vikas Sharma

National Seminar

1. National Seminar on “Emerging Role of Teacher Education: Global & National Perspective.” On March 14, 2015 at Rao Lal Singh College of Education, Sidhrawali. Paper presented titled “Impact of Globalization and Privatization”.
2. Attended ICSSR Sponsored Three Day National Conference on “Challenges to Inclusive Growth in the Emerging Economics” On December 31, 2014 to January 2, 2015 organised by Deptt. of Commerce, M.D. University, Rohtak. Paper presented titled “ICT Development for Rural Development and E-governance”.
3. National Seminar on “Philosophy of Swami Vivekananda: Some Lessons for Modern Indian Society.” On November 7, 2014 organised by Deptt. of History, Kumari Vidyavati Anand Dav College For Women, Karnal. Paper presented titled “Philosophy and Ideology of Swami Vivekananda”.
4. National Seminar on “Inclusive Education: Issues & Challenges Ahead.” On April 12, 2014 organised by IQAC Cell of C.R. College of Education, Rohtak. Paper presented titled “Trends in Inclusive Education”.
5. National Seminar on “Economic Reforms and Haryana Economy: Emerging Issues, Challenges and Prospects.” On March 26, 2014 organised by Institute of Management Studies and Research, M.D. University, Rohtak. Paper presented titled “Educational Infrastructure”.
6. National Seminar on “ICT in Teacher Education: Need of the Hour” On March 22-23, 2014 organised by Gaur Brahman College of Education, Rohtak. Paper presented titled “Teacher of the 21st Century ICT for Quality Teaching”.
7. National Conference on “Emerging Trends in Management” On February 28, 2014 organised by Institute of Management Studies and Research, M.D. University, Rohtak. Paper presented titled “Information Technology”.

8. National Seminar on “Journey of Women: From Repression to Empowerment” On January, 25, 2014 organised by Hindu College of Education, Sonapat. Paper presented titled “Status of Women in Ancient India”.
9. National Conference on “Professional Development of Teacher Educators: Issues and Challenges” On December 22, 2013 organised by M.R. College of Education, Hassanpur (Jhajjar). Paper presented titled “Teaching and Learning with Media and Technology”.
10. National Seminar on “Challenges to Teacher Education in the Era of Globalization” On November 30 to December 1st, 2013 organised by M.D. University, Rohtak. Paper presented titled “Teacher Education Curriculum in Globalization World”.

Workshop

1. Participated in Workshop on “Cyber Security” organized by Radhakrishnan Auditorium, M.D. University, Rohtak on 3.11.2015.
2. Participated in NAAC Sponsored Two Days Workshop on “Quality Assurance and Accreditation” organized by Internal Quality Assurance Cell, M.D. University, Rohtak on March 19-20, 2015.
3. Participated in Workshop on “Health and Hygiene and Pain Management” organized by Radhakrishnan Sabhagar, M.D. University, Rohtak on 17.3.2015. Participated in University Level Workshop on “Disaster Management” organized by Radhakrishnan Sabhagar, M.D. University, Rohtak on 19.11.2014.
4. Participated in University Level Workshop on “Self Defence and Rescue Operations” at Ambedkar Hall, M.D. University, Rohtak on 20.2.2014.
5. Participated in University Level Disaster Management Workshop organized by Youth Red Cross, M.D. University, Rohtak in Collaboration with National Disaster management Authority, New Delhi on 28.11.2013.

Papers Published

1. Globalization-Positive and Negative aspects in Darpan International Research Analysis Vol. 2, Issue-1 June, 2014 (33-36) in the year 2014 at International Level.
2. Tradition Cultures and Modernization in Heeralal International Journal of Educational Research Vol. 2, Issue-2 June, 2014 (109-114) in the year 2014 at International Level.
3. ICT development for Rural Development & E-governance in Heeralal International Journal of Educational Research Vol. 2, Issue-3 September, 2014 (30-35) in the year 2014 at International Level.
4. Educational Philosophy of Rabindranath Tagore in Heeralal International Journal of Educational Research Vol. 2, Issue-4 December, 2014 (17-22) in the year 2014 at International Level.
5. Group Learning in Universal Research Reports Vol. 1, Issue-4 Oct.-Dec. 2014 (5-9) in the year 2014 at International Level.

6. Philosophy and Ideology of Swami Vivekananda in Innovative Research Thoughts Vol. 1, Issue-2, June-August, 2015 (60-63) in the year 2015 at International Level.
7. A study of Self Concept and Attitude towards Energy Education of College Freshmen in Heeralal International Journal of Educational Research 2012 (42-45) in the year 2012 at International Level.

Mrs. Kalpana Sharma

International

1. International Seminar on “Educational Psychology- An Innovative Approach In Teaching-Learning Process”. On March 24-25, 2012 at C.R. College of Education, Rohtak. Paper presented titled “Teacher behaviour in classroom Interpersonal perspective”.

National Seminar

1. National Seminar on “Emerging trends in Higher Education.” On March 25-26, 2011 at ICRD, K.M. College of Education, Bhiwani. Paper presented titled “Need for improvement in Present Evaluation System”.
2. National Conference on “Quality Assurance in Higher Education.” On January 14-15, 2011 at ICRD, B.L.J.S. Post Graduate College, Tosham. Paper presented titled “Quality Concern in Indian Higher Education”.
3. National Seminar on “Multi Disciplinary Approach in Inclusive Education”. On February 11-12, 2012 at G.B. College of Education, Rohtak. Paper presented titled “Need and relevance of Inclusive Education”.
4. National Seminar on “Women & the Issue of Human Rights”. On March 8, 2011 at C.M.K. National P.G. Girls College, Sirsa. Paper presented titled “Nari Sashkatikaran: Kitna Such”.
5. National Seminar on “Adolescence Issues and Challenges”. On April 6, 2013 at Adrash mahila Mahavidyalaya, Bhiwani. Paper presented titled “Technology and Adolescence”.

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 college has setup a Multimedia Resource Room for Preparation, display, preservation of handmade, Computer generated and readymade Teaching aids. Every year a workshop on ‘Preparation of Teaching Aids’ is organized to develop skills related to preparation & use of instructional material . Faculty members as well as students put their best efforts in preparing this

material to make their teaching effective. Following instructional materials have been developed during previous years:

- Transparencies (Handmade and computer generated)
- Self instructional modules in ICT
- Teacher made Micro & mega lesson plans
- Downloaded material through internet (text, videos, self instructions modules, self evaluation models)
- Working models
- Charts.
- Flash cards
- Hand outs.
- Power Point Presentation (PPT)
- Question Bank
- Models

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

The institution has a rich library having more than twenty one thousand books, reference books to help students in developing instructional materials. Beside this there is internet facility in library as well as in ICT Lab. Well equipped Multimedia Resource Room is there in the campus with instructional material to prepare different type of audio-visual aids. Chalk board lab and Work Experience lab is also there for the same purpose.

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

Yes, the college has developed ICT related instructional material for the students in the form of:

- Power Point Presentation for different teaching subjects
- Hand outs
- Audio and video C.Ds of Lectures given by some eminent personalities
- Transparencies (Computer generated and Photo copied).
- Slides
- Self instructional modules in ICT.
- Question Bank.
- Printed material for various topics

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

- a. Organized by the institution
- b. Attended by the staff

c. Training provided to the staff

Workshops/ training programs organized by the institution

- Preparation of Teaching Aids
- Paper Cutting & Folding
- Pedagogic Analysis
- Training in First Aid
- Training in Home Nursing.
- Training in Spoken English & Phonetics.
- Training in Cursive writing
- Training in Candle Making
- Training in Best out of waste
- Training in Flower making
- Training in Paper Folding & Cutting
- Training in Pot painting.
- Training in MS-Word, Power point for preparing Lesson plan
- Improvisation of teaching Aids

Workshops/ Training Programs Attended by the Staff

- Training programme on ‘Professional Development for Integration of Technology in Teacher Education’-XPDITTE, Facilitated by NCTE and Intel Technology India Pvt. Ltd. from 28.5.2007 to 02.06.2007 at C.R. College of Education, Rohtak.
- Training programme on ‘Professional Development for Integration of Technology in Teacher Education’, Facilitated by NCTE and Intel Technology India Pvt. Ltd. From 03.06.2007 to 08.06.2007 at MLRS. College of Education, Ch. Dadri.
- Dr. (Mrs.) Anuradha attended two days State level Workshop on Designing And Reading Visuals” at G.B.College of Education,Rohtak.
- Dr. (Mrs.) Anuradha participated in workshop on Information Technology for Teachers organized by Department of Computer Science & Applications, M.D. University, Rohtak on 7th January, 2006.
- Dr. (Mrs.) Anuradha participated in workshop on Models of Teaching, ICT and Research Methodology organized by Institute of Education, Devi Ahilya Vishwavidyalaya, Indore on 22-25th March, 2004.
- Dr. (Mrs.) Anuradha participated in UGC Sponsored National Workshop on Research Methodology & Use of Computers in Applied Statistics organized by C.R. College of Education, Rohtak on 9-13th January, 2005.
- Dr. (Mrs.) Anuradha organized National workshop on ‘Quality Assurance in Higher Education’ in K.M. College of Education, Bhiwani on Dec. 19, 2009
- Sh. Pardeep Kumar Sharma attended **National** workshop on Quality Assurance in Higher Education in K.M. College of Education, Bhiwani on 19.12.2009.
- Dr. Rajeev Kumar attended **National** workshop on Quality Assurance in Higher Education in K.M. College of Education, Bhiwani on 19.12.2009.

- Dr. Mahabir Singh attended **National** workshop on Quality Assurance in Higher Education in K.M. College of Education, Bhiwani on 19.12.2009.
- Dr. Kapil Sharma attended **National** workshop on Quality Assurance in Higher Education in K.M. College of Education, Bhiwani on 19.12.2009.
- Sh. Divaker Vasistha attended **National** workshop on Quality Assurance in Higher Education in K.M. College of Education, Bhiwani on 19.12.2009.
- Dr. Manoj Kumar attended **National** workshop on Quality Assurance in Higher Education in K.M. College of Education, Bhiwani on 19.12.2009.
- Mrs. Kalpana attended **National** workshop on Quality Assurance in Higher Education in K.M. College of Education, Bhiwani on 19.12.2009.
- Sh. Vikas attended **National** workshop on Quality Assurance in Higher Education in K.M. College of Education, Bhiwani on 19.12.2009.

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

1. International Journal of Core Engineering & Management (IJCEM) Volume 2, Issue 6, and September 2015.
2. The Educand: Journal of Humanities and Social Sciences Jan-June 2015 Vol.4(2).
3. International Journal of Multidisciplinary Research Vol.4, Issue 1 (II), April, 2015.
4. Indian Scenario in European Academic Research, Vol-2, Issue-IV, July, 2014.
5. Heera Lal Indian International Journal of Education & Research June, 2014 & December 2014.
6. International Journal of Multidisciplinary Research Vol. III, Issue 5(1), August,2014
7. Reflections in Education Vol.2, No.1, Sept.,2014.
8. Edupsychatia: International Journal of Education and Psychology Vol.1, no.1, December-June 2014.
9. Eupheus Journal, listed and indexed with ISSN Directory, Paris, Vol. 1, no. 1, April-June, 2014
10. Educationia Confab.Vol.3No.5 May 2014.
11. Darpan International Research Analysis January 2014.
12. Heera Lal Indian International Journal of Education & Research Dec, 2013.
13. Golden Research Thoughts, Vol-3, Issue-VI, December, 2013.
14. EduJourn no.2 Sept. 2013
15. Reflection in Education : A Multidisciplinary Journal, Vol. 1, no.1, Sept., 2013.
16. Golden Research Thoughts, Vol-3, Issue-I, July, 2013.
17. Golden Research Thoughts, Vol-2, Issue-II, May, 2013.
18. Electronic International Interdisciplinary Research Journal (EIIRJ), Vol-2, Issue-III, May/June, 2013.
19. Indian Streams Research Journal, Vol-3, Issue-V, June, 2013.
20. Heera Lal Indian International Journal of Education & Research June, 2013.

21. Financial & Commodities Derivatives June, 2013.
22. Educationia Confab. In Vol.2No.4 April 2013.
23. Educationia Confab. Special Issue April 2013.
24. Educationia Confab.Vol.2 No.2 Feb.2013.
25. Journal of Education and Development Vol.2, No.4 Dec.2012.
26. MERI Journal of Education Vol.7, No.-2, October 2012.
27. Edujourn International Journal of Education, Vol-1, Issue-1, Sep, 2012.
28. Aarhat Multidisciplinary International Education Research Journal, Vol-1, Issue-3, Aug/Sep, 2012.
29. Journal of Education and Development Vol.-2, No.-3, June 2012
30. Indian Streams Research Journal, Vol-2, Issue-IV, May, 2012.
31. Journal of Contemporary Educational Research Innovations, Vol-2, Issue-3, May, 2012.
32. Golden Research Thoughts, Vol, Issue-X, April, 2012.
33. The Educand : Journal of Humanities and Social Sciences Jan-June 2012 vol.1(No.2).
34. Journal of Contemporary Educational Research Innovations, Vol-2, Issue-1, 2012
35. Shikshan Anveshika Vol. 3 No. 1, Jan. 2012.
36. Journal of Education and Development Vol. 2 No. 1 Jan. 2012.
37. Journal of Education and Development Vol.1, No.-2, December2011.
38. University News Vol.49 No. 44 Nov 6 2011.
39. Shikshan Anveshika Vol.1 No.2 July 2011.
40. Indian Journal of Social Research Vol. 52(3) July-September, 2011.
41. Edujourn, Vol.-1, Sept. 2012
42. Indian Journal of Educational Research and Administration Vol-1, Issue-2, April, 2011.
43. Indian Streams Research Journal, Vol-I, Issue-IV, May, 2011.
44. Indian Streams Research Journal, Vol-1, Issue-VII, August, 2011.
45. Golden Research Thoughts, Vol-1, Issue-III, September, 2011.
46. ZENITH, ITERC Journal of Education and Management, Vol-1, Issue-I, November, 2011.
47. Golden Research Thoughts, Vol-1, Issue-V, November, 2011.
48. Golden Research Thoughts, Vol-1, Issue-V, November, 2011.
49. MERI Journal of Education, ISSN-0974-2085, Vol. VI No. I, April 2011.
50. Horizon: The Journal of Education, ISSN-2231-2110, Vol. 1 No. 1, January 2011.
51. Shikshan Anveshika Vol. 1 No. 1, January 2011
52. University News, (July 26-August 01, 2010) Vol. 48 No. 30.

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

Dr. Ravinder Kumar Sharma, Principal received **Certificates of Appreciation** from:

1. Letter of appreciation by Lions Club, Bhiwani Surbhi held on 19.12.2010.
2. Certificate of appreciation for Inter Zonal Youth Festival (Bhiwani Zone) held at M.D. University, Rohtak for the session 2010-11.
3. Certificate of appreciation for Inter Zonal Youth Festival (Bhiwani Zone) held at M.D. University, Rohtak for the session 2011-12.
4. Certificate of appreciation for Zonal Youth Festival (Bhiwani Zone) held at M.D. University, Rohtak from 18.10.2013 to 20.10.2013.
5. Certificate of appreciation for Zonal Youth Festival/Folk Festival held at M.D. University, Rohtak for the session 2014-15.

Member of Jury, Organising Committee in Zonal Youth Festival:

1. Member of Jury of Appeal in Zonal Youth Festival (Bhiwani Zone) of M.D. University, Rohtak organised by B.L. Jindal Suiwala College, Tosham (Bhiwani) from 28.10.2010 to 30.10.2010.
2. Member of Jury of Appeal in First EDUFEST Shiksha, 2011 organised by M.D. University, Rohtak at University Campus from 30.4.2011 to 1.5.2011.
3. Member of Jury of Appeal in Zonal Youth Festival (Bhiwani Zone) of M.D. University, Rohtak organised by Sant Roshan Lal College of Education, Dhani Mahu (Bhiwani) from 2.11.2011 to 4.11.2011.
4. Member of Jury of Appeal in 2nd Edu Fest 2012 “Shiksha” of M.D. University, Rohtak organised by D.C.S. (P.G.) College of Education, Gohana (Sonapat) from 27.2.2012 to 28.2.2012.
5. Member of organizing committee in Zonal Youth Festival organized by Govt. College, Bhiwani from 15.10.2012 to 17.10.2012.

Dr. (Mrs.) Anuradha received **Certificates of Appreciation** from:

1. District Council for Child Welfare, Bhiwani for her valuable contribution towards children welfare (2010,2011,2012,2013,2014,2015)
2. M. D. University, Rohtak for upliftment of cultural activities among students at Zonal & Inter- Zonal level (2009,2010,2011,2012, 2015)
3. Inner Wheel Club of Rohtak for “Green Movement Campaign” and “Energy Conservation Programme” (2007-08, 2009-10)

Dr. Rajeev Kumar received **Certificates of Appreciation** from:

1. Certificate of appreciation by DSW, M.D.U. Rohtak on 4.2.2010.
2. Letter of appreciation by District Council for Child Welfare in 2011.
3. Certificate of appreciation by DSW M.D.U. Rohtak on 26.3.2011.
4. Letter of appreciation by District Council for Child Welfare in 2012.
5. Certificate of appreciation by DSW M.D.U. Rohtak on 29.3.2012
6. Letter of appreciation by District Council for Child Welfare in 2013.
7. Appreciation letter by Triveni for research work & writing in Hindi language.
8. Certificate of appreciation by DSW M.D.U. Rohtak on 23.3.2014.
9. Letter of appreciation by District Council for Child Welfare on 14.11.2014.
10. Certificate of appreciation by DSW M.D.U. Rohtak on 16.3.2015.
11. Letter of appreciation by District Council for Child Welfare on 14.11.2015.

Sh. Divaker Vasistha received **Certificates of Appreciation** from:

1. M. D. University, Rohtak for upliftment of cultural activities among students at Zonal & Inter- Zonal level (2010)

Sh. Vikas Sharma received **Certificates of Appreciation** for:

1. Certificate of appreciation for Inter Zonal Youth Festival (Bhiwani Zone) of M.D. University, Rohtak for the session 2011-12.
2. Certificate of appreciation for Inter Zonal Youth Festival (Bhiwani Zone) of M.D. University, Rohtak for the session 2011-12.
3. Certificate of appreciation for Zonal Youth Festival (Bhiwani Zone, 18.10.2013 to 20.10.2013) of M.D. University, Rohtak.
4. Certificate of appreciation for Zonal Youth Festival/Folk Festival of M.D. University, Rohtak for the session 2014-15.

Mrs. Kalpana Sharma received **Certificates of Appreciation** from:

1. District Council for Child Welfare, Bhiwani for her valuable contribution towards children welfare (2013, 2014)

3.3 Consultancy

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

Yes, faculty members provide consultancy services to the students of different schools, educational institutions and to the students of different universities. Faculty members provide guidance to the students of M.A. Education, M.Ed and M.Phil in education of different

universities as – CDLU, Sirsa, K.U., Kurukshetra, P.U., Chandigarh. Consultancy services are also provided to stake holders as per their needs & requirement.

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

Yes, our faculty members are well qualified and competent enough to give consultancy services regarding following aspects of education:-

- Action Research
- Programmes related to Language Education
- Training, Placement & Counseling
- Research, Development & Publications
- Science Education
- Computer & Information Technology
- Mathematics Education
- Value Education
- Yoga Education
- Gender related issues

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

No revenue has been generated by the institution by giving consultancy service to other institutions. The consultancy service is provided free of cost.

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

Not Applicable

3.3 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)

Contribution of the institution through Community work and outreach programmes, partnering with NGO's and GO's –

- Tree Plantation Programme 30.08.2010
- Systematic Voter Education and Electoral Participation-SVEEP Programme (in collaboration with Election Office, Bhiwani) Oct-Dec.2010
- AIDS Awareness Rally on World AIDS Day 1.12.2010

- Outreach Campaign for National Voters Day on the direction of Deputy Commissioner Bhiwani 12.1.2011
- Rally on National Voters Day 25.1.2011 Community Reach Programme (Malaria Intervention Campaign in collaboration with General Hospital, Bhiwani) 18.4.2011 to 19.4.2011
- Community Service Programme (Eye Testing Camp) 20.4.2011
- Celebration of Tree Plantation Week 12.9.2011 to 18.9.2011
- Systematic Voter Education and Electoral Participation-SVEEP Programme (in collaboration with Election Office, Bhiwani) Oct-Dec.2011
- Mid-day Meal Monitoring Programme 24.11.2011 to 10.12.2011
- Rally on National Voters' Day 25.1.2012
- Community Service Programme 13.2.2012
- Community Reach Programme 14.2.2012
- Systematic Voter Education and Electoral Participation-SVEEP Programme (in collaboration with Election Office, Bhiwani) Oct-Dec.2012
- Mid-day Meal Monitoring Programme 29.11.2012 to 15.12.2012
- Campaign on AIDS Awareness 1.12.2012
- Rally regarding National Voters Day 25.1.2013
- Community Service Programme 28.2.2013
- Community Reach Programme 5.3.2013
- Systematic Voter Education and Electoral Participation-SVEEP Programme (in collaboration with Election Office, Bhiwani) Oct-Dec.2013
- Mid-day Meal Monitoring Programme 19.11.2013 to 5.12.2013
- Declamation Contest regarding Outreach Campaign for National Voter's Day 10.12.2013 to 18.12.2013
- Voter's Day Celebration 25.01.2014
- Community Reach Programme (Dengue intervention campaign) 11.2.2014
- Community Service Programme 12.2.2014
- Celebration of World Environment Day- Triveni Plantation by Triveni Baba 05.06.2014
- Systematic Voter Education and Electoral Participation-SVEEP Programme (in collaboration with Election Office, Bhiwani) Oct-Dec.2014
- Medical Camp for Heart, Lungs and Foot diseases 2.11.2014 (in collaboration with Medanta, Gurgaon& Rotract Club Bhiwani).
- Communal Harmony Campaign Week 19.11.2014 to 25.11.2014
- Mid-day Meal Monitoring Programme 20.11.2014 to 6.12.2014
- Voter's Day Celebration 25.1.2015
- Community Reach Programme 17.2.2015
- Community Service Programme 18.2.2015
- Save Girl Child & Educate her Jan. 2015 onwards to sensitize masses.

- Systematic Voter Education and Electoral Participation-SVEEP Programme (in collaboration with Election Office, Bhiwani) Oct-Dec.2015

Our faculty members also help in various community development activities through lectures, as judges in various competitions organized by District Council for Child Welfare, Bhiwani, and preparation of Master trainers for various campaigns run by State government.

4 How has the institution benefited from the community? (Institution-community networking, institution-school networking, etc.)

Institution-community networking

The institution invites the renowned personalities of different fields from the community for different type of activities:

- Expert lectures are arranged in the college in which experts from the community are invited to deliver the lectures related to various social, educational and vocational issues.
- A good number of Workshops are organized for students every year by inviting resource persons from community on themes like Preparation of Teaching Aids, Candle Making , Flower making , Pot painting, Paper cutting, cursive Writing , Spoken English, Personality Development etc.
- Training Programmes like First Aid and home nursing, Yoga & Meditation are organized with the help of trainers from Community.
- Community members are invited on different occasions as Judges in various competitions, guests in celebration of days, social festivals etc. During such occasions, students interact with society members and get valuable experiences from them.

Institution-school networking

As the institution is a teacher education institution, it needs schools for practice teaching programme. 7/8 schools of the city are taken every year for conducting Discussion lessons & Real Teaching. Whenever a school requires teacher/s on part time or full time basis, the institution sends students and/or alumnus to fulfill the requirement. Campus interviews are organized every year by inviting heads of various schools in the college. School Cleanliness Programme, Various Competitions viz. Speech Competition, Drawing Competition for school students and faculty development programmes for school teachers are also organized by the institution time to time.

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

The institution would like to take up in future:-

1. Awareness programmes on human rights, women empowerment, water conservation, environment cleanliness etc.
2. Social activities such as participation in different camps.

3. Organization of rallies.
4. Organization of different camps.
5. Literacy programme for weaker section.
6. Extension lectures on contemporary issues as honesty for life, Democracy, role of youth in politics, emotional problems of a child, environment of school.
7. Conducting various community development programmes with the help of GOs and NGOs on AIDS awareness, Education and Health & Hygiene.

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

No

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

The college develops social and citizenship values and skills among the students by organizing various activities at college level. The students are motivated to participate in various inter-college competitions, zonal and inter-zonal youth festivals, e.g.:

- Organizing camps for blood donation, Eye testing, Heart Check up, Skin Diseases, Yoga, First-Aid, Home nursing etc.
- Organizing intra- class, inter – house and inter-college literary & cultural activities.
- Organizing various activities under Youth Red Cross, Legal Literacy Cell, Women Cell, Red Ribbon Club, Road Safety Awareness Club, Mathematics Club.
- Open House discussions & Seminars.
- Field visits
- Celebration of important festivals and days of national importance.
- Visit to Suraj Kund Craft Fair, Faridabad

3.5 Collaborations

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

The institution has associations with various national level organizations like the NCERT, NCTE, DGHE Haryana, U.G.C., Indian Red Cross society, Haryana State Legal Services Authority, Haryana AIDS Control Society, Transport Department Haryana, M. D. University, Rohtak, B. L. J.S. College, Tosham and P. S. R. S. College of Education, Bhiwani. The institution has Life Membership of All India Association of Teacher Educators. The members of the institution also have linkages with the various national level organizations. Linkage with National level organizations has benefited the institution in the following ways:

- NCTE provides guidelines for curriculum development and evaluation.

- Experts from NCERT, NCTE, IGNOU and Indian Red Cross Society are often invited to share their knowledge and expertise with the students.
- Two of the faculty members are the members of the visiting team of NCTE to inspect the institution of different states.
- Faculty members get themselves acquainted with latest developments on education and research through brochures, pamphlets and journals from these associations.
- Various Competitions and Extension activities are organized in association with these organizations.
- Exchange of faculty and organization of events in collaborations with associated colleges

2. How did the linkages if any contribute to the following?

Curriculum Development, Teaching, Training, Practice Teaching, Research, Consultancy, Extension, Publication and Student Placement

The linkages with different organization contribute effectively on the above said aspects as:

- Consultancy is provided by the community members contribute to the development of the personality of students and make them capable to solve their problems.
- Various journals and student material of NCTE and NCERT are helpful in enhancing the teaching quality.
- Eminent educationists from different universities are invited to deliver extension lectures on various aspects of teaching as methodology of teaching, types of teaching, problems regarding teaching etc.
- Curriculum is designed by M.D. University, Rohtak. Staff members who are the members of UG and PG Board of Studies attend the meeting and give valuable suggestions.
- Suggestions and guidance of teachers and heads of practicing schools, provide guidelines to improve the teaching strategies.
- Practice teaching runs smoothly only because of the co-operation and supporting nature of the faculty and head of practicing schools.
- Principals of different schools are also invited to conduct interviews for the placement purposes. The students who are selected given opportunities to join.

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

There are eight schools for practice teaching with which institution has linkage. For practice teaching school are made available to the student teachers by the school authorities. School faculty and community members also contribute their experiences for the development of curricular. The institution also invites school teachers to college for judging various competitions like Rangoli Competition, Poetic recitation, sports activities etc. School teachers are also invited to give suggestions to our student-teachers regarding class room management and problems.

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

Yes, the faculty members are actively engaged in schools and with teachers and other school personnel to design evaluate and deliver practice teaching in the following manner:

- Practice teaching in schools is mandatory part of our curriculum. During teaching practice our college faculty acts as mentor where they supervise and co-ordinate teaching practice of B.Ed. students.
- Lesson plans, methods of teaching, teaching schedules are planned with the suggestions of the school personnel.
- Pupil teachers report in the school as per the time table given by the school personnel.
- Faculty members design the teaching schedule with the help of the principal of schools.
- Feedback from school teachers are also taken by our teachers for evaluation purpose.
- Various interaction sessions are organized with school teachers in which the prospective teachers are acquainted with Maintenance of school records, Preparation of SLC-school leaving certificate, Mid day meal monitoring etc.
- Various competitions for school students, school cleanliness drive are also organized during the real teaching with the active involvement of faculty with school personnel.
- A small get together with school staff is also organized on the last day of practice teaching.

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

Collaboration with School

- For Practice teaching
- For judgment in competitions
- To strengthen school faculty through ' Workshops

Collaboration with the other college faculty

- For extension lectures
- For attending seminars, workshops, conferences
- Consultancy activities and
- Participation in interviews of lecturers as subject experts

Collaboration with the university faculty:

- Participation in curriculum revision
- Participation in meetings of Board of Studies, Faculty of Education, Research Committee etc.
- Synopsis of Ph D. thesis evaluated in collaboration with faculty of Education Department of M. D. University, Rohtak.

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?

Measures adopted by the institution to enhance Research

- Institution encourages its faculty members to pursue research endeavors in the field of education.
- Institution provides opportunity to faculty to attend seminars, workshops, training programmes on research methodology.
- Academic leave is granted, teaching schedule is aviated and secretarial support is provided.
- Library resources are also made available to faculty members.
- Action research conducted by prospective teachers.

Measures adopted by the institution to enhance Consultancy

- Experts on different subjects are invited to give extension lectures.
- Faculty members are always encouraged to provide consultancy to other institutions and community members.

Measures adopted by the institution to enhance Extension activities

- An Extension Activity Committee has been constituted in the college with one faculty member as convener and two as members.
- The institution supports and promotes extension activities pertaining with community and other stake holders.
- Association with Red Cross Society.
- Association with Election Office, Legal Literacy Cell of State Govt..
- Assessment of societal needs and organization of need-based extension activities.

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

- Secretarial support and Free Printout Facility is provided for participation in Seminars, Conferences.
- Academic Leave is granted to deliver Extension Lectures in academic institutions.
- Community Reach Programme and Community Service Programme is organized Every year.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?

Suggestions made by Peer team:

- ✚ *With a view to promote various extension activities, a faculty member needs to be given additional charge of extension activities.*

- An Extension Activity Committee has been constituted in the college with one faculty member as convener and two as members
- ✚ *At present, community work is limited to a group survey of various parts of Bhiwani town and nearby villages. Community development and working with school and their teachers need to be strengthened.*
- During last five years, as explained in 3.4.1, a total of 35 extension activities have been organized for the benefit of the local community.
- ✚ *AIDS awareness, social work, population education, blood donation and health awareness camps and environmental education are organized as part of extension activities. Research activity is yet to pick up in the college*
- Dr. Ravinder Kumar Sharma, Principal and Dr. (Mrs.) Anuradha have guided research work of students of M.A.(Education), M.Ed. and M.Phil of CDLU, Sirsa KUK And PU, Chandigarh. One Ph.D. student of M.D. University, Rohtak is registered under Dr. (Mrs.) Anuradha. During last five years the faculty members have more than 95 publications to their credit.
- ✚ *At present, the only one faculty member is working on his doctoral research. Non-Ph.D. teachers should be encouraged to Obtain Ph.D. degrees*
- During the last five years, Two faculty members have completed their Ph.D. work and two members- Dr. Rajeev Kumar and Sh. Vikas Sharma are registered for Ph.D. from M. D. University, Rohtak
- ✚ *Focused efforts should be made for the faculty development programmes. For this undertaking research projects, participation of the faculty in workshops, seminars and conferences, publication work should be encouraged.*
- Our faculty members frequently participate in workshops, seminar and conferences and published research papers and articles in many journals. During last five years the faculty members have participated in about 150 workshops, seminar and conferences and have more than 95 publications to their credit.
- ✚ *Action/Classroom research under guidance of the faculty should be made an integral part of the B.Ed. programme.*
- Action Research is a regular feature of the college during Practice teaching in schools.

- ✚ *Internet facility should be made available for students at the computer centre;*
- Broadband connection with 100 Mbps is fitted in ICT Resource Centre, IQAC office and Library
- ✚ *A college research committee may be constituted to plan, coordinate and monitor research activities of the institution as a whole. A staff member may be identified as coordinator to tap funds from various funding agencies for research projects.*
- Centre for Innovation Research and Development was established and received grant of Rs. One lakh for organizing a National Seminar. Dr.(Mrs.) Anuradha has been given charge of CIRD.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

One National Seminar on ‘Emerging Trends in Higher Education’, One National Workshop on ‘Quality Assurance in Higher Education’ and one State level Workshop on ‘Stress Management’ were organized.

CRITERION -IV

INFRASTRUCTURE & LEARNING RESOURCES



“The set of locally specific physical, informational, educational, organizational and cultural resources needed to facilitate community learning and action toward a desired collective future”.

CRITERION IV : INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 Does the institute 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.

Institute has the physical infrastructure as per NCTE norms. The College has a good building and sound infrastructural facilities.

Physical Infrastructure

The College of Education is housed in a large, beautiful, well-ventilated, double storey block having total area 27265 sq. meter with modern amenities and is equipped with adequate physical facilities to run the educational programmes and administrative functions efficiently. The growth of the infrastructure keeps pace with the academic growth of institution and is well maintained by the management out of its own resources. Optimum use of the College infrastructure is made as per working schedule. The College campus is kept beautiful and pollution free through plantation of trees and ornamental plants. It has 4 classrooms on the ground floor. Separate rooms are set for different purposes, such as Principal office, administrative office, classrooms, dispensary, mathematics club, women cell, legal literacy cell, SC/ST Cell, chalk-board writing lab, psychology lab, work experience lab, library-cum-information centre, Multimedia Resource Centre, ICT lab, science lab, seminar hall, staff room, common room, store room, girls toilet, boys toilet, water hut, gardener room and a big auditorium. To support the curricular-activities, the College has well equipped classrooms, career & guidance cell, women cell and placement cell. Institution has a spacious playground, facilities for different games such as cricket, football, volleyball, discuss throw, shot-put, badminton, table-tennis, chess and carom- board etc.

Classrooms

There are four spacious classrooms. Each classroom is equipped with ceramic chalkboard, flannel board, sufficient seating arrangement for students. All the rooms have proper ventilation and light arrangement. All class rooms are equipped to use LCD and OHP.

ICT Lab

We have a well equipped ICT lab with 15 system of Intel Dual Core version. Internet facility is available in computer lab and all the computers are networked to allow the communication of information via networking, shared access to database and software and management information system. ICT is used by staff members and students to cover the full range of activities associated with both learning and running the core curriculum related to B.Ed. curriculum.

Utilization of ICT Lab

- Computer education being compulsory part of B.Ed. curriculum, groups of students is made in order to provide computer related facilities to all the students.
- Students and teachers are encouraged to prepare their power point presentation in lab. To provide them intense training in computers, computer instructor is appointed.
- Students use the lab to prepare person plans, presentation for seminar, assignments and other competitions.
- Internet facility is provided to all.
- Printing facility is also provided.
- The lab is also used for College work like admission, fill-up examination forms, preparing reports, updating College records.
- During the session, students prepare power point presentations, evaluation tools and computer aided learning packages and person plan on various topics in their teaching subject to be used by them during teaching practices.

Psychology Lab

The lab has adequate apparatus and psychological tests along with manuals, scoring keys. It has proper seating arrangement and decorated with charts and pictures of great psychologists. The lab has the following apparatus and tests:

Eysenk personality inventory, Raven's standard progressive matrices test, Bhatia Battery test of intelligence, Pass along test, Mirror Drawing apparatus, Techistoscope apparatus, colour preference apparatus, TAT, Achievement Motivation test, Adjustment Inventory, Sociometry test, Observation test, Creativity test, Science Competition test, Free word association test, Stereotype test, Discipline Aptitude test, Jalota's General Mental Ability Test, ISPT personality Dimensional Test, Test of General intelligence for College students, Divergent Production Abilities (Creativity Test), Verbal Test of Creative Thinking, Teaching Aptitude Test Battery, Achievement Test Battery, Multiphasic Interest Inventory, Educational Interest Record and Dimensional Personality Inventory.

The lab has portraits and charts related with brief life sketch of great Psychologists.

Utilization of Psychology Lab

- The main purpose of this lab is to provide prospective teachers an easy access to the psychological instruments.
- It provide conducive environment to the prospective teachers to conduct psychological tests.
- Prospective teachers and faculty have a free access to use the facilities of the lab.

Science Lab

The science lab is equipped with 3D models, Charts, Improvised teaching aids, Chemical in order to make science more interesting to the prospective teachers, strategies are developed to make the scientific concept more clear and understandable.

Utilization of Science Lab

- Pedagogy teacher uses the science lab and apparatus for giving model lessons.
- During discussion lessons and teaching practice, the students utilize the apparatus and materials available in the Science lab.
- Science room is utilized for seminar and practical work.
- The students use charts, Models and other apparatus for their skill in teaching competitions and practical.

Multimedia Resource Centre

The multimedia resource centre has made a lively corner of the College. The lab has 3D Charts, Maps, Models- Working and Non-Working, Flash Cards, Transparencies etc. The lab has slide projector, overhead projector, epidiascope, Projection screen, standard time indicator, solar and lunar eclipse, phase of moon, apparatus and day and night, season's apparatus, student's planetarium, thermometer, maps, globe, rain guage, symon's wible vane, aneroid barometer, magnifying glass, magnetic compass, slides etc.

Utilization of Multimedia Resource Centre

- Teachers use the lab and apparatus for giving model lessons.
- During teaching practice, discussion lessons and skill-in-teaching examination students utilize the apparatus and materials available in the lab.
- Prospective teachers use charts, models and other apparatus for various competitions and practical.

Work experience lab

The work experience lab has a rich collection of art pieces, pictures, models, paintings, sculptures, murals, vase etc. The lab has a proper arrangement for display of art work. Regular classes of candle making and interior decoration craft are conducted in this room. In this room various pictures, painting, models, sculptures prepared by the prospective-teachers are preserved and demonstrated.

Sports Facilities

Sports and studies go in hand in the institution. Participation in sports is compulsory for all the prospective-teachers. Only few students get the chance to participate in inter-College competition/inter university, the rest of the students are given the opportunities to participate in special classes of games as regular part of curriculum institution has a specious playground. Facilities for out-door and indoor games such as cricket, football, volleyball, shot-put, discuss throw, badminton, table-tennis, chess and carom-board etc. are provided to the prospective-teachers.

Library-cum-Information Centre

The institution has spacious library-cum-information centre with more than 21,000 books, journals, magazines, newspapers, encyclopedias, dictionaries etc.

Common Room

A common room is available where prospective teachers sit comfortably and take their meals.

Drinking Water Facilities

Water cooler with Purifier & R.O. is installed in the institution for pure and cold drinking water facilities to the prospective teachers and staff members.

Seminar Hall

The seminar hall has a seating capacity of 100 and is used for Orientation Programme, Extension lectures, Seminars, Workshops, celebration of important days, College functions, Inter house competitions etc.

Auditorium

For extra-curricular activities, the College has a auditorium with all the facilities and seating capacity for 300. It is used for annual convocation, annual prize distribution functions, inter College competitions, rehearsals of various group items, celebration of important days and indoor games etc.

Chalk-board Writing lab

Chalk-board writing lab is decorated with various types of writing board. Lab has 15 chalk-boards. It provides conducive environment to the prospective teachers to practice and improve their handwriting.

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

Augmenting resources is the continuous process of our institution to keep pace with the academic growth. Additional infrastructure and resources are added every year according to the need of the time. Library and laboratory are furnished with adequate reading material, equipments and furniture to facilitate better teaching learning process. Governing body also tries its best to make available infrastructure needed for pursuit of high academic growth.

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

The college has an auditorium which is the heart of the institution got raised in the centre of the building on the space of 93' x 43' sq. It. niche for idols in the walls, inscribed hymns all around and slogans from the Geeta give the auditorium an aesthetic and religious look for organizing co-

curricular activities on big stage, this auditorium has enough space for all. This auditorium has more than 300 people's capacity at a single time. This auditorium is very much helpful for the students for recreational activities. Students rehearse here for skit, group dance, group song etc. It is also used for the indoor games. Students play carom, chess, table-tennis etc. during the sports period.

The college has a seminar hall on the first floor of the building. It has seating capacity of 100 students at a time, cultural programmers, extension lectures, workshops, seminars etc. It has a cemented stage, green board. LCD display screen, audio system, portraits of famous personalities, inspirational thoughts. It has proper light arrangement, ventilated facility, and curtains all around the windows. Mostly college level programmes are organized in the seminar hall. For out-door games and sports college has a very big playground for playing cricket, football etc. Students athletic meet in organized by the college at this playground when students take part in many games like cycling race, sack race, 200 m hurdle race, lemon race, long jump, desks throw etc. The college has a very beautiful park in front of the auditorium where students play badminton. College has very good facility for games, sports, cultural, literary programs.

4.1.4 Give details on the physical infrastructure shared with the institution of the parent society or University.

The physical infrastructure of the college is shared with the others. The rooms of the college are used by the K. M. Institute of Management & Information Technology (KMIMIT) for running evening classes for BBA, MBA, BCA and MCA from distance mode. The University uses our resources by putting examination center for its graduate and post-graduate correspondence students. Our teaching and non-teaching staff and physical resources are used by the University for conducting exams of the students in our college. The playground is also shared by the K.M. public school for organizing the sports events and morning assembly of the students. The college building & its resources are also used by the election-commission of Haryana for conducting Lok-sabha election, Rajya-sabha elections and Local election.

The Auditorium is provided to sister institutions for conducting functions as and when required. School Canteen of K. M. Public School is shared with the college.

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

For health care of the students and the staff the college provides medical facility to all the students & the staff. For this purpose, there exists a dispensary under the supervision of medical officer. Free medical checkup of the students is done by the doctor. Under this checkup, students' weight, height, eye-sight testing, neatness & cleanliness, teeth testing etc are done by the doctor. Medical consultancy about any disease or health is also provided by the doctor to all the students and the staff, free medicine is also provided to the students and the staff if they feel unwell in the college. The dispensary contains a bed with blanket, pillow etc, and any students or

staff member if feels unwell can take rest on the bed. The college has the common room on the first floor. There is separate toilet facility for the boys and the girls with all the facilities available there. The college organizes free-eye testing camp, blood donation camp, extension lectures on balanced diet and health and hygiene at time to time for the students on well on for the staff. The college celebrates the days which are related to health & hygiene e.g. World environmental day, world's food day, World AIDS day etc. The Principal keeps special attention towards the cleanliness in the college campus. The college campus remains neat and clean all the time. There is water hut facility for cold and chilled water in the summer. R.O. is also installed for drinking water. There are total six neat & clean toilets, separate for girls and boys. Generator facility is also available in the college. In summer it is very difficult to sit in the classes without fans, so, generator proves very much effective in such situation.

4.1.6 Is there any hostel facility for students? If yes, give details on capacity of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

Our institution had hostel facility for Boys and Girls separately till 1992 but afterwards due to decrease in students' enrolment, the hostels were closed. At present, there is no hostel facility for the students but the college has collaboration with some local bodies which provides separate rooms for the boys and the girls students. There local bodies provide very good facilities to the students related to light, water and food. The college team inspects the rooms provided by those local bodies for health & hygiene point of view. There local bodies provide room facility to the nearby areas of the college.

4.2 Maintenance of Infrastructure

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

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

The institution has a well planned mechanism for the maintenance of its infrastructure. Institution plans its budget, finances it and uses accordingly. Following is the detail of budget allocation and utilization in the last five years for the maintenance of building, laboratories, furniture, equipments and computers etc.

Budget utilization in the last five years for the maintenance of the following

	2010-11	2011-12	2012-13	2013-14	2014-15
Building	3,10,000/-	3,05,000/-	2,16,000/-	2,77,000/-	3,02,900/-
Laboratories	3,511/-	795/-	5,175/-	4,983/-	4,212/-
Equipments	88,875/-	----	65,000/-	76,750/-	----
Furniture	6,788/-	----	----	----	----
Computers	1,31,000/-	68,000/-	93,000/-	74,000/-	1,10,698/-

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

Institution ensures that the entire infrastructure is always available in working condition. For its maintenance, one teacher is appointed as property incharge and a two members committee has been constituted to monitor maintenance works. Various activities are organized during the session; where in the infrastructure is fully exploited to make curricular/extra- curricular activities effectively and meaningful. The college has formed various cells, committees, and laboratories as per norms of NCTE, State Govt. and M.D. University, Rohtak. For these different cells, Committees & laboratories various rooms with the physical resource available in the college are provided to all teaching staff and non-teaching staff. The reports from all the cells, committees, laboratory incharges is collected by the Principal that what kind of activities they have done during the academic session and what physical resources have been utilized by them. After analyzing all the reports by the Principal it is generalized whether the available infrastructure is being effectively utilized for the development of the students or not. The Principal also invites the suggestions from the different cells, committees & laboratory incharges that what improvement can be made in the infrastructure and what are the resources that are not utilized now-a-days with changes in society. Stock verification is done time to time to ensure optimum utilization of the available infrastructure and facilities.

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

The institution considers the environmental issues associated with the infrastructure.

- Efforts are made to upkeep the campus and to maintain its cleanliness and neatness. The institution has tree plantation inside the campus. It has beautiful lawns decorated with ornamental plants. It helps to reduce the pollution caused by generator etc.
- Apart from it, institution has proper sewerage disposal system and proper municipal water supply system to ensure the cleanliness of the campus and surroundings.
- Building is periodically given preventive and decorative coating of distemper/emulsion and one also maintained for breakage of sanitary electrical fitting.
- Laboratories are kept clean and updated. Fresh demand of items required to update the labs are put up to procure these.
- Adequate furniture for classroom, labs and office is available; which is maintained periodically and updated to meet the additional requirement.

- Equipments like generator are maintained both for preventive and corrective maintenance.
- All the computers are maintained and kept in working condition.
- Students are involved in upkeep of campus which paves a way to dignity of labour and value of hard work among students.

4.3 Library as learning resource

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

Our institution is Govt.-Aided. Post of the librarian is vacant. However, adhoc arrangement has been made to use library as a learning resource.

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

The most important learning resource in the College is library. The library is spacious and provided with adequate numbers of almirah and racks.

Details of Library books

Total number of Books	.....	21537
Reference Books	.....	96
Encyclopedia	.....	110
Book Bank	.....	3929
Number of Newspaper	.....	8 (Daily), 3 (Weekly)
Educational Journals	.....	23
Magazines	.....	12
Dictionaries	.....	133

Main features of the library:

- Book Bank facility
- Research journals and surveys
- Model Lesson Plans in each subject prepared by the subject-teacher
- Question Bank
- Model Micro-Lesson Plan on different five micro-skills
- Near about 50 books are issued and returned per day.
- Approximately 300 students and faculty consult the library per month
- New stock of books are added every year
- The librarian displays information regarding new arrivals on the flannel board for the students and staff
- Books are issued to all the students for the whole session in addition to Book bank, students is entitled to draw two books for a period of 10 days from the library.
- Library is open during College working hours.

- Semi-computerized
- Dictionaries and encyclopedias.
- Access to internet

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

Yes, library committee comprising of senior teaching staff members has been framed, which periodically assembles to review the functional aspects of library including ease to access of its resources. Further acquisition is worked out based on the requirements received from faculty and students and various procedures and their application is checked to assure upkeep and maintenance of books like de-bugging and fumigation action etc.

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

Yes, software of Inlibnet has been installed in our library and the data entry is going on for making the library computerized. Soon our library will be fully computerized.

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

We have installed SOUL software for library management. The data entry is in progress and the software will be fully operational for next academic year.

4.3.6 Does the institution make use of inflibnet/Delnet/IUC facilities? If yes give details.

We have installed SOUL software of inflibnet at our library and data entry processing is going on.

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

Library remains open during all working days. The timing of library is 9:00 am to 4:00 m. Six days per week i.e. 7 hours the library open per day.

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

The information regarding new arrivals in library is displayed on the bulletin board placed in library. Title pages also displayed in display racks.

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

The library has a well equipped book bank through which books are issued to all the students for the whole session.

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

Our library is on first floor. The institution has provided the ramp facility for the physically challenged students. Comfortable seating arrangement has been provided in the library.

4.4 ICT as Learning Resources

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

ICT Lab/Resource Room

The college has a well-equipped information and communication technology resource room with latest updates in software and hardware. ICT lab/resource room has 15 Intel version Computer sets which sufficiently provide the perfect ambience for learning computer education. BSNL's broadband internet connection with 100 mbps speed is available on all computers. Students use the internet facility for getting education of information from various educational sites and the vocational information. Students post their resume on-line to different schools for the post of teachers. Censes related information & material information on the topics for debate, declamation, quiz etc, current affair information & latest news are access to use by the students on internet. This lab is also flushed with all the required accessories like overhead projector, slide projector, television, D.V.D player, epidiascope, Paxiscope, laptop and L.C.D. projector. College has lots of audio programmes, audio-video programmes in the form of CD's and DVD's for the students. How to develop the overall personality, how to face the interviews, how to learn computers, how to develop the moral values, course related content, school subject related content, how to improve your behaviour, improving communication skills, how to improve pronunciation skill etc. are among the CDs/DVDs available in the college. Teachers use these programmes to run for the students regularly. Teachers regularly use the material for their teaching learning process in the classrooms. Sometime they use the CDs and DVDs to show the documentary film to the students on general topics. Teachers also show the slides related to their content and explain the content is an effective way. During the cultural programmes, extension lectures, seminar, workshops etc. the ICT material is used on a large scale. There are many multi-media programmes for the students. Students have in their syllabus a practical & theory papers related to ICT. In their practical subject they have to learn about the basic of the computer which includes

- MS WINDOWS: Basic concept of an Operating System and its functions; Introduction of Windows & Basic components of a Window
- MS Office: MS WORD, Introduction to a Word Processor, Basic components of MS WORD and its operation

- MS Power Point: Introduction to Presentation Graphics, Basic components of MS Power Point and its operations, Making Small Presentations
- Basics of a presentation
- Creation of Power point Presentation
- Providing Aesthetics
- Slide Manipulation and Slide Show Presentation of the Slides
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and workbooks and their operations, Preparation of Worksheets and workbooks
- Internet: Concept & Definition; Ways of using the Internet in instruction
- Basic modes of use of the internet, e-mail, file exchange, discussion groups, liveconferencing (chat) and knowledge navigation.
- Classification of the modes: searching for information and exchanging information
- Smart Classroom: Concept, Equipment, Organization, Operation & its importance in teaching.

Utilization of ICT Resource Centre

- Computer education being compulsory practical paper of B.Ed. curriculum, groups of students is made in order to provide computer to all students for practical.
- Students and teachers are encouraged to prepare their power-point presentation in the computer lab. To provide them intense training in computer skills, computer teacher is appointed.
- Students use the computer lab to prepare their lesson plans, presentation for seminars and assignments.
- Internet facility is provided to all.
- Printing facility is also provided
- During the session students prepare power point presentation, evaluation tools and computer aided learning packages and lesson plans on various topics in their teaching subject to be used by them during teaching practice.

Internet Connectivity

- Internet facility is available in library, administrative office and ICT lab. Through networking students can access internet on all the PC's according to their needs. They use it for the preparation of assignments, projects, seminar etc.
- The faculty members use internet facility to upgrade their subject knowledge.
- Teacher education makes the use of internet in curriculum transaction process. They enrich their teaching material and knowledge by getting latest information and research on various topics through internet.
- All the records related to admission, examination, external and internal assessment with the help of internet.

Multimedia Resource Centre

The institution has T.V., DVD Player, LCD, Slide projector, epidiascope, overhead projector, models (working, non-working), slides, projection screen, charts, flash cards, transparencies related to B.Ed. course.

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

Yes, there is a provision in the curriculum for imparting computer skill to the students. ICT enabled practical/Project is a compulsory paper, so that they can operate and be able to make use of basis application of computers as:

- Running of computer and making notes and application.
- There is a provision in the curriculum for imparting computer skills to all the B.Ed. students.
- Knowledge about MS-Office is imparted to the students.
- Skill of accessing internet is developed among the students.

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

- Institution is always eager to imbibe and incorporate new technologies. Faculty members are encouraged to participate in seminars and workshops wherever and whenever these are held to make them aware of the latest technology.
- Apart from it, workshops are organized in the College by the computer experts for the faculty to use ICT new technologies in curriculum transactional processes.
- Students used computers in preparing their project, lesson plans, to deliver their lessons in final skill-in-teaching examination.

4.4.4 What are major areas and initiatives for which prospective-teachers adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation, and preparation of teaching aids.)

- For the preparation of discussion lessons, final skill-in-teaching examinations and during teaching practice, prospective-teachers develop lesson plans on selected topics with the help of computers.
- As teaching aids supplement the teaching, prospective-teachers prepare teaching aids related with some topic. They collect latest materials such as related pictures from internet and prepare slides, flash cards, transparencies, charts etc.

4.5 Other Facilities

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

The instructional infrastructural materials are optimally utilized by the teachers in teaching learning process for enhancing the knowledge of the students. All the instructional materials-print, non-print and ICT oriented material is regularly used by the teachers and prospective-teachers. Sometimes these materials are also shared with the other programmes like BBA, MBA, MCA, and BCA. Information technology resources like educational CD's/DVDs are shared with other B.Ed. colleges. ICT lab, psychology lab, science lab, work-experience lab, chalk-board writing lab, seminar hall, auditorium are optimally utilized as per the requirements. Each lab has been assigned a teacher in-charge.

Library resources are free to be accessed by the alumni's, research scholars and teachers of various institutions.

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

The institution has T.V., DVD Player, LCD Projector, Overhead Projectors, Slide Projector, Epidiascope, Screens, Slides, Digital Camera, educational CD's/DVDs, MMDs-Multimedia DVDs, Models (Working, Non-Working) Charts related to B.Ed. course. The college has a good stock of audio, video CDs and DVDs which contain programmes for the elementary, secondary and senior secondary students. In classroom teaching and while giving demonstration lessons to the students before sending the students to teaching practice schools, the teachers make the use of power point presentations, overhead projector, slide projector, transparencies, models, charts, flashcards and other audio-visual aids etc. Prospective teachers observe these teachings by respective pedagogic subject teachers with deep concentration and this gives them motivation & encouragement to use the same approach during their discussion lessons, real teaching in schools and final skill-in-teaching examinations.

The institution also has CDs and DVDs on value education, vocational education, science education, personality development, interview skills, communication skills, how to learn computer etc.

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

Laboratories available with the institution are as follow:

- Psychology lab
- Work experience lab
- Chalk-board writing lab
- Science lab
- ICT lab
- Women Cell

- Mathematics Club
- Seminar Hall
- Physical education room

Charge of all the laboratories is given to the respective teacher in-charge. Requirements regarding equipments and material of various laboratories are taken from their respective teacher in-charge and additions are made accordingly. To ensure the maintenance of infrastructure, maintenance committee has been framed by the institution.

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

- The College has a big **Auditorium** with a stage and seating capacity of 300 individuals. The hall is used for convocation, annual prize distribution functions and hosting youth festivals. Inter college competitions, Cultural activities rehearsals of various group items, celebration of important days, indoor games like badminton, table tennis, chess, carom board etc and recreational activities.
- The college has another multipurpose hall with a seating capacity of 100 which is named as **Seminar Hall**. This hall is used for organizing Orientation Programme, Extension lectures, Seminars, Workshops, celebration of important days, literary activities, inter house competitions etc. It is also used to give instructions to the students before any programme.
- Institution has a spacious play ground. Facilities for different sports such as Cricket, Football, Volleyball, Shot-put, discus throw etc are provided to the students.
- The institution has parking facility for the students as well as for the staff members. The parking place is covered from three sides and has roof on it which ensures safety of vehicles from rain, strong winds, direct heat from sun etc.
- The college has a dispensary and also appointed a part time doctor for it. It contains all the necessary medicines, ointments, dressings, equipments, bed etc.
- Play ground having athletic track of national norms is available on sharing basis with sister institution.
- The college is situated at Hansi gate, heart of the Bhiwani city. It has very good transport facilities from all directions. It is well connected with train/bus facilities and auto facility round the clock. There is no problem of transport in reaching at our college.

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

Ceramic-Magnetic chalkboards (can be used as projection screen), flannel boards are fitted in every room. Some of the rooms are well equipped for the use of latest technologies for teaching. In these rooms LCD display screen is fitted, LCD is placed, OHP is there. like, OHP, Computers, LCD projects etc. But still some of the rooms are yet to be fitted with latest infrastructure required for a smart classroom. The institution has following future plans to modernize the classrooms:

- Every classroom will be converted to a smart classroom.
- Classrooms structure will be modified to facilitate group learning, co-operative learning and discussions, buzz sessions.
- CC TVs will be installed in each classroom for analyzing teacher behaviour in the classroom and for providing feedback.
- Interactive boards will be fitted in every classroom.
- LCD display screen will be fitted in all the classroom

4.6 Best Practices in Infrastructure and Learning Resources.

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

- To develop the reading habits, prospective-teachers are encouraged to make use library resources.
- CDs available in the ICT lab are used to improve the pronunciation of the prospective-teachers.
- During the teaching classes, teacher educators make the use of ICT.
- Students are encouraged to prepare the assignments with the help of e-resources.

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

The innovative practices related to the use of ICT, which contributed to quality enhancement are:

- For providing quality education to the students, teacher educators make the use of ICT in classroom teaching.
- Prospective teachers are encouraged to use ICT.
- ICT is adopted to prepare the assignments of different subjects.

4.6.3 What innovative/best practices in ‘Infrastructure and learning resources ‘are in vogue or adopted /adapted by the institution?’

- Training students to use library resources
- Involvement of students in maintenance of infrastructure
- Well equipped classrooms
- Well equipped ICT lab with broadband internet facilities.
- Rich collection of learning materials in library
- Availability of latest equipments in each laboratory
- Networking and broadband internet facilities
- Facilities for indoor and outdoor games.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

- ✚ *KMCOE has a well-maintained building. The campus is spacious. Psychology lab is quite adequately furnished both in terms of performance tests and paper pencil tests. The furniture in all lecture rooms should be of the same type viz; chairs with writing surface on the arm support and not of long tables, benches and stools. Such chairs save space, are handy and pleasant to look at.*
- The furniture of all lecture rooms has been changed as suggested by peer team.
- ✚ *The library stock is quite adequate. General as well as educational books total 14,812. The book bank has 3583 books. The non-availability of the librarian since 1999 due to ban by the State Govt. has resulted in low use of library resources. Consequently, book purchase and classification have been held up. The librarian is the urgent need of the institution*
- The library is stocked with 17619 books and 3929 books in Book Bank. A Library Advisory Committee has been constituted to facilitate purchase of books, Subscription of Journals, Periodicals & Newspapers and for taking other important decisions regarding upkeep of library services.
- ✚ *The library is open from 9 am to 4 pm and observes a six- day week. The Peer Team could not ascertain the total annual issue of books to students and the faculty for the last three years. The reading room section has a seating capacity of 26. The library does not have a computer. All services are provided manually. The library maintains an author catalogue. It has a staff of two viz; a restorer and an attendant*
- A register for library visitors has been maintained. Books issue registers for students and faculty are already in practice. The reading section capacity has been increased to 40. Library automation is in progress.
- ✚ *The Physical Sciences Lab has adequate stock of slides, mostly on life sciences which should be used for teaching of life sciences. The Physical Sciences Lab is also used for "Handling available equipment", a component of Paper VII Work Education. The Life Sciences Lab is also used as sick room whenever needed. The medical doctor visits the college twice a week for one hour each day and he functions from Life Sciences Lab. The lab also has medicines and the first aid kit for the benefit of students. These two labs have inadequate space for practicum work even for five students. The college would need to re-design these labs as functional labs where practicum can be organized by its students.*

- A new Science lab has been constructed at First floor Where 20 students can perform experiments at one time. Dispensary is given separate room. For Work Education Practical, Multimedia Resource Room and Work Experience lab are used.
- ✚ *Internet and computers should be used for utilizing on-line and off-line learning resources.*
- ICT resource Centre, Multimedia Resource Centre and Library are fitted with 100 Mbps speed Broadband connection where students and faculty free access to offline and online learning resources.

CRITERION –V

STUDENT SUPPORT & PROGRESSION



“Our goal is to provide services both in infrastructure and the support to our students to help them to achieve their potential and to maximize opportunities for progression.”

CRITERION V : STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

Students' preparedness for the programme is assessed by the institution with their aptitude testing & interest testing towards the programme. At the beginning of every session, one week orientation programme is organized to make the students conversant with the B.Ed. programme. The institution and personal guidance helps the students to orient themselves with the courses offered by the Institute and the skills required to fulfill their objectives. The general tutorial system helps them in the right direction to develop a rounded personality and to contribute towards the improvement of various aspects by providing an all important feedback.

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

The Institution provides a healthy, stress free and conducive environment that promotes motivation, satisfaction, development and performance enhancement of the students. Most of the students are from a rural background and have not performed on the stage even once. A 'Talent Search Competition' is organized every year. After recognizing their aptitude, their talent is channelized in various fields like sports, cultural, religious, debates, declamations, art, teaching aid making and teaching skills. The Institution provides each and every facility to the students to give their best in the above mentioned fields. To inculcate teaching skills, practice in micro teaching skills, Chalk Board writing and aid making is provided. The dedication of staff towards the job is admirable, the classes runs regularly in the college. The institution has a provision of organizing guidance and counseling programme to the students so that they can easily adjust in the new environment. Students are provided with personal, educational and vocational advices by career & guidance cell of the college. Teaching staff of the college regularly motivates the students to take part in curricular, co-curricular & extra-curricular activities. The teacher educators prepare the trainee teacher with whole hearted devotion with winning competency in them. The teacher educator also highlights the future benefits of taking part in an event or winning the position. For all round personality development of the child we involve them in co-curricular and extra co-curricular activities. For development and performance improvement, we evaluate the performances of the students from initial and terminal points and make reforms if necessary. Feedback is provided to the students, which contribute to self regulation and mid-course correction in modification, alteration and bettering their performances. The analysis of the feedback by the students brings entropy in the system. The student feedback on teaching in classrooms and on the quality of teachers, support & progression services and empathy of the persons who matter to student needs, an essential indicator of the performance of the institution at micro and macro levels.

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

The dropout rate of student in our college is very low. The main reason behind leaving the course during the last five years is the students went for higher courses or got jobs during session.

Table of Dropout Rate

Year/ Session	Total No. of Students	Dropout		Percentage
		MALE	FEMALE	
2010-11	128	00	02	1.56
2011-12	128	00	03	2.34
2012-13	128	01	00	0.78
2013-14	125	01	01	1.6
2014-15	127	00	01	0.78

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

The Institute has an effective mechanism to motivate students to enable them to compete for jobs and to progress to higher education. The Institution provides free access to online and offline resources. Books on mental ability and general awareness are also provided. Students are also motivated to use the College Library and are also recommended for the same.

Students /qualified in SLET, NET, Central/State services through competitive examination in the last two years:

Sr. No.	competitive examination	Session 2013-14	Session 2014-15
1.	SLET/HTET / CTAT	09	07
2.	NET	03	02
3.	Other Central/State services through competitive examination	08	05

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

Information of Old Students in Percentage

Session	student joined further studies	Choose Teaching as a career
2012-13	41	23
2013-14	28	12
2014-15	38	15

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

The institutions provides the facility of access to library to its ex-students .Ex-students get the benefit of library to get the desirable information because the college library has rich source of journals ,magazines ,competitive books ,reference books ,abstracts ,encyclopedias ,newspapers, surveys ,dictionaries etc .Ex-students also access the internet service from the library and collect the useful reliable information from that .Ex-students ,those who one in M.ED or M.A in education come to the college regularly to seek the guidance in their research work .They also take the benefit of psychology lab. For their research work .Ex-students use the ICT lab. and the facilities from it such on internet , audio-CDs ,video –CDs and audio-video CDs.

5.1.7 Does the Institution provide placement services? If yes give details on the services provided for the last two years and number of students who have benefited?

The Institution has an active Placement Cell. The role of the cell is to display newspaper advertisement regarding job appointments and career guidance columns by experts. From time to time extension lectures are organized by the cell to provide career guidance. Experts are invited from employment exchange. District Employment Officer, Bhiwani , Sh. R.C. Punia, Carrer expert were invited for lectures on topics related to avenues of employment after doing B.Ed. .

In the year 2012-13 - **23 students** got the jobs in various Govt. or Private Institutions.

In the year 2013- 14, - **12 students** got the jobs in various Govt. or Private Institutions.

In the year 2014-15 - **15 students** got the jobs in various Govt. or Private Institutions till DATE (Result of B.Ed. declared on 2.11.2015)

5.1.8 What are the difficulties faced by placement cell? How does the Institution overcome these difficulties?

The placement cell under the wings of the career and guidance cell functions actively and has benefited many students over the years. Placement cell faces problems like:

- Inaccessibility for distant students.
- Seeking jobs in nearby areas especially for female teachers.
- Getting feedback from the students who get jobs through the cell.
- Time- gap between campus interview and result declaration of B.Ed. students.

5.1.9 Does the Institution have arrangements with practice teaching schools for placements of student teachers?

Yes, the Institution has arrangements with practice teaching schools for placements of the student teachers. Our practice teaching schools approach us for getting good teachers. Many of the schools identify good teachers during teaching practice on the basis of their performance, the jobs are offered to them. Placement cell prepares a data of vacancies available in nearby schools

and organizes a campus interview to provide placement to our students. The government schools do not have the authority to recruit anybody for teaching positions. Schools other than our practice teaching schools also come for campus interviews.

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

The Institution has provided human as well as material resources as computer, printer, Internet and every required facility. There is a separate room provided to the Placement Cell and one teaching staff member is given the responsibility to provide appropriate assistance to the prospective teachers. Financial assistance is provided by the institution to organize extension lectures and campus interviews.

5.2 STUDENT SUPPORT

5.2.1 How are the curricular, co-curricular activities and extra-curricular programmes planned, evaluated and revised to achieve the objectives and effective implementation of the curriculum?

During the month of July every year college prepares its annual activity (curricular +co-curricular) calendar for the upcoming session. Annual/activity calendar helps the systematic and smooth running of the programme throughout the session. It includes all curricular and co-curricular activities. The activity calendar is prepared with the help of experienced staffs under the supervision of Principal. The academic calendar is communicated to the staffs and students. It is circulated among all members of teaching staff for information and further suggestions (if any). It is orally communicated to the students during the orientation programme. College put it on the website of the college, Handbook of Information and displayed on notice board also.

The Activity calendar helps the stakeholders get an overview about the various activities to be conducted. The various subject papers, curricular and co-curricular activities are distributed among the teacher educators. Various portfolios are allotted to the staff members in advance before the commencement of the academic year to ensure proper planning and smooth execution of the same. After the completion of each activity the concerned staff member prepares a report on how the activity is organized. At the end of the session feedback is collected from the students, staffs and stakeholders. On the basis of feedback it is revised and restructured for the next coming session for its effective implementation. Student feedback is also taken informally for co- curricular activities.

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

The institution supports the physically challenged students in all respect. College provides them opportunities and help according to their degree of disability. If these students need the arrangement of extra classes then college arranges extra classes for them. Their classes and teaching lessons including school teaching is arranged at ground floor. In the session 2009-10, a

student is partially blind and college provided a special writer to him for unit tests & house examinations. They are provided extra guidance & counseling by the college.

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

Yes, the college has the mentoring arrangements for student support. The Principal, teaching staff and non-teaching staff all are involved in the mentoring system. The students exhibiting poor performance in unit tests, assignments, house examination and the students who feel difficulty in expressing themselves need immediate guidance from the mentor/teacher. The attendance-record of students is prepared on monthly basis and in case of poor attendance of a student; a letter is sent to his/her parents. In some cases, their parents are invited in the college for mentoring. The mentoring is also provided to the students those who are intelligent and high achievers. After the completion of each unit students are evaluated through unit tests, assignments, house examination etc. On the basis of scores, grades in tests, exams, assignments students list of low achievers & high achievers is prepared and the students are selected for further guidance to improve their performances. The teacher educators meet these students personally, their problems are discussed and appropriate remedies are provided so that students can improve their performance in each sphere.

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

The Institution has made several provisions for the teachers to enhance the effectiveness in teaching by providing the equipments/ materials for the use of ICT in teaching, sending faculty for orientation/refresher courses; organising seminars, workshops and conferences, providing teaching aid material from Multimedia Resource Centre, praising them for using innovative teaching methods, financial support for the preparation of teaching aids etc. Various Audio Visual aids like T.V., DVD player, LCD & projectors and educational CDs have been procured and made available to the teachers for their teaching. The teachers also prepare their own slides, transparencies, CDs, DVDs and use these while teaching. With the help of these, teachers can teach effectively and save the time. This is interesting for students also. In our college these things are used by the teachers frequently. For the skill development in the teachers, the college provides freedom to attend the workshops, seminars, conferences, refresher courses etc. So that they can acquaint themselves with the fast growing changes in the field of education. For this, college provides full support to all teaching staff in all ways. Teachers learn the new methods and skills of teaching through these programmes and use them in their general classrooms to make their teaching more effective. The Institution has provided independent rooms to the teaching faculty for mentoring of the students. In these rooms the institution has provided all kinds of facilities like seating arrangement of 4-5 students at a time, seating for teacher, almirah (to keep records), table and all other necessities. For further assistance through mentoring process, the information like financial support through scholarships is provided to the students.

Other information which assists & supports the students is given to the students time to time through mentoring process.

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

The Institution has its own website with address www.kmcollegeofeducation.org. The information posted on the websites include History of the college, facilities & privileges, name of the faculty members their designations and qualifications, academic calendar , syllabus, achievements in the field of curricular , co- curricular and extra-curricular activities for the last few years, question bank, lesson plans prepared by different subject teachers , scholarships, new information etc. It is updated regularly as per requirement .Our college website have an option of feedback and suggestions. It is used by the students, stakeholders and other for further modification.

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

The college has a provision of arranging remedial programme for academically low achievers by taking their remedial classes. First of all, with the help of unit test, assignments, house exams and interaction of the teacher with the student, the teacher identifies the academically low achievers in the class room. It is further evaluated that the particular student is weak in one or two subjects or weak in all subjects. If the student is weak in all subjects then he/she requires special attention by arranging extra classes. If the student is weak in one or two subjects, this problem is effectively solved by the teachers by providing special attention to the student who is academically weaker with the normal students in the normal classrooms. Their extra classes are arranged in the vacant period. In special classes teacher discuss those difficulty areas which have understand by the low achievers. Teacher teaches them and even provides the self –study material to these students. Teacher prepares their different assignments and unit tests which are easy for them. Evidences of success are evaluated with the help of assignments and unit tests.

5.2.7 What specific teaching strategies are adopted for teaching a) Advanced Learners b) Slow Learners?

Strategies adopted for under achievers:

For the slow learners teaching strategies are developed according to the need of the learners. Extra classes, personal guidance, assignments and peer tutoring are organized to satisfy the need of the learners. Motivation is given to the students. Tips are given to the students about how to answer the questions in a better way.

Strategies adopted for Advanced Learners:

Advanced learners generally sit with the normal students in normal classroom. That’s why they also follow the same way of teaching as followed by the normal students. To keep them attentive in the classroom teacher raises some difficult questions in the classroom , make them group

leader /house in charge conducts Brainstorming buzz sessions, group-discussions, seminar etc. in the classroom so as to involve them actively in teaching learning process and sharper their faculties. Teacher assigns different topics for the presentations. A topic from the syllabus is allotted to them; the students prepare their own notes with the help of teacher, different books and present the topic in the classroom with the help of slides, transparencies & projector. Normal students discuss their problems with them and try to solve the problems of normal students.

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

The Career and Guidance Cell of the college serves as a vital link between the students of the college and the outside world. The cell provides necessary guidance and information to the students in shaping their future career. The cell provides relevant academic and career information to enable students to make informed decisions along the way. The cell also helps the students to deal with personal problems. The following services are provided by the Career and Guidance cell of the college:

- Career Guidance
- Educational Guidance
- Personal Guidance

Activities organised by the Career & Guidance Cell throughout the session:

- **Counselling of the Students:** The Cell organizes a counseling programme for the newly admitted prospective teachers regarding their educational, vocational and personal problems every year. Career & Guidance Cell interacts with the P.T's and tries to understand their problems and make them convinced.
- **Career Guidance:** Disseminating information about career opportunities is done on a regular basis. Career Counselling is given to students to help them develop career planning and decision making skill. The information regarding various opportunities after B.Ed.- educational and placement opportunities, are displayed on the Career and Guidance Cell Notice Board.
- **Educational Guidance:** The students time and again visit the Cell for asking the future prospective and further studies. The Cell informs them about various courses available after B.Ed. or after other educational qualifications.
- **Personal Guidance:** The issues such as low self esteem or self-confidence, questions of competency, concerns about parental pressure or consideration of the role which students want their career to play in their overall lifestyle and development are generally discussed in detail with the students. Endeavour is made in order to make students confident so that they can solve their problems themselves.

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

The Institution adopts the Grievances Redressal Mechanism for the students and for the employees. The institution has Grievances and Redressal committee (estd. 2008-09) to solve the grievances of students regarding any aspect of the institution. Suggestion box is also available outside the Principal's office. Students are free to give their grievances to the committee or by putting it in the suggestion box. Issues are discussed with committee members and appropriate steps are taken and redressed to satisfy the student teachers. The major grievances redressed in last two years were regarding canteen facility, library facilities, educational tour etc.

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

The progress of the students is monitored at the different stages of programme in the form of house tests conducted in the month of January and March. There is also continuous comprehensive evaluation in the form of class discussion, students' response, class tests, participation in different activities and class room behavior of the students. Before the start of the teaching practice pre-practice teaching instructions are given to the students and their progress is monitored during the teaching practice, then feedback is given to the students and the result is seen during discussion lessons. Competitions like chart-making, poster-making and model-making are organized and students are prepared for taking part in skill in teaching and on the spot preparation of teaching aid competitions. After monitoring the progress of the students in different areas necessary advice, feedback and guidance is provided by the concern expert teacher or mentor teacher for improvement.

5.2.11 How does the Institution ensure the students' competency to begin practice teaching and what is the follow up support in the field (practice Teaching) provided to the students during practice teaching in schools?

To ensure the students' competency in practice teaching, orientation regarding the skill-in teaching programme is given by the Incharge Skill-in Teaching. In pre-practice teaching preparation, students are trained and educated in developing and writing a perfect 'lesson plan'. They do practice of writing lesson plan on different topics and get these checked by their teachers.

Subject teachers give Demonstration (Model) lessons in their respective subjects to provide practical knowledge. During the teaching practice, the teaching skills are developed with help of resource material available in Multimedia Resource room.

Students' competency to begin practice teaching is ensured through the following activities:

Micro-Teaching

Orientation: Theoretical orientation of the concept of micro teaching and teaching skills is provided to the students. The students are divided in the small groups and each group, under

supervision of one faculty member, practices 5 skills in micro-teaching sessions. Following skills are practiced –

- The skill of set induction
- The skill of questioning
- The skill of illustration with example
- The skill of stimulus variation
- Skill of reinforcement
- Demonstration of skills by teacher: Lesson of each skill given by faculty member to clarify the components and effective use of the skill.
- Planning session
- Performance by Students: 10 micro lessons given in both teaching subjects.
- Feedback Session by peers and teacher educators
- Re-teaching by students
- Re-Feedback

Macro Teaching

- 5 mega lessons are delivered by student teachers in simulation in which integration of teaching skills are used.
- Two discussion lessons are delivered in both teaching subjects by the student teachers before and after practice teaching in which scores are given to student teachers by supervisors.
- Feedback is given by peers and mentor (teacher educator).
- In the pedagogic subject classes, the teachers discuss the various approaches, methods and training in formulation of instruction objectives, lesson planning and preparing teaching aids is provided.

Practice Teaching

Students are sent to various schools under the guidance of faculty members as supervisors in internship programme

- Preparation of lesson plan
- Delivering lesson plan by students
- Observation of lesson by supervisor and school teacher .
- Feedback Session

Follow-up support in the field

During practice teaching, one faculty members are deputed in each school. He / she is always with the students when they go for practice teaching and provides formal written feedback in the lesson plan files and also provides support to them in case of any problem. The feedback given to the students by the supervisor is discussed with the students for further clarity. This helps the students to realise their limitations and they can further modify their teaching as per demands of the situation. Apart from this, school teachers help in selection of content to be taught in school.

5.3 STUDENT ACTIVITIES

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

Yes, the Institution has an Alumni Association in working. The members of the Alumni Association keep in touch with the Institution. They also provide their services time to time during different kinds of programmes.

i) List the current office bearers

President-	Dr. S. N. Sharma	1973-74
Vice President-	Sh. Jagdev Kumar	1966-67
Secretary-	Sh. Man Mohan Singh	1996-97
Treasurer-	Sh. Vimlesh Arya	1981-82
Members-	Sh. Goverdhan Acharya	1969-70
	Sh. Rann Singh	1974-75
	Dr. Mukesh Yadav	1990-91
	Sh. Manoj Aggarwal	2004-05
	Ms. Rashmi Sangwan	2007-08

ii) Give the year of the last election.

2010

iii) List Alumni Association activities of last two years.

Alumni meet is organized every year. The alumni working in different areas were invited from time to time to deliver lectures, for judging the different competitions and to meet the students of current session on different function organized in the college campus.

iv) Give details of the top ten alumni occupying prominent positions:

1. Sh. Ram Bilas Sharma, Education Minister, Govt. of Haryana
2. Sh. Chatter Singh Chauhan, Ex. Speaker, Haryana Assembly.
3. Dr. Hetu Bhardwaj, Rtd. Principal, Govt. College, Rajasthan
4. Dr. Rana Pratap Singh Gannaouri, Rtd. Associate Professor and Renowned Writer
5. Dr. Satya Narayan Sharma, Rtd. Principal, Vaish(P.G.) College, Bhiwani
6. Sh. Hitender Sharma, Sub Divisional Magistrate, Distt- Jhajjar
7. Sh. Vinod Gaba, Rtd. Block Education Officer, Bhiwani
8. Sh. T.C. Goyal, Ex. General Secretary, Governing Body, K.M.C.E., Bhiwani
9. Sh. Sampuran Bagri, Announcer, All India Radio, Rohtak
10. Dr. Shyam Vasistha, Associate Prof., B.L.J.S. College, Tosham

v) Give details of the contribution of alumni to the growth and development of the Institution:

Alumni give feedback for the proper growth and development of the institution. They also share their experiences with current students through expert lectures, workshops and field visits. Many

old students of the institutions are holding responsible position in different departments. Their link with institution helps in growth and development of the institution.

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

The institution encourages students to participate in extra-curricular activities including sports and games by sending the student teachers to participate in different activities organized at inter college, inter university and inter-state level. The Institution has earned a good name by bagging top positions in every field. The students not only participated but also brought laurels to the Institution in the field of sports, cultural, skill in teaching and academics.

Session-2011-12

Students' Achievements

1. Inter College Badminton Tournament (Men & Women) of M.D. University, Rohtak held at Sports Complex, M. D. University, Rohtak from 5.10.2011 to 7.10.2011. The following students of our college participated in the Tournament :

- Vipin Kumar Roll No. 15 (Men Team)
- Gorav Roll No. 27 (Men Team)
- Pritam Kumar Roll No. 31 (Men Team)
- Mukesh Kumar Roll No. 54 (Men Team)
- Sampuran Roll No. 78 (Men Team)
- Sandeep Kumar Roll No. 83 (Men Team)
- Sunita Kumari Roll No. 97 (Women Team)

2. District Level Poetic Recitation Competition was organised by HARCOFED at Janta College, Ch. Dadri (Bhiwani) on 18.10.2011. The following student of our college participated in the competition:

- Sandeep Kumar Roll No. 83 Poetic Recitation

3. Zonal Youth Festival (Bhiwani Zone) of M. D. University, Rohtak was organised at Sant Roshan Lal College of Education, Dhani Mahu (Bhiwani) from 2.11.2011 to 4.11.2011. The students of our college participated in the twenty items:

Sanjay Kumar Kaushik Roll No. 103 got 1st Prize in Sanskrit Salok Ucharan

Sanjay Kumar Kaushik Roll No. 103 got 2nd Prize in Poetic Recitation (Hindi).

4. Annual Athletic Meet (Men & Women) of M. D. University, Rohtak was organised from 7.11.2011 to 9.11.2011 at M.D.U. Sports Complex, Rohtak. The students of our college participated in the following items:

- Kapil Dev Roll No. 13 3000 m. Race
- Vipin Kumar Roll No. 15 100 m. and 200 m. Race

- Pritam Kumar Roll No. 31 100 m. Race
- Anurag Singh Roll No. 44 200 m. Race
- Mukesh Kumar Roll No. 54 Long Jump
- Sunil Kumar Roll No. 86 1500 m. Race

5. Inter Zonal Youth Festival 2011-12 of M. D. University, Rohtak was organised at University Campus, M. D. University, Rohtak from 15.11.2011 to 17.11.2011. The student of our college participated in the following item :

- Sanjay K. Kaushik Roll No. 103 Sanskrit Saloka Ucharan

6. District Level Competition under Legal Literacy Cell was organised by Govt. (P.G.) College, Bhiwani on 21.11.2011. The students of our college participated in the seven items:

Jyoti Sukhija Roll No. 25 got 1st Prize in Essay Writing Competition.

Parveen Kumari Roll No. 34 got 2nd Prize in Debate Competition (for the Motion).

Rakhi Roll No. 28 got 2nd Prize in Debate Competition (against the Motion).

Sonia Roll No. 36 got 3rd Prize in Declamation Contest.

7. 2nd Edu Fest 2012 “Shiksha” of M.D.University, Rohtak was organised at D.C.S. (P.G.) College of Education, Gohana (Sonepat) from 27.2.2012 to 28. 2.2012. The students of our college participated in the 15 items:

Sanjay Kumar Kaushik Roll No. 103 got 2nd Prize in Poetry (Hindi).

Shubham Dhawan Roll No. 104 got 2nd Prize in Photography.

Rekha Roll No. 93 got 2nd Prize in Rangoli.

Renu Roll No. 94 and Anju Roll No. 95 got 3rd Prize in Best Out of Waste.

8. A Seminar on *Aadhunik Shiksha Ki Chunautiyan Aur Samadhan* was organized by M.D. Polytechnic, Neemriwali (Bhiwani) on 13.3.2012. one student participated in it:

- Sandeep Kumar Roll No. 83

9. Inter College Contests was organised by Rajiv Gandhi Govt. College for Women, Bhiwani on 15.3.2012. The students of our college participated in the following items:

- Rekha Roll No. 93 Poster Making
- Anju Roll No. 95 Collage Making
- Renu Roll No. 94 Slogan Writing
- Suresh Kumar Roll No. 118 Slogan Writing
- Rakhi Roll No. 28 Debate (against the Motion)
- Rakhi Roll No. 28 Poetic Recitation (Hindi)
- Sonia Roll No. 36 Poetic Recitation (English)

Rekha Roll No. 93 got 1st Prize in Poster Making.

Anju Roll No. 95 got 1st Prize in Collage Making.

Renu Roll No. 94 got 1st Prize in Slogan Writing.

Rakhi Roll No. 28 got 2nd Prize in Debate (against the Motion).

Sonia Roll No. 36 got 2nd Prize in Poetic Recitation (English).

Rakhi Roll No. 28 got 3rd Prize in Poetic Recitation (Hindi).

10. Divisional Level Competition under Legal Literacy Cell was organised by Govt. (P.G.) College, Hisar from 16.3.2012 & 17.3.2012. The students of our college participated in the following items:

- | | | |
|------------------|-------------|-----------------------------|
| • Parveen Kumari | Roll No. 34 | Debate (for the Motion) |
| • Rakhi | Roll No. 28 | Debate (against the Motion) |
| • Jyoti Sukhija | Roll No. 25 | Essay Writing Competition |

Jyoti Sukhija Roll No. 25 got 1st Prize in Essay Writing Competition.

11. Shaheedi Diwas was organised by Dean Student's Welfare Office of M.D.University, Rohtak on 23.3.2012 at Tagore Auditorium, University Campus. The students of our college participated in the following items:

- | | | |
|----------------------|--------------|------------------------|
| • Sandeep Kumar | Roll No. 83 | Portrayal |
| • Rekha Rani | Roll No. 93 | Portrait/Sketch Making |
| • Vishnu Kant Tiwari | Roll No. 102 | A song on Shaheeds |

12. State Level Legal Literacy Function under Legal Literacy Cell was organised by Neki Ram Sharma Govt. College, Rohtak on 29.4.2012. **Jyoti Sukhija Roll No. 25 got 1st Prize in Essay Writing Competition with a cash amount of Rs. 11,000/-.**

Legal Literacy Cell

Legal Literacy Cell of the college organised different competitions i.e. Poetic Recitation Competition, Essay Writing Competition, Slogan Writing Competition, On the Spot Painting Competition, Declamation Contest and Debate Competition from 7.10.2011 to 17.10.2011.

Dated : 7.10.2011 : Poetic Recitation Competition

1st Position Sanjay Kumar Kaushik Roll No. 103

2nd Position Kapil Roll No. 13

Dated : 8.10.2011 : Essay Writing Competition

1st Position Jyoti Sukhija Roll No. 25

2nd Position Kapil Roll No. 13

Dated : 10.10.2011 : Slogan Writing Competition

1st Position Anju Roll No. 95

2nd Position Renu Roll No. 94

Dated : 13.10.2011 : On Spot Painting Competition

1 st Position	Rekha Rani	Roll No. 93
2 nd Position	Anju	Roll No. 95

Dated : 14.10.2011 : Declamation Contest

1 st Position	Sonia	Roll No. 36
2 nd Position	Priti	Roll No. 53

Dated : 17.10.2011 : Debate Competition

1 st Position (Against Motion)	Vinod Kumar	Roll No. 24
2 nd Position (in Motion)	Rakhi	Roll No. 28

Session 2012-13

1. State Level Inter-College Literary and Cultural Fest was organised by Adarsh Mahila Mahavidyalaya, Bhiwani from 26.9.2012 to 28.9.2012. The student of our college participated in the five items :
2. Zonal Youth Festival (Bhiwani Zone) of M. D. University, Rohtak was organised at Govt. (P.G.) College, Bhiwani from 15.10.2012 to 17.10.2012. The students of our college participated in the 22 items:
Meenakshi Roll No. 120 got 1st Prize in Poetic Recitation (English).
Meenakshi Roll No. 120 got 2nd Prize in Debate, English (for the Motion).
Preeti Roll No. 30 got 3rd Prize in Debate, English (against the Motion).
3. Inter Zonal Youth Festival 2012-13 of M.D. University, Rohtak was organised at University Campus, M.D. University, Rohtak from 30.10.2012 to 1.11.2012. The student of our college participated in the following item :
 - Meenakshi Roll No. 120 Poetic Recitation (English)
4. District Level Legal Literacy Programme (2012-13) was organised by Govt. College, Bhiwani on 29.11.2012. The students of our college participated in the items :Essay Writing Competition, Poetic Recitation Competition, Slogan Writing Competition, On the Spot Painting Competition, Declamation Contest, Debate Competition (For the Motion), Debate Competition (Against the Motion)
5. Inter College Competition was organised by C.P.S.M. College of Education, Hero Honda Chowk, Gurgaon on 6.2.2013. The students of our college participated in the following items :Rangoli Making , Clay Pot Decoration, Poster Making, Fresh Flower arrangement, Dry Natural Flower Arrangement, Speech Competition , PTA- Science Group, PTA - Social Science Group

6. Inter College English Quiz Contest & Inter College Personality Contest was organised by J.V.M.G.R.R. (P.G.) College, Ch. Dadri on 6.2.2013. The students of our college participated in the English Quiz Contest

Ritu Roll No. 20 and Madhuri Vashisth Roll No. 24 got 3rd Prize in English Quiz Contest.

7. Sir Chottu Ram Birthday Celebration was organized by Jat Educational Institutions Rohtak on 14.2.2013. The students of the college participated in the Declamation Contest
8. 3rd EDUFEST-2013 “Shiksha” of M.D.University, Rohtak was organised by Deptt. of Education in collaboration with Dean Students Welfare Office at University Campus from 18.3.2013 to 19.3.2013. The students of our college participated in the Nukkad Natika, Group Dance, Elocution, Poetic Recitation, Debate, Teacher on Leave, Quiz, Extempore (For and Against), Aaj Ka Vichar, My Dream Teaching Aid, Pot Decoration, Best Out of Waste, Mehandi, On the Spot Painting, Sarvotam Shiksharathi (Purus), Sarvotam Shiksharathi (Mahila)

Madhuri Vashisth Roll No. 24 got 3rd Prize in Teacher on Leave.

9. Inter College Contest was organised by Rajiv Gandhi Govt. College for Women, Bhiwani on 22.3.2013. **Suman Kumari Roll No. 66 got 2nd Prize in Poster Making Competition.**

Session 2013-14

1. **Zonal Youth Festival (Bhiwani Zone)** of M.D.University, Rohtak was organised at Govt. (P.G.) College, Bhiwani from **18.10.2013 to 20.10.2013**. The students of our college participated in the following items:

• Shreya	Roll No. 09	Bhajan
• Himani	Roll No. 28	Folk Dance (Group)
• Jyoti Soni	Roll No. 35	Folk Dance (Group)
• Mukta Rani	Roll No. 12	Folk Dance (Group)
• Ekta Kumari	Roll No. 42	Folk Dance (Group)
• Deepti	Roll No. 92	Folk Dance (Group)
• Vandana	Roll No. 32	Folk Dance (Group)
• Kusum	Roll No. 31	Folk Dance (Group)
• Neha	Roll No. 13	Folk Dance (Group)
• Shreya	Roll No. 09	Folk Dance (Group)
• Kirti	Roll No. 52	Folk Dance (Group)
• Kirti	Roll No. 52	Poetic Recitation (Hindi)
• Himani	Roll No. 28	Poetic Recitation (Punjabi)
• Kirti	Roll No. 52	Poetic Recitation (Urdu)

• Poonam Bala	Roll No. 89	Poetic Recitation (English)
• Poonam Devi	Roll No. 116	Debate (Hindi)
• Rekha Rani	Roll No. 14	Debate (Hindi)
• Neha	Roll No. 13	Debate (English)
• Kirti	Roll No. 52	Declamation in Sanskrit
• Rekha Rani	Roll No. 14	Sanskrit Shaloka Ucharan
• Himani	Roll No. 28	Rangoli
• Mukta Rani	Roll No. 12	Collage
• Himani	Roll No. 28	Best Out of Waste
• Shreya	Roll No. 09	Photography
• Deepti	Roll No. 92	Mock Interview

Legal Literacy Cell

Dated : 24.10.2013 : Essay Writing Competition

1 st Position	Neha	Roll No. 13
2 nd Position	Rekha Rani	Roll No. 14

Dated : 25.10.2013 : Debate, Declamation, Poetic Recitation Competitions

Debate Competition :

1 st Position (Against the Motion)	Rekha Rani	Roll No. 14
2 nd Position (in the Motion)	Kirti	Roll No. 52

Declamation Competition :

1 st Position (Against the Motion)	Shreya	Roll No. 09
2 nd Position (in the Motion)	Poonam Bala	Roll No. 89

Poetic Recitation Competition :

1 st Position (Against the Motion)	Anil	Roll No. 37
2 nd Position (in the Motion)	Shreya	Roll No. 09

Dated : 26.10.2013 : On Spot Painting and Slogan Writing Competitions

On Spot Painting Competition:

1 st Position	Himani	Roll No. 28
2 nd Position	Mukta	Roll No. 12

Slogan Writing Competition:

1 st Position	Himani	Roll No. 28
2 nd Position	Poonam Devi	Roll No. 116

SVEEP Competitions 10.12.2013 to 18.12.2013.

Declamation Contest

1 st Position	Kirti	Roll No. 52
2 nd Position	Poonam Devi	Roll No. 116
3 rd Position	Pooja Kumari	Roll No. 117

Essay Writing Competition

1 st Position	Neha	Roll No. 13
2 nd Position	Jyoti	Roll No. 35
3 rd Position	Manoj Kumar	Roll No. 19

Poster Making Competition

1 st Position	Himani	Roll No. 28
2 nd Position	Kirti	Roll No. 52
3 rd Position	Poonam	Roll No. 116

Himani, College Roll No. 28, got certificate and cash prize in Poster Making Competition from chief Election officer, Haryana.

Youth Red Cross

Poster Making Competition on 18.02.2014

1 st Position	Alka Rani	Roll No. 93
2 nd Position	Kanchan	Roll No. 111
	Kirty	Roll No. 58
3 rd Position	Bhawana Soni	Roll No. 33

Session 2014-15

1. Zonal Youth Festival (Bhiwani Zone) of M.D.University, Rohtak was organised at Govt. College, Meham from 5.11.2014 to 7.11.2014. The students of our college participated in the following items:

• Mohita	Roll No. 75	Debate (Hindi)
• Shankuntla	Roll No. 61	Sanskrit Shaloka Ucharan
• Parteek	Roll No. 78	Quiz
• Mukesh	Roll No. 96	Quiz
• Vijay	Roll No. 31	Quiz
• Parteek	Roll No. 78	Creative Writing
• Promila Rani	Roll No. 120	Poster Making
• Promila Rani	Roll No. 120	Clay Modelling
• Parteek	Roll No. 78	Collage

Parteek Roll No. 78 got 2nd Prize in Collage.

Promila Rani Roll No. 120 got 3rd Prize in Poster Making.

2. **Inter Zonal Youth Festival** of M.D.University, Rohtak was organised at University campus from **14.11.2014 to 16.11.2014**. The student of our college participated in the following item:

- Parteek Roll No. 78 Collage Making

SVEEP Competition on 6.12.2014.

Essay Writing Competition:

In Essay Writing Competition 18 students participated

1st Position Sukriti

2nd Position Anshu

3rd Position Sujata

Speech Competition:

In speech competition six students participated.

1st Position Mohita

2nd Position Vandana Sharma

3rd Position Jitender

Legal Literacy Cell

Dated : 13.10.2014 : Essay Writing, Debate, Slogan Writing Competitions

Essay Writing Competition :

1st Position Parteek Roll No. 78

2nd Position Parul Roll No. 13

Debate Competition :

1st Position (Against the Motion) Ruchi Roll No. 01

2nd Position (Against the Motion) Madhu Lata Roll No. 08

1st Position (in the Motion) Poonam Rani Roll No. 05

2nd Position (in the Motion) Ritu Roll No. 12

Slogan Writing Competition:

1st Position Promila Roll No. 120

2nd Position Saaya Khera Roll No. 109

Dated : 14.10.2014 : Declamation, Poetic Recitation and On Spot Painting Competitions

Declamation Competition:

1st Position Kapil Roll No. 03

2nd Position Ritu Roll No. 12

Poetic Recitation Competition:

1 st Position (Against the Motion)	Priti	Roll No. 18
2 nd Position (in the Motion)	Vandana Sharma	Roll No. 34

On the Spot Painting Competition :

1 st Position	Promila	Roll No. 120
2 nd Position	Sanu	Roll No. 126

Youth Red Cross**Poster Making Competition on 15.02.2015**

1 st Position	Promila	Roll No. 120
2 nd Position	Saaya Khera	Roll No. 109
3 rd Position	Ruchi	Roll No. 01

Office bearers of Literary and Cultural Societies :**Literary Society**

1.	Sangeeta	Roll No. 106
2.	Sumitra	Roll No. 38
3.	Shakuntala	Roll No. 61
4.	Ruchi	Roll No. 1
5.	Mohita	Roll No. 75
6.	Rambhaj	Roll No. 69
7.	Vandana	Roll No. 34

Cultural Society

1.	Sumitra	Roll No. 38
2.	Shankntala	Roll No. 61
3.	Vandana	Roll No. 34
4.	Geeta	Roll No. 95
5.	Usha	Roll No. 51

2015-16**1. SVEEP Competition on 26.10.2015.****Essay Writing Competition**

In Essay Writing Competition nineteen students participated and expressed their views on the following topic:-

- Lifeline of Democracy: Vote, Voter, Voting

1 st Position	Sonika	Roll No.	15
2 nd Position	Jitender Kumar	Roll No.	13
3 rd Position	Poonam	Roll No.	19

Speech Competition

In speech competition five students participated and expressed their views on the following topic:

- Lifeline of Democracy: Vote, Voter, Voting

1 st Position	Parul	Roll No.	23
2 nd Position	Shankar	Roll No.	12
3 rd Position	Sonu	Roll No.	22

2. **Zonal Youth Festival (Bhiwani Zone)** of M.D.University, Rohtak was organised at Vaish College, Bhiwani from **2.11.2015 to 4.11.2015**. The students of our college participated in the following items:

Manisha	Roll No. 10	Poetic Recitation (Urdu)
Naina Soni	Roll No. 51	Poetic Recitation (English)
Parul	Roll No. 23	Debate, Hindi (Against the motion)
Sonu	Roll No. 22	Declamation in Sanskrit
Swati	Roll No. 49	Quiz
Parul	Roll No. 23	Quiz
Naina Soni	Roll No. 51	Quiz
Parul	Roll No. 23	Mock Interview
Parul	Roll No. 23	Creative Writing
Shruti	Roll No. 03	Rangoli
Shankar	Roll No. 12	Photography

Parul Roll No. 23 got 2nd Prize in Mock Interview.

Parul Roll No. 23 got 3rd Prize in Debate, Hindi (Against the motion).

3. **Inter Zonal Youth Festival** of M.D.University, Rohtak was organised at KIIT Campus, Bhondsi, Gurgaon from **7.11.2015 to 9.11.2015**. The student of our college participated in the following item:

Parul	Roll No. 23	Mock Interview
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4. **Inter College Quiz Contest** on the occasion of **World AIDS Day** was organized by Vaish College, Bhiwani on 1.12.2015. Following students of our college participated in the item:

Charu Bhardwaj	Roll No. 5	Quiz Contest
Manisha	Roll No. 10	Quiz Contest
Parul	Roll No. 23	Quiz Contest

Charu, Manisha, Parul got 3rd Prize in Quiz Contest

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

Students are involved in various college activities where they are the representative of the activities e.g., literary and cultural society, editors of different sections for college magazine, wall magazines, etc. For the literary & cultural society, students are encouraged to participate in talent search competition & the winners of this programme forms the literary society & cultural society; students are the head of this society. For wall magazines students are said that bring creative, usefull, novel ideas, articles, poems etc. and their material will be displayed in college campus. College has its wall magazine section where student brings different useful topics and picture and after consulting with the incharge they display them on the walls. Similarly college publishes its magazine “THE EDUCATOR”, student editor for different sections are selected with proper channel. These selected editors /students look after the work of their section for college magazine. For the previous academic year the students have brought the follow titles for college magazine and wall magazine : Terrorism, positive thinking, create positive energy, government & politics, quality in education, RTI, water conservation, global warming, leadership, science & technology, human on space, poverty, illiteracy, ground water level, women empowerment, corruption, free & compulsory elementary education, self –realization, time-management etc.

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

Yes, the institution has student council

5.3.5 Give details of the various bodies and their activities, which have student representation on it.

The college engages the students in various bodies:

1. Office Bearers of Literary Society
2. Office Bearers of Cultural Society
3. Member in SC/BC scholarship screening committee
5. Member Legal Literacy Cell
6. Member Library Committee

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

The Institution has an effective mechanism to seek and use data and feedback from its graduates and from employees to improve the preparation of the programme and growth and development of the Institution.

5.4 BEST PRACTICES IN STUDENTS' SUPPORT AND PROGRESSION

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

- 1) **Value addition Services:** Under this service facilities are given to the students which they do not have in their syllabus. This service would help the students to face the competitive employment market after successful completion of study. Communication skill, interviewing skill, vocational skills & computer skills supplementary to the curriculum would enhance the competencies of the students and develop their personality. Our college has audio-video programmes on value addition services which are shown to the students to improve their skills and develop their personality.
- 2) **Registration and Student records services:** Our College provides this facility to the students by making database of students every year. It is done by our well qualified, experienced and dedicated administrative staffs. It works as student friendly and operate in an affirmative environment. Administrative staff in supportive of student needs and exhibit patience to deal with student queries. The student's profile and records are maintained by the administrative staff on the computer. It is constantly updated the student's records by the administrative staff. It is easily available in the college website, from where any student can collect it for his/her future references. It is also used by the teachers for guiding them, sending their profile for job etc.
- 3) **Personalized Mentor Assistance to Poor Students:** The College provides the personalized attention to needy students through mentor teachers. Poor students are generally shy and have low self esteem. So, these students need individual attention and encouragement for academic, co-curricular & sports activities. They are encouraged to take part in such co-curricular and extracurricular activities which have winning prizes in the form of money. So that these students can improve their financial conditions, purchase the books for study etc. Healthy inter –personal relationship prevails between teachers and students because of the mentor system. Short-term courses and workshops are organized by the college so that these students can do the part time job after college hours to earn some penny. The college provides woollens during winters to the needy students every year. Under *Earn while Learn Scheme* the students get opportunities to earn money.
- 4) **Social Bonding through Community Services:** The College arranges the community services for the students. It helps to involve students in the process of social up-liftment of the downtrodden masses and thereby develops leadership qualities among students. Women education and awareness, campaigning on health and sanitary conditions, environmental awareness, AIDS awareness are such programmes which are organized by the college time to time. Students interact with the masses in the community under the supervision of college teachers, collects the information from them in the form of data, views etc & analyze them. Leadership, co-operation, interaction are the skills which develops through such programmes.

- 5) **Campus interviews** are organized by the institution and the authorities of the respective school conduct the interview.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

- ✚ *The college results have been between 98.9 and 100 percent at the university annual exams. The college does not maintain any record of employment or progression to higher studies about its students.*
- A proper record of students' employment or progression to higher studies is maintained through student database.
- ✚ *Alumni Association should be established at the earliest. This association can be an asset to the college and may help generate, social support and revenue.*
- Alumni association has been established in 2008. The constitution of managing Trust does not accept any kind of donation.
- ✚ *A placement cell should be arranged so that campus interviews may be conducted. Necessary steps may be initiated in this regard.*
- The college has an active Placement Cell.
- ✚ *The college may also consider the possibility of setting up an Internal Quality Assurance Cell (IQAC) to help the institution have internal quality checks, during the session.*
- IQAC WAS ESTABLISHED ON 18.08.2008.

CRITERION –VI

GOVERNANCE & LEADERSHIP



"Leadership is the ability to establish standards and manage a creative climate where people are self-motivated toward the mastery of long term constructive goals, in a participatory environment of mutual respect, compatible with personal values."

CRITERION VI : GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

Q1. What are the institutions's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The institution's stated purpose, vision, mission and values are as mentioned below:

Vision

- To serve the state, nation and global community by providing teachers instilled with the highest standards of professional & ethical behaviour and prepared to meet the complex challenges of the society.

Mission

- To prepare active, confident, self-disciplined, skillful morally mature, socially sensitive, ICT enabled future teachers who are ready to learn and work in a rapidly changing, multi-cultural society.

Value Framework

The institute is trying to inculcate the following core values among the student-teachers and faculty members:

- Quest for excellence and self-realization.
- Develop zest and interest for the teaching service-cum profession.
- Inculcation of professional ethics, secular feelings, aesthetic vision and moral values for bringing holistic development in the prospective teachers.

Objectives

- To help Prospective Teachers to identify and develop their skills and potentials.
- To develop professional competencies in prospective teachers to adjust with the emerging needs of Indian schools in global context.
- To develop universal values in the prospective teachers needed for cohesion and welfare of society & nation.
- To empower them to prepare fully professionally competent, morally mature, committed and reflective teachers for secondary and senior secondary school education.
- To inspire and enable the student teachers to integrate modern technologies-ICT in teaching learning process.
- To accentuate-How to Do?' instead of merely-What to do?' or-Why to do?'
- To create sensitivity among the prospective teachers for reaching out to the marginalized.
- To create among them the awareness of environmental protection and need to maintain ecological balance.
- To develop interest and involvement of the Prospective Teachers in community activities.

Our Vision, Mission, values and objectives are made known to the stakeholders through the college Handbook, college notice boards and website of the college. The vision and mission statement are also communicated in orientation programmes, seminars, Conference, workshops, Inter college functions, parent teacher meet and other functions.

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?

The mission of the institution is in resonance with the objectives which are based upon the needs and aspirations of the society. Besides content and activities of B.Ed. curriculum, our college provides the followings activities to the prospective -teachers for the realization of above mentioned objectives:

- The Institute inculcates social, moral, cultural and national values by celebrating important national and international days and festivals.
- To promote the use of educational technology and for developing computer skills, special computer classes are organized for the prospective - teachers, in which theoretical as well as practical information is provided to them. The latest technology is easily accessible to all the students.
- The prospective - teachers are provided with the opportunities to organize curricular as well as co-curricular activities with the help of which leadership qualities and interpersonal human relations are developed among them. Community services like Environment Awareness Campaign, Adult Literacy Mission, Free Heart Checkup Camp, Blood Donation Camp, Free medicines distribution, Rallies etc.

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

College is grant-in-aid institution from Government of Haryana. It is governed by the Director General, Higher Education, Haryana, Seth Kirorimal Charity Trust, Raigarh (Chattisgarh) and M.D. University, Rohtak. The college is affiliated to M.D. University, Rohtak and recognized by U.G.C. & NCTE. The governing body of the institution is constituted of elected office bearers of general body members, Principal, staff representatives, representative of university & government. The roles assignment/performed by these are as follows:

Principal:

- a) Linkage between university & government & institution.
- b) Framing of different committees and assigning assignments to these.
- c) Certifying pays bills.
- d) Observation of rules.

Government:

- a) Selection of teaching and non-teaching staff.
- b) Sanction & provision of 95% grant towards salary.
- c) Administrative norms

Affiliating University:

- (1) Curriculum Framing .
- (2) Examination and award of degree.

- (3) Selection of staff.
- (4) Academic norms.
- (5) Admissions of B.Ed. course.

Governing Body:

- (A) Sharing of 5% grant towards salary of employees.
- (B) Suggestions for functioning of IQAC.
- (C) Selection/appointment of employees.
- (D) Growth of institution.

The decisions for academic and infrastructural needs are taken in the meetings of management which are held half yearly. The decisions are executed by the committees of the college which are constituted in the beginning of every academic session. Faculty members are the members and conveners of these committees. Curriculum transactions are made as per the academic calendar.

The management is committed to provide all kind of infrastructural facilities and freedom for effective and efficient transaction of teaching learning process. For the smooth functioning of the institution, the governing body of the management is framed. The composition of the governing body of management is as per state govt. and M.D. University norms.

To provide governance and directions to the institution following activities are undertaken:

- Meetings of members of the governing body of the management are convened regularly in which major decisions are taken.
- Selection of qualified teaching staff according to norms and standards set by the DGHE Haryana, M.D. University, Rohtak, UGC & NCTE.
- All amenities required for healthy Environment for Teaching Learning Process are provided.
- Latest infrastructures is purchased to enhance teaching-learning capabilities of the institution.
- Regular meetings are conducted to analyze the students performance.

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

To ensure that responsibilities are well defined and communicated to the staff, the Principal holds meetings with the faculty members. Duties are allotted to the teacher incharges according to their interest, abilities and previous experiences. Duties assigned in meetings of staff/advisory committee are circulated among the faculty members and noted down. Following Cells and Committees have been constituted for the purpose:

Sr. No.	Deptt/Cells/ Activities	Incharge
1.	Property	Sh. P.K. Sharma
2.	Nodal Officer (Election)	Sh. P.K. Sharma
3.	Alumni Association	Sh. P.K. Sharma

- | | |
|--|--|
| 4. Purchase Committee | Sh. P.K. Sharma
Dr. Rajeev Kumar |
| 5. House Examinations | Sh. P.K. Sharma
Dr. (Mrs.) Anuradha |
| 6. Time Table Committee | Sh. P.K. Sharma
Dr. (Mrs.) Anuradha |
| 7. Results Committee | Sh. P.K. Sharma
Sh. S.C. Chauhan |
| 8. Advisory Committee | Sh. P.K. Sharma
Dr. (Mrs.) Anuradha
Dr. Rajeev Kumar |
| 9. Sexual Harassment Committee | Sh. P.K. Sharma
Dr. (Mrs.) Anuradha
Dr. Rajeev Kumar |
| 10. Grievances and Redressal Cell | Sh. P.K. Sharma
Dr. (Mrs.) Anuradha
Dr. Rajeev Kumar |
| 11. Anti Corruption Cell | Sh. P.K. Sharma
Dr. (Mrs.) Anuradha
Dr. Rajeev Kumar |
| 12. Road Safety Awareness Club | Sh. P.K. Sharma
Dr. (Mrs.) Anuradha
Dr. Rajeev Kumar |
| 13. NAAC | Dr. (Mrs.) Anuradha |
| 14. IQAC Coordinator | Dr.(Mrs.) Anuradha |
| 15. Beti Bachao Beti Padhao Abhiyan | Dr.(Mrs.) Anuradha |
| 16. Bursar | Dr.(Mrs.) Anuradha |
| 17. Women Cell | Dr.(Mrs.) Anuradha |
| 18. Cultural Society | Dr.(Mrs.) Anuradha |

19.	Skill in Teaching	Dr.(Mrs.) Anuradha Sh. P.K. Sharma
20.	Extension Activities	Dr.(Mrs.) Anuradha Sh. P.K. Sharma Dr. Rajeev Kumar
21.	Literary Society	Dr. Rajeev Kumar
22.	Youth Red Cross	Dr. Rajeev Kumar
23.	Legal Literacy Cell	Dr. Rajeev Kumar
24.	Multi Media Resource Centre	Dr. Rajeev Kumar
25.	RTI Act	Dr. Rajeev Kumar (SPIO) Sh. P.K. Sharma (Asstt. SPIO) Sh. S.C. Chauhan (Dealing Clerk)
26.	SC/ST Cell	Dr. Mahabir Singh
27.	Wall Magazine	Dr. Mahabir Singh
28.	Placement Cell	Sh. Divaker Vasistha
29.	Red Ribbon Club	Sh. Divaker Vasistha
30.	Career & Guidance Cell	Sh. Divaker Vasistha
31.	Psychology Lab	Sh. Divaker Vasistha

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?

To review the activities of the college, meetings with the members of members of Advisory Committee and IQAC are conducted by the head of the institution. Feedback is also sought from Students, Alumni and heads of teaching practice schools. Students can drop their suggestions in writing in the suggestion box or write in the feedback link on website.

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

The head of the institution holds observations during classroom teaching, teaching practice, practical periods and various other activities. □□ IQAC keeps a check on processes of college and efficiently identifies the barriers in the process in achieving vision / mission and goals. The institution makes use of various diagnostic measures like feedback Performa's, meeting with heads of Practice teaching school, meeting with students and incharge of various committees. Suggestion box placed at a prominent site of college for students' suggestions which serves to identify weaknesses in the functioning of the Institute.

Once the barriers are identified corrective measures are decided upon and carried out by the Principal and concerned faculty.

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 encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes by providing them constructive suggestions and help of men and material as and when required. The committees are formed/comprising teaching and non-teaching staff members for smooth administration. The tasks assigned to various committees are assessed in meetings and head of the institution keeps keen observation on the process. The Management and the Principal encourage decisions at committee level and promote decisions taken democratically.

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

The Principal is pivot character. He plays an important role in the governance and management of curriculum, administration, allocation and utilization of resources for the preparation of the prospective teachers. For this, entire faculty is available and accountable to the Principal. Additional resources, if required, are projected to the Chairman who is readily available and is always pro-active to provide resources and enhance capabilities of the institution. For effective governance, Principal ensures that:

- Academic progress is discussed with staff in periodical staff meetings.
- A well planned academic calendar and time- table is prepared. For the purpose a committee has been constituted.
- Faculty is motivated and appraised for their tasks.
- Regular checking is carried out to ensure that classes are run as per schedule, interest and depth or not.

The head of the institution in staff meetings frames the different committees comprising staff members for the successful functioning of the institution and proper utilization of the resources. Further up to date infrastructure and modern amenities fitted different labs such as ICT,

Psychology, Multimedia Resource Centre, Science, Chalk Board writing, Work Experience Lab are assigned to various teacher incharges.

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.

For effective and efficient transaction of teaching and learning, college has democratic and vibrant organizational structure. Faculty is actively involved in decision-making process and implementation. As given in 6.1.4 committees/cells for smooth functioning are formed for the proper management of the different activities. The committees work for the purposes they are meant. Apart from this, there is college standing advisory committee that comprises Principal and three senior faculty members takes major decisions.

Meetings with Stakeholders

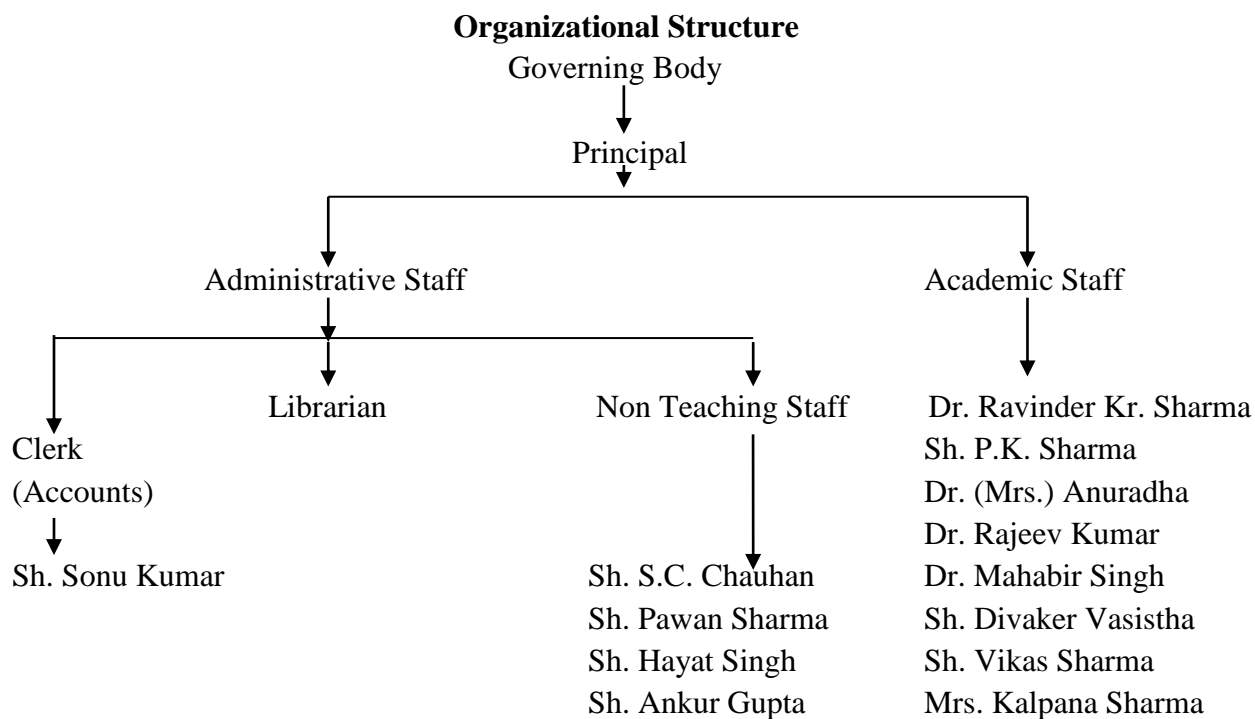
Meetings with various stakeholders such as alumni, parents and heads of teaching practice schools are convened. To fill the feedback performas regarding B.Ed curriculum, teaching earning process and infrastructure of the institution.

Finance Management

- For the financial management, guidance of expert is sought and process of financial management is subject to checks and audits by Chartered Accountant.
- Account of course fee received is maintained under the heads as per the fee-break-up given by Government of Haryana.
- Salary of the staff members is deposited in their respective accounts in Indian Overseas Bank Bhiwani. 95% part of salary is granted by DGHE, Haryana and rest 5% of salary is added by Managing Committee of K.M. College of Education, Bhiwani.

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

The organizational structure of the academic and administrative bodies of the institution is displayed in the following diagram: –



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

Administration of the institution is decentralized to a large extent. For providing democratic environment, the college has framed various committees as mentioned in 6.1.3 & 6.1.4. Meetings of all the members of college committees are held to take major decisions.

For the smooth functioning of institution, regular meetings are held with the faculty members by the head of the institution. The detail of its functioning is as follows:

- Before the commencement of the session academic calendar is prepared in which detail of curricular and co-curricular activities are displayed.
- The syllabus to be covered for 1st and 2nd Unit Tests & Assignments in different subjects is decided unanimously in the meetings.
- Meetings are held with the incharge, Skill in Teaching Programme to take following decision:
 - Preparation of teaching practice schedule
 - Schedule for Orientation Programme.
 - Schedule for Demonstration of micro skills and model teaching lessons by faculty members.
 - School Teaching.
- All the members of faculty are encouraged by the college Principal to provide extension services to the students of teaching practice schools.

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

Institution has established cordial relations with the community such as heads of teaching practice schools, parents of the students and alumni. To improve and plan the quality of the educational provisions, the institution invites their opinion and suggestions.

- Institution invites the heads of the teaching practice schools, alumni and parents of the students on the important functions organized by the institution.
- For taking major decisions and to make alumni a part of the institution, meetings with executive members of the alumni association are convened in the month of Dec or Jan.
- Further, the meetings with heads of the teaching practice schools are conducted from time to time in which the suggestions, opinion and advice are sought regarding following issues:
 - Prospective Teachers' Performance during teaching practice schedule in their respective schools.
 - Overall behaviour of the Prospective teachers
 - Discipline maintained by them.
 - Relevance of methods of teaching and teaching aids used by them.
 - Relevance of various activities organized by them.

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

The institution uses the various data and information obtained from the feedback in decision – making and improvement in performance as –

- Feedback obtained from heads of teaching practice schools, parents of the students, alumni and students regarding curriculum, infrastructure and teaching learning process and is further analyzed and discussed in the IQAC meetings.
- Feedback given by the students about their subject teachers is shared with the concerned teachers by the Principal.
- The Principal is always ready to adopt constructive suggestions given openly by the faculty, heads of the teaching practice schools, prospective – teachers as well their parents to improve the functioning of the institution.

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

The institution's initiatives in the promotion of co-operation, sharing of knowledge, innovations and empowerment of the faculty are remarkable which are as -

- For sharing of knowledge and promoting cooperation, faculty members perform team teaching in the classroom. Teachers of the same subject share their views and knowledge while preparing the topic before taking their class.

- To promote the sharing of knowledge our institution invites the teachers and experts from other colleges and universities for extension lectures on the topics related to their curriculum. Some of our faculty members also visit other colleges for the same purpose.
- The entire faculty shares their skills by organizing orientation session and giving demonstration of micro skills to the students of different teaching subjects collectively.
- Institution has established cordial relations with the faculty and heads of the teaching practice schools. For promoting co-operation, our teacher-educators provide extension services to the staff of teaching practice schools.
- Organisation of Institutional as well as inter institutional seminars, Workshops etc.
- Institution also invites the faculty and heads of various teaching practice schools in the major functions and events such as Zonal Youth Festival, Inter College Competitions, Seminars, Conferences, Workshops and other important Celebrations.
- Prospective Teachers make the use of latest technology while preparing their notes and giving demonstration of micro and macro lessons to the student-teachers.

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?

To select, collect, align and integrate data and information on academic and administrative aspects, the institution has MIS in place. Records of following activities are well maintained:

- Proper financial record is maintained. It includes student's course fee records. The record of funds is also maintained under different categories such as amalgamated, building and management fund.
- To keep the record of all curricular and co-curricular activities and achievements of the faculty and prospective teachers at different levels, an elaborative annual report is prepared at the end of the each session.
- Students have been divided into small groups called "Tutorials", which are allotted to different teacher incharges. The concerned teacher in-charge prepares the profile of the students of their group.
- As per the norms of M.D. University, Rohtak performance of the students evaluated on the basis of internal as well as external assessment. House test is conducted once/ twice in a session besides two assignments and four unit-tests in each subject. Record of the performance of all the students in each and every subject is prepared by the examination incharge.

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

a) The institution uses two methods for this :

Major action plans are taken up with permission of governing body and funds are engaged accordingly.

b) Minimised funds are allocated with the joint efforts at institutional level.

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

Requirement of the resources is worked out in a participative manner. 95% financial assistance is granted by DGHE, Haryana and rest 5% is added by the management. Management always shows the positive attitude in providing funds to meet all the human and financial requirements of the institution.

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

The institution adopts following procedure to develop academic plan by involving faculty of the college, practice teaching school teachers, and administrators as -

- The academic calendar of college is formed keeping in view academic calendar of M.D. University, Rohtak in the meeting of college standing advisory council.
- The Academic plans are devised by involving faculty and head of the institution. Teaching practice is a major component of B.Ed course. Prospective - teachers are sent to various teaching practice schools for 26 working days in one term. For this, teaching practice schedule is prepared by the concerned teacher in-charges in consultation with the heads of various teaching practice schools. For prospective - teachers, time-table is prepared according to their teaching subjects and classes are allotted to them by the concerned teachers of the teaching practice schools.
- During teaching practice session various activities are organized and days are celebrated in teaching practice schools. For the proper planning and execution of all these programmes, school teachers and heads of teaching practice schools are involved.

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

There are different committees in our institution to look after various aspects of the college. Employees are members of various administrative committees. The meetings of these committees are held time to time. All the committees work in coordination with healthy discussions with head of the institution.

- All the staff members fill the self-appraisal performa after the completion of each session individually. The first part of performa contains information regarding the participation and performance of the concerned teacher in the academic, literary, cultural and other institutional activities. The college regularly maintains the record of the performance appraisal.
- The Prospective-teachers also assess the college as a whole and the performance of staff member at the end of the session. The Prospective-teachers fill the feedback performa about the institution, curricular and co-curricular programmes of the B.Ed course. They also provide feedback about the teaching methodology, behavior, support, motivation and efforts made by each teacher.
- Both the feedback performas and self appraisal performas are then properly analyzed, reviewed and discussed with the faculty members by the head of the institution, for bringing further development and improvement in teaching, research and extension activities.

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

The institution follows the following welfare measures for the staff and faculty which improves their well – being and provide them satisfaction and motivation as -

- To enhance the work efficiency of all the faculty members, democratic environment is provided to them. Management does not harass the faculty and interferes in their matters. Academic freedom is provided to all the members of faculty.
- Our institution has formed Library Advisory Committee. The members of this committee prepare a list of books to be purchased as recommended by the concerned subject teacher incharges. All the faculty members are free to recommend the books of their choices.
- In the modern competitive age, teacher-educators cannot restrict themselves only to the classroom teaching. Believing the same, our faculty members are also involved in providing research and extension services apart from making their teaching innovative and effective.
- Faculty members can get books issued from the college library as per their requirement. There is no limit on number of books issue for the faculty.
- Salary to regular faculty members is given as per UGC pay scale. They are given (BP+GP+NCI) and DA@90%+HRA@10%. 95% of salary for regular Teaching and Non-Teaching staff is granted by DGHE, Haryana and rest 5% of salary is added by Managing Committee. Lecturers appointed on part time basis are given salary according to their worth and periods they take.
- Salary of faculty is deposited in their respective bank account with Indian Overseas Bank, as soon as DGHE releases the salary.
- Provident fund is deducted as per the norms of Govt. of Haryana.
- Employees are entitled for leave as per norms of DGHE, Haryana and M.D. University, Rohtak.
- Faculty members have free access to Internet.

- Faculty is free to improve their qualification. In this regard two members of Teaching Staff have been given NOC for pursuing Ph.D. course.
- They are encouraged to participate and present papers in State, National/ International level seminars / workshops organized by different colleges and Universities. For the said purpose faculty is given academic leaves.
- Duty leave is sanctioned for official work.
- Excellent working environment is provided to faculty including trips, tours and different celebrations.

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

The institution conducted many staff development programmes for skill up – gradation and training of the teaching and non-teaching staff as-

- For the development of the Teaching staff, the institution organised National workshop, State level Workshop and National Seminar. In addition, Workshop and Seminar at institutional level are also organized every year.
- The institution is committed for the professional development of the faculty. For this, the institution encourages the faculty to participate in various seminars, conferences, and workshops held at various levels. For the purpose the academic leave is provided.
- For the development of the Non-Teaching staff, one week computer training program and one week faculty development programme for non- teaching staff was organized in December 2010.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

- Faculty is appointed on sanctioned posts on regular basis through the procedure as per norms of govt., university, UGC and NCTE.
- In selection panel, there are university, govt., management nominees, subject experts are appointed by affiliating university and govt.
- Adhoc/ Part time faculty is appointed by the Management through selection panel comprises management nominee, principal and subject experts.
- Service conditions are very good.

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

The criterion for employing part time / Adhoc faculty are same as for regular staff and are based on UGC, DGHE, M.D.U. norms. Proper selection committee, management and Head of the institution take the decision of selection and workload. Salary is also decided by management and Head of the institution.

Q7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

To support and ensure the professional development of the faculty, the institution adopts the following policies, resources and practices:

- Head of the institution always encourages the entire faculty for advance study in their respective field. For this, NOCs are issued to the faculty as per their requirements.
- To encourage the participation of the faculty in various seminars, conferences and workshops at State, National and International levels, the institution gives academic leave and registration fees to them.
- Preparation/participation/submission of papers is undertaken using resources of the institution.

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

- To carry out their work effectively, faculty is provided with individual rooms as well as a spacious staff room. Staff room is equipped with required furniture with attached washroom.
- Lockers for faculty members to keep their official and personal belongings.
- Well maintained functional offices for the office bearers of the institution.
- The entire faculty is free to make the use of Internet facility available in the institution as per their requirement.
- The college library is available to all the staff members. It is enriched with latest reference books, magazines, journals etc to enhance their knowledge.

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

To seek information and/or make complaints, the major mechanism in place for faculty and other stakeholders is as follows -

- The college website www.kmcollegeofeducation.com is available to get information regarding its vision, mission, infrastructure, activities and achievements and detailed information of the staff.
- To get further information regarding B.Ed course, fee structure and academic calendar of the institution, college brochure is published every year.
- The institution has placed suggestion box in the college campus to get suggestions from all the concerned. Feedback/Suggestion box is available on institutional website also. Suggestions are analyzed by the college Principal for further improvement in the functioning of the institute.

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.

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 are as follows -

- As mentioned earlier, the entire faculty is actively engaged in wide range of professional and administrative activities. The staff members are allotted 24 teaching periods per week. They stay in the campus for minimum 5:30 hours a day. The college has 6 days week from Monday to Saturday. Usually the college working hours are 9:00am to 4:00pm. Teachers are assigned teaching work, supervisory work, evaluation work, tutorial etc. The entire faculty is actively engaged in wide range of curricular, co-curricular and extra-curricular activities. They are also having charge of various committees. The workload of the teachers is as per DGHE, Haryana norms and M.D. University, Rohtak. They have ample time to contribute towards professional and administrative activities including research, assessment, mentoring, working with schools and community involvement.

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

Believing in the fact that reward and motivation encourages the faculty to work wholeheartedly for the betterment of their own self as well as for the institution, the institution follows below mentioned mechanisms as -

- Intrinsic and extrinsic acts of the valuable employees are recognized from time to time.
- Their expertise in a specific field is utilized by giving them responsibilities in those activities.
- Contribution in professional work/community activity/special activity is also appreciated in the staff meetings.

6.5 Mobilization Financial Management and Resource

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

Yes, Our Institution is Govt. Aided. We receive 95% aid from State Govt.

Grants received from DGHE Haryana

▪ 2012-13	:	99,06,000.00
▪ 2013-14	:	81,18,000.00
▪ 2014-15	:	73,05,000.00

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

No resources are mobilized through donation as per constitution of Governing body.

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

Yes, the operational budget of the institution is adequate to cover day-to-day expenses

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 budgeting resource of the institution is Grant received from Director General Higher Education, Haryana, fee received from the students and grant of UGC. The college allocates sufficient budgetary provision to conduct various academic activities, organize seminars, workshops and extension lectures to fulfill the college's mission. The budget allocations over the past five years have been shown through the Audit Report of the last five years. (Please see annexure)

Q5. 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).

The institution has two tier system for auditing the accounts. Internal audit is done by Sh. N. D. Gupta, Chartered Accountant (Main Fund A/c, Salary A/c, Student Fund A/c, Amalgamated Fund A/c) and External audit is done by O/o DGHE, Haryana and O/o Accountant General Chandigarh (Govt. grant) and M. D. University, Rohtak (Amalgamated fund).

Q6. Has the institution computerized its finance management systems? If yes, give details.

Yes the institution has computerized its finance management systems.

➤ Salary Bill is computerized.

- Receive grant from DGHE for salary and UGC grant through RTGS.
- Audit report, Documents related to purchase, fees, fines etc. are computerized.

6.6 Best Practices

Q1. What are the significant best practices in Governance and Leadership carried out by the institution?

- Proper utilization of human and material resources.
- Democratic functioning of the college through various committees and cells.
- Feedback from students, alumni, parents and heads of the teaching practice schools.
- Financial management is computerized
- Tutorial groups – Student profile is maintained.
- Suggestion box is kept college premises.
- Support for professional development of the faculty.
- Annual budget is prepared in the beginning of session.
- IQAC is formed and regular meetings are held
- Grievance Redressal Committee is formed and adequate feedback is given.
- Suggestions made by the management and stake holders are duly implemented.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

- □Decentralization of Administration by constituting various committees
- Representation of Two Teaching Staff members in Governing body.
- IQAC is effective since 2008. Annual reports are prepared and meetings are held regularly.
- Faculty development programmes for teachers are organised.
- Seminars, workshops are regularly held.
- Training to students in different skills is given.
- Grievance redressal cell is actively working.
- Financial management system is fully computerized.
- Red Ribbon club , Placement Cell, Career & Guidance cell
- Free Health camps for community members is a regular feature
- Legal Literacy cell is actively functioning
- Special facilities for physically handicapped students

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

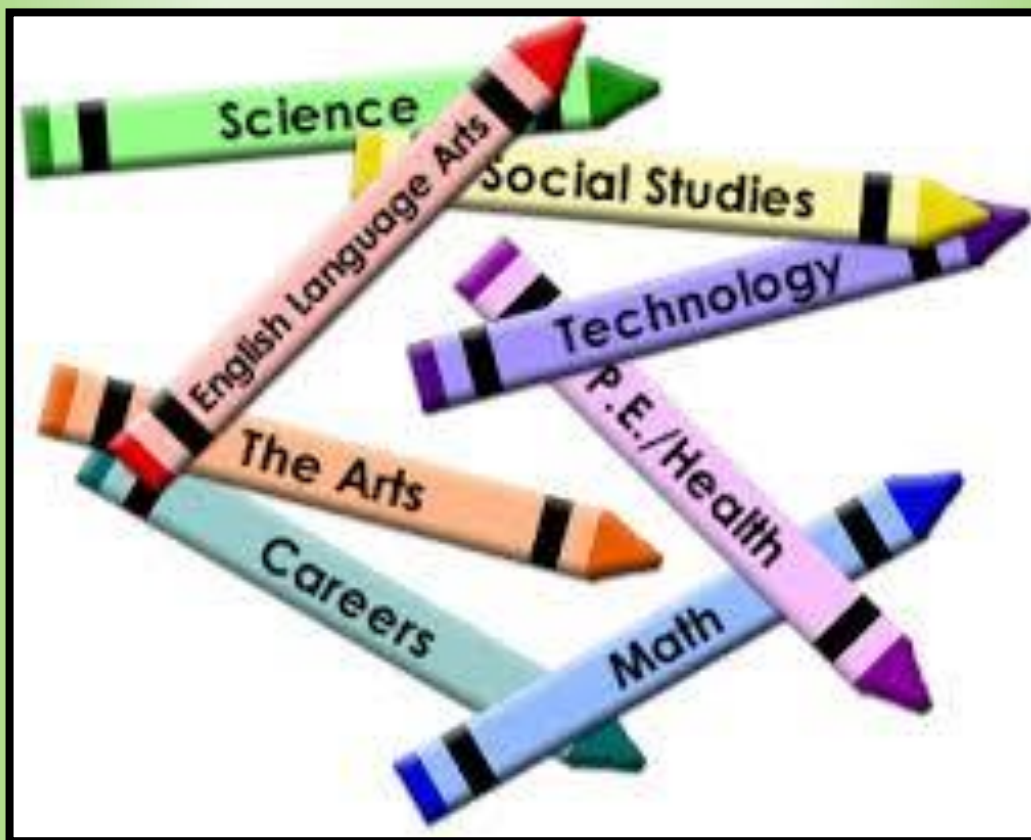
1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

- ✚ *Short duration Job-oriented computer literacy training should be organized for office and other non-teaching staff.*
 - Organized in December 2010

- ✚ *The institution should develop internal quality checks and establish a mechanism to ensure their implementation for improving its overall performance and efficiency.*
 - IQAC established in 2008 for internal quality checks.

CRITERION –VII

INNOVATIVE PRACTICES



“Innovative practices in education are unique teaching methodologies that have demonstrated success in raising the performance of the institutions. Discovering and practicing new strategies for teaching ensures optimum level of learning among students.”

CRITERION VII : INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

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

Yes, institution has established IQAC in the August 2008 to ensure quality improvement in the entire activities of the institution.

Composition of IQAC

IQAC Chairperson: Dr. Ravinder Kumar Sharma (Principal)

Coordinator of IQAC: Dr. (Mrs.) Anuradha

Sh. Pardeep Kumar Sharma (Member)

Dr. Rajeev Kumar (Member)

Sh. Vikas Sharma (Member)

Sh. Sonu Kumar (Administrative Assistant)

Sh. Naresh Kumar Moda (Member of the Management)

Dr. S.N. Sharma, Retd. Principal (Representative of Alumni association)

Sh. Pawan Kumar Jain, Advocate (Nominee from local society)

Ms. Parul & Ruchi (students)

Major activities undertaken:

- Formulation of goals and objectives of institution for quality monitoring & management.
- Designing innovative practices for academic transaction, students' achievement evaluation, co-curricular activities etc.
- Promotion of extension activities, seminars, workshops, training programmes etc.
- Development of Student databases.
- Development and administration of Feedback Performa's for evaluation of institutional practices.
- Community based activities-Blood donation camp, Skin disease camp, Ayurvedic camp, Heart Checkup camp, Respiratory disease camp, free medicine distribution etc.
- Enrichment of curriculum.
- Preparation of Instructional material and Question Banks.
- Tree Plantation
- Development of ICT skills

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

Different committees constituted by the college critically analyze the efforts made by the institution to evaluate the achievement of goals and objectives. The Principal and the Incharges of different Committees meet and review the progress made in terms of goals and objectives. The stakeholders' feedback, Students' assessment of teachers, course and institutional facilities are

discussed in IQAC meetings. Students' performance in teaching, Examination, co-curricular activities, campus interviews etc. also help in evaluation of achievement of goals and objectives.

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

The institution ensures the quality of its academic programmes through following means:

- Enrichment of curriculum
- One Week Orientation
- Regular classes
- Workshops, Seminars, Discussions
- Extra Classes
- Remedial teaching
- Unit test, Assignments and House Examination
- Providing teacher made instructional material
- School Internship

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

The institution adopts a decentralized process for administration and financial management. Different committees have been formed at institutional level as described in 6.1.3. All the committees plan and execute the development of the institution. Financial management process is as per norms. Institution has a purchase committee comprising two senior teachers. A senior teacher works as bursar. Annual auditing is done by the chartered accountant, DGHE Haryana and University.

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

The institution identify and share good practices with various constituents by :

- organizing periodical joint meetings of administrative and academic constituents
- interaction with the constituents
- Display on Notice board
- Feedback/Appraisal Performa's.

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 Institute follows the reservation policy as laid down by the Government and the M.D. University, Rohtak in its admission process. Faculty members and students are sensitized about the policies and issues regarding inclusive education through discussions on issues of inclusion,

organizing extension lectures, through research journals and periodicals. Inclusive education is a part of B.Ed. curriculum also.

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?

In the syllabus, compulsory paper II (Learner, learning and cognition) and paper IV (inclusive education) have provision of education of children with special needs. Students are conceptually made aware of the role of diversity and equity in education in the compulsory papers where they study about exceptionalities and the classroom strategies adopted by a teacher to handle them. Students also learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

In Paper II, Prospective teachers also prepare a case-study of one normal child and one problem child and interpret, and compare their different psychological needs, educational needs etc. The institution also organizes extension activities, extension lectures and seminars etc to sensitize the students regarding this issue.

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 activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation are as follows:

Social Interaction

- Participation of prospective teachers in inter-zonal, zonal and inter-college competitions like Youth Festival, Edufest etc.
- Community Service Programme
- Community Reach Programme
- Organisation of Competitions in practice teaching school.
- Community based project works like project SSA, Mid Day Meal monitoring, Organising Parent teacher meeting etc.
- Celebration of various festivals
- Celebration of important days
- Organizing health camps
- Arranging rallies to aware people on social issues like Environmental Pollution, AIDS etc.
- Educational Trip & Tour.

Active Engagement in Learning

- Action Research
- Participation in seminars, workshops, conferences at college level, university level etc.
- Wall Magazines
- Micro-teaching
- Discussion Lessons

- Practice Teaching
- Peer-Teaching
- Group Discussions
- Cooperative learning
- Involvement in ICT enabled activities.

Self-Motivation

- Participation in co-curricular activities
- Open house discussions
- Facing interviews conducted by placement cell of the college.
- By organizing various functions

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

The theoretical knowledge about individual differences, exceptionalities is provided in Paper-II and Paper-IV. As discussed in 7.2.2 & 7.2.3, variety of learning environments and opportunities are provided to student teachers to help them in acquiring proficiency in working with children from diverse background.

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

The Institution addresses to the special needs of the physically challenged and differently-abled students enrolled in the institution in the following ways:

- The main entrance and exit of the institution are clearly identifiable, easily accessible and are wide enough to accommodate wheel chair users.
- The doors are wide enough to accommodate wheelchair users and the space inside the classroom is enough for them to accommodate the chair.
- Ramp facility is provided at ground and first floor.
- Special care of physically challenged and differently-able student is taken by faculty members according to their special skill or limitation.
- Institution has multimedia resource room facilities with various academic support materials.
- Personal guidance is provided by the teachers to the students of partial sightedness and low hearing.
- Written material, handouts and library facilities are provided to them. They are exempted from a rule of library in which return date of books are ten days. They can keep the books as per their convenience.
- In resource room, text to audio convertor software installed in which any text content can be converted into audio output. So visually impaired students learn through listening to subject matter (text content are provided by subject teachers).
- Audio CDs of subject matter are available in resource room.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The Institution is aware to handle gender sensitive issues. Women cell is active in the college. Special care is taken to avoid any discrimination. Women Cell ensures the active participation of girl students in every programme organized by the institution. Usually mixed groups are constituted for different purposes. Some of the activities of the women cell are :-

- Celebration of World Women's Day.
- Extension lectures on gender sensitive issues like women empowerment, female foeticide etc.
- Slogan Writing.
- Poster Making.
- Collage making.
- Sensitization of masses for ‘ BETI BACHAO BETI PADHAO’ Campaign.

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 ensures the access to the information on organizational performance to the stakeholders by Handbook of Information, display on notice board of the college, local newspapers, college magazine, meetings with stakeholders and updating on its website. The institution invites stakeholders in different activities/functions organized in college campus and share institutional achievements and students’ excellence with them.

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

The institution has formal and informal feedback mechanism for the students as well as for employees. The students’ satisfaction and dissatisfaction is noted. From their suggestions and complaints, the causes of dissatisfaction are analyzed and suitable corrective measures are taken.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality?

The feedback mechanisms in vogue to collect, collate data from students, professional community, Alumni and other stakeholders on program quality is as follows:

Students

Feedback from students is obtained in prescribed proformas and through verbal communication on the course, teachers, facilities, and support service. The data is analyzed by the Internal Quality Assurance Cell (IQAC). The outcome is made available to the authorities, and teacher for necessary action. The teachers and authorities use the outcome of feedback as a basis for curriculum development, methods of Teaching and Evaluation and learning activities / support services.

Alumni

Verbal feedback from alumni is obtained. Its analysis is used in quality enrichment.

Head of Schools

The feedback is being obtained from the head of practicing schools regarding the performance of the teacher trainees and needful action is taken as per their feedback.

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
Admission and Orientation	■	■																																	
Theory			■	■	■	■	■	■	■									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Tutorials/ Seminars												■	■																						
Sessional Work- Tests & Assignments									■											■										■					
Practical Work				■	■	■	■	■										■	■					■	■	■	■				■	■			
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations										■	■	■	■	■															■						
Practice Teaching/ Internship														■	■	■	■												■	■					
Co-curricular Activities			■						■	■	■	■								■	■	■													
Working with community/ project work														■	■	■									■	■									
End-Term Examination																																	■	■	

Note: A Week is of Six working days and a day is of six and half clock hours.