

A Profile of the Institution

1. Name and Address of the Institution:

Rao Birender Singh College of Education, Rewari

2. Website URL :- www.rbseducation.org

3 For communication :- Principal
R.B.S College of Education
Rewari
Haryana (123401)

Office

Name	Telephone No. with STD Code	Fax No.	e-mail Address
Head/Principal Dr.(Mrs.) Kusum Yadav	01274- 222280		rbsedurewari@yahoo.in
Vice-Principal -----			
Self-appraisal Co-ordinator Dr. Amit Kumar	01274- 222280		amitam_ku@rediffmail.com

Residence

Name	Telephone No. With STD Code	Mobile Number
Head/Principal Dr.(Mrs.) Kusum Yadav	01274-222280	09416888855
Vice-Principal		
Self-appraisal Co-ordinator Dr. Amit Kumar	01274-222280	09466122624

4. Location of the Institution:

Urban Semi Urban Rural
Tribal Any Other (Specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution

Month & Year

MM	YYYY
July	1953

8. University/Board to which the institution is affiliated

M.D.U.ROHTAK

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

Month & Year

MM	YYYY
July	1959

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 institutions:

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		
		B.Ed.	Graduation	Diploma		
				Degree	1 Yr.	Eng/Hindi
iv)	Post Graduate	M.Ed.	B.Ed	Diploma		
				Degree	1 Yr.	Eng/Hindi
v)	Other (specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Sanctioned Intake
Pre-primary			
Primary/ Elementary			
Secondary/ S.r secondary	B.Ed.	NRC/NCTE/F-3/HR-4/97/4955-4961 30 Sep. 1997	100
Post Graduate M.Ed.	M.Ed.	F-3/HR-06/M/Ed. 2000/4616-24 25 th July 2000	35
Other (specify)			

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Mission

Values

Objectives

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

Yes	✓	No	
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If yes,

a) How many programmes?

b) Fee charged per programme

1
38,500+4290(University Charges)
Yes Only M.Ed.

3. Are there programmes with semester System.

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

Yes	✓	No	
-----	---	----	--

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

1

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

D.Ed	–
B.Ed.	8
M.Ed. (Full Time)	3
M.Ed. (Part Time)	–
Any other (specify and indicate)	–

6. Are there Programmes offered in modular form

Yes		No	✓
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Number	
--------	--

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
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Number	
--------	--

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
Yes		No	✓
Yes	✓	No	
Yes	✓	No	
Yes		No	✓

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

-

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

Yes		No	✓
Number			

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

Yes	✓	No	
Number	2		

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

Yes	✓	No	
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14. Does the institution encourage the faculty to prepare course outlines? Yes No

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Criterion II: Teaching-Learning and Evaluation

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

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

(If more than one method is followed, kindly specify the weightage)

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

- a) Date of Start of the academic year

16/09/ 2013

- b) Date of last admission

11/10/2013

- c) Date of closing of the academic year

16/06/2014

- d) Total teaching days

46

- e) Total working days

209

3. Total number of students admitted (2013-14)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	20	77	97	07	35	42	13	42	55
M.Ed. (Full Time)	03	21	24	02	06	08	01	15	16
M.Ed.(Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

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

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

a) Unit cost excluding salary component

b) Unit cost including salary component

(Please provide the unit cost for each of the programme offered by the institution as detailed a 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.	90%	62.05%	74%	51.11%
M.Ed. (Full Time)	78%	56%	69.6%	64.9%
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.	70%	20%	10%
M.Ed. (Full Time)	80%	-	20%
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	5
---	---

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

2	0
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

0	4
---	---

b) Total number of practice teaching days

2	5
---	---

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

3	0
---	---

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

No. of Lessons in simulation	10	No. of Lessons in Pre-Practice teaching	10
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

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)	20%	80%
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	2
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b) Number of assignments for each paper

0	5
---	---

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)	LCD Projector	

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

Yes	✓	No	
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Number	2
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19. Does the institution offer computer science as a subject?

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	03	42.8 %	
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2. Does the Institution have ongoing research projects?

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

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

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

-

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

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- 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
Internationals Journals	<input checked="" type="checkbox"/>		20
National Journals–referred papers	<input checked="" type="checkbox"/>		07
Non referred papers			
Academic articles in reputed magazines /news paper	<input checked="" type="checkbox"/>		03
Books	<input checked="" type="checkbox"/>		03
Any other(Specify and indicate)			

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

Yes No

Number

10. Numbers of papers presented by the faculty and students

(during last five years): Faculty Students

National Seminars	33	08
International Seminars	02	—
Any other academic forum	10	

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

(Mark for yes and for No.)

Self-instructional materials	<input type="checkbox"/>
Print materials	<input type="checkbox"/>
Non –print materials (e.g. Teaching/ Aids/audio-visual, multimedia, etc)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question Bank	<input checked="" type="checkbox"/>
Any other (Specify and indicate)	<input type="checkbox"/>

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

Yes No

If yes, indicate the nature of the post.

Full-time Part time Additional charge

13. Are there NSS and NCC programme 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 year.

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

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

Criterion IV: Infrastructure and Learning Resources

1 Built up Area (in sq.mts.)

2 Are the following laboratories been established as per NCTE norms?

- a) Methods Labs Yes No
- b) Psychology Labs Yes No
- c) Science Lab(s) Yes No
- d) Education Technology lab Yes No
- e) Computer lab Yes No
- f) Workshop for preparing Teaching aids Yes No

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

4. What is the Budget allotted for computers (purchase and maintains) during the previous academic year? (2013-14)

5. What is the Amount spent on maintenance of computer facilities during the previous academic year? (2013-14)

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

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year? (2013-14)

8. Has the institution developed computer aided learning packages?

Yes No

9. Total number of post sanctioned Open Reserved

	M	F	M	F
Teaching	6			
Non-Teaching	5			

10. Total number of posts vacant

Teaching
Non-Teaching

11. a) Number of regular and permanent teachers

	Open		Reserved	
(Gender-wise)	M	F	M	F
Lecturers	2	3	—	—

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Readers	-	-	-	-
---------	---	---	---	---

	M	F	M	F
Asso. Professors	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	2	-	-

	M	F	M	F
Readers	1	-	-	-

	M	F	M	F
Professors	-	-	-	-

c). Number of teacher from

Same State	8
Others State	-

12 Teacher Student Ratio (Program wise)

Programme	Teacher Student Ratio
D.ED	
B.Ed	1:14
M.Ed (Full time)	1:5
M.Ed(Part time)	

13 a. Non Teaching Staff OPEN RESERVED

	M	F	M	F
Permanent	3	-		
Temporary	6	1		

b. Technical Assistant

Permanent

M	F	M	F
-	-	-	-
1	-	-	-

Temporary

14 Ratio of Teaching and Non Teaching Staff

1:1.2

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

25% of Total

16 Is there any advisory committee for the library?

Yes

✓

No

17. Working hours of the library

On Working days

7 hrs

On Holidays

If required

During examinations

5 hrs

18. Does the library have an Open access facility?

Yes

✓

No

19 Total collection of the following in the library

a. Book

26412

– Textbooks

24650

– Reference books

1762

b. Magazines

16

c. Journals subscribed

16

– Indian Journals

–

– Foreign Journals

–

d. Peer reviewed journals

e. Back volumes of journals

1000

f. E-information resources

- Online journals/e-journals	10
- CDs/ DVDs	300
- Databases	-
- Video Cassettes	-
	-

20. Mention the

Total carpet of the library (in Sq. mts)	228.89sqm.
Seating capacity of the Reading room	50

21. Status of automation of Library

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

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

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

23. Are students allowed to retain books for examinations?

Yes	✓	No	
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24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

By students

By faculty

Maximum number of books permitted for issue

For students

For faculty

Average number of users who visited/consulted per month

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

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

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

	I 2011-12		II 2012-13		III 2013-14	
	Number	Total cost (Rs.)	Number	Total cost (Rs.)	Number	Total cost (Rs.)
Text Books	62	37554	04	910	84	5327
Other Books	---	---	---	---	37	17791
Journals/Periodicals						
News Paper	25	32000	25	31720	26	33760
Any other specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

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Criterion V: Student Support and Progression

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

Programmes	Year1	Year2	Year3
D.Ed			
B.Ed	-----	-----	-----
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?

16

3 Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge courses?

Yes No

5. Examination Result during past three years (Provide year wise data)

	UG			PG			M.Phil		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	I	II	III
Pass Percentage	100%	100%	100%	100%	100%	100%			
Number of first classes	51	83	91	11	18	21			
Number of distinctions	6	02	28	1	1	2			
Exemplary Performances (gold Medal and University ranks)	-	-	1	-	-	-			

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

	I	II	III
NET	7	11	10
SLET/SET			
Any other (specify and indicate)	9	10	10

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

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship	37	34	33
Fee concession			
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	✓
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9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
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Non-teaching staff	Yes	✓	No	
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10 Does the institution provide Hostel facility for its student?

Yes No

If yes, number of students residing in hostels.

Men	00
Women	07

11 Does the institution provide indoor and outdoor sports facilities?

Sports fields

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

Indoor sports facilities

Gymnasium

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 /organized.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
Inter University	-	-	-	-	-	-
National	-	-	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zonal Youth Festival	-	-	-	<input checked="" type="checkbox"/>	-	1

(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	Outcome (Medal achievers)
State	----	---
Regional	---	---
National	----	---
International	---	----

18. Does the institution have an active Alumni Association?

Yes No

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	Year 1 (%)	Year2 (%)	Year 3 (%)
Higher Studies	41	38	44
Employment	33	37	42
Teaching	30	35	39
Non-Teaching	3	2	3

23 Is there a placement cell in the institution?

Yes No

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

1	2	3
5	3	7

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

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

Criterion VI : Governance and Leadership

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

Yes No

2. Frequency of meeting of Academic and Administrative Bodies (Last year)

Governing Body/Management	2
Staff council	5
IQAC/or any other similar body/committee	4
Internal Administrative Bodies contributing to quality improvement of the institutional process. (mention only for three most important bodies.)	

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

Loan facility	Yes	✓	No	
Medical Assistance	Yes	✓	No	
Insurance	Yes		No	✓
Other (Specify and indicate)	Yes		No	

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

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

5. Furnish the following details for the past three years.

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

02	
----	--

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

National	4		
International			

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

	01	
--	----	--

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

	01	
--	----	--

- e. Research development programmes attended by the faculty.

	05	
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f. Invited /endowment lecture at the Institution

0	5	
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Any other area (Specify the programme and indicate)

-		
---	--	--

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

a. Self appraisal

Yes	✓	No	
Yes	✓	No	
Yes		No	
Yes	✓	No	
Yes		No	

b. Student assessment of faculty programme

c. Expert assessment of faculty performance

d. Combination of one or more of the above

e. Any other (specify and indicate)

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.

12 Hours

8 Provide the income received under various heads of the account by the institution for previous academic session (2013-14).

Grant in aid	5190538
Fees	1640000
Donation	-----
Self-funded Course	1062600
Any other (specify and indicate)	-----

9 Expenditure statement (for last two years)

	Year1 2012-13	Year 2 2013-14
Total sanctioned Budget		
Spent on the salary of the faculty	3463275	2660623
spent on the salary of non teaching employees	667788	642508
spent on books and journals	22615	16538
spent on development activities (expansion of building)		24065
spent on telephone, electricity and water	155901	181233
spent on maintenance of building , sports facilities hostels, residential complex and student amenities etc.	272201	903485
spent on maintenance of equipment, teaching aids contingency etc.	46253	89834
spent on research and scholarship (seminars, conference, faculty development programmes, faculty exchange etc)	5385	
spent on travel	111032	142991
Any other (Miscellaneous)	1924948	3715441
Total expenditure incurred	6669371	8376718

10. Specify the institution surplus /deficit budget during the last three year? (Specify the amount in the applicable boxes given below) Surplus in Rs. Deficit in Rs.

4051068
3642754
3006977

–
–
–

11. Is there any internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes

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

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counselling	Yes	✓	No	
Aptitude Testing	Yes		No	✓
Examinations/ Evaluation/ Assessment	Yes	✓	No	

Any other (specify and indicate)	Yes		No	
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14. Does the institution have an efficient internal co-ordinating 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 takes 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 | <input checked="" type="checkbox"/> |
| b) for students | <input checked="" type="checkbox"/> |
| c) for non-teaching staff | <input checked="" type="checkbox"/> |
19. Are there any ongoing legal disputes pertaining to the institution? Yes No
20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?
- Yes No
21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization 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 2013-14 institution? (B.Ed. & M.Ed)

	Category	Men	%age	Women	%age
a	SC	03+0	2.47	14+2	13.22
b	ST				
c	OBC	03+2	4.13	20+4	19.83
d	Physically challenged	1+0	0.82	1+0	0.82
e	General Category	13+1	11.57	42+15	47.10
f	Rural	–	–	–	–
g	Urban	–	–	–	–
h	Any other (specify)	–	–	–	–

4. What is the percentage of the staff in the following category?
(2013-14)

	Category	Teaching Staff	%	Non-teaching staff	%
a	SC	1	–	2	–
b	ST	–	–	–	–
c	OBC	4	–	–	–
d	Women	–	–	–	–
e	Physically challenged	–	–	–	–
f	General Category	1	–	3	–
G	Any other (specify)	–	–	–	–

5. What is the percentage academic growth of the students for the last two batches? B.Ed & M.Ed (2012-13 &13-14)

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	19	23	17	23
ST				
OBC	42	31	42	31
Physically challenged	2	3	2	3
General Category	58	78	57	76
Rural	–	–	–	–
Urban	–	–	–	–
Any other (specify)	–	–	–	–

Manual for self-appraisal of Teacher Education Institutions
Executive Summary

Rao Birender Singh College of Education Rewari Accredited B⁺⁺ by NAAC is the premier and pioneering college of education, established in 1953 in the erstwhile Punjab. It is situated on the outskirts of the historic town of Rewari in village Rampura. Ever since its inception the colleges has been at the forefront in the field of quality teacher education and have made more than 35000 teachers and hundreds of dedicated teacher educators. In terms of infrastructure, the college is second to none. It has separate hostels for boys and girls, decent campus, magnificent building, play-grounds, very rich library, innovative equipments, explorative labs, Seminar Hall, Inspiring illustrative Research oriented Visitors Room and fully dedicated enlightened staff. Directly or indirectly, the college has been instrumental in the general upliftment of the masses in and around Rewari, by helping many generations of young men and women to carve out their careers.

The college was established in 1953 under the dynamic and unique guidance and patronage of its founder president hon'abl Late Rao Birender Singh, Ex. C.M. Haryana and former Union Minister Govt. of India. The College is affiliated to the Maharishi Dayanand University, Rohtak & recognized by NCTE. The college is a grant in aid institution by Directorate of Higher Education, Haryana and is recognized by the UGC under section 2f and 12 B. Hence all norms and regulation as prescribed by M.D. University and D.H.E are strictly adhered by the college authorities, selection of faculty is by a committee constituted by the university and D.H.E. The college runs M.Ed. on self finance basis. College Implements the University directives on curriculum, examination and evaluation.

Integration of education to meet global needs, national development, social responsibility, ICT integration and quest for excellence are the

Manual for self-appraisal of Teacher Education Institutions areas of concern. Flexibility for greater learning is provided by additional training programmes, teaching practice, visits and lectures by experts. Constant feedback from students, parents, alumni, teachers of schools and head of the school is undertaken to monitor the course curriculum progress in the light of its mission and vision.

The college gives priority to the library in acquiring the latest books and journals, updating internet resources, access to library networks, provision of electronic media resources, reading room and reference section. Language resource centre, art and craft resource centre, psychology resource centre, computers with advanced configurations in ICT centre, internet facility.

The college has very cordial relations with its four practice teaching schools. It gets full supports and cooperation of principles and staff of practice teaching schools. From time to time various community development programmes like AIDS awareness rally, blood donation camps, cleanliness drive etc. are organized by the college.

The institution faces many challenges in building a quality institution as vacant posts of teaching and Non-Teaching are not filled in time by D.H.E. thus creating problem in smooth running of the institution. Also funds raising for Ad-hoc staff is a big challenge in front of the institution, at present one teaching and one non-teaching posts were lying vacant for past many years. Despite of these challenges the institution has grown from strength to strength over the years. Produced excellent results and has come to be, recognized for its academic excellence status and memorable history.

Criterion - I

1.1 Curricular Design and Development

1.1.1. Objectives of the institution and the major considerations addressed by the institution

R.B.S. College of Education follows the following major objectives:

Intellectual

- To ensure that the youth gets adequate opportunities to identify and develop their skills and potentials.
- To produce intellectual capital in term of research output, transfer of knowledge and technology oriented attitude to land in the field of education.
- To enlighten the pupil teachers to have a cognitive appendix of teaching learning process.

Academic and Training

- To enable prospective teachers to understand the inter-disciplinary nature of educational theory and practice and its incorporation in teacher education.
- To prepare individual for independent learning to develop reference skills, critical thinking, conceptualization and self evaluation of their own progress.
- To promote effective communication skill to walk and talk in ever changing scenario of globalization.

Access to Disadvantaged and Equity

- To sensitize to students towards gender equality, caste, religion, ethnic and regional identity and respecting it and working harmoniously.

Self Development

- To prepare the prospective teachers for self development and advancement in their field.
- To mould individuals into integrated personalities who are competent, spiritually mature, physically strong and socially sensitive.

Community and National Development

- To help them build happy and healthy school and community relationship and promote interest in life long learning.
- To develop feeling of love for Indian culture and strengthen a sense of national pride and identity among the prospective teachers.

Ecology and Environment

- To create among them the awareness of environmental protection and need to maintain ecological balance.

Value Orientation

- To prepare them for inculcation of values and develop sense of citizenship.
- To enable the prospective teachers to inculcate dignity and morality in work and produce work culture among their students.

Employment

- To empower them to prepare fully professionally competent, committed and reflective teachers for secondary and senior secondary school education.

ICT Introduction

- To enable them to develop the teaching competencies and performance skill for the subjects they have to teach, using appropriate aids including ICT.

Global Demands

- To provide among them the capacity to think, problem solving attitude, capacity to undertake action research and research.

Major Consideration Addressed by the Institution to achieve the Objectives

Intellectual

- Provision for qualitative education to prospective teachers by offering relevant facilities related to programme and by developing them as knowledgeable and skilled human resources to accept intellectual challenges.
- Provision for experiential exposures through various competition, research projects, excursion etc.

Academic and Training

- Prepare academic calendar in the beginning of the year.
- Teacher educator prepares plan for whole year / semester and follows them.
- Provide academic excellence experiences to prospective teachers through individualized and cooperative learning at reflective level.

- Provision of reflective level of teaching and learning environment through suitable method like project, seminar and group discussion etc.
- Provide experiential learning through micro teaching and school practice teaching.

Access to Disadvantaged and Equity

- Provision of reservation for underprivileged and disadvantaged group – SC, ST, OBC, differentially disabled persons as per M.D. University / State Government / Central Government policies in student enrolment and in the selection of faculty.
- Remedial classes for educationally disadvantaged students.

Self Development

- Organization of conference, seminar, workshop on research methodology.
- Introduced short training for self-employment like food preservation, tie and dye, block printing, screen printing, best out of waste and flower making etc..
- Training for the effective use of computer technology, internet, and usage of ICT tools in teaching and learning and evaluation works.
- Organized lectures on Human values and spirituality.
- Deputation of staff and students for seminar, workshops etc.
- Short term training programmes for non-teaching staff on use of computer in administration, internet and on-line submission of student's information to university website.

Community and National Development

- All important days, events, festivals are celebrated to develop communal harmony and national integration.
- Provision for social issues related projects in the curriculum.

Ecology and Environment

- Encouragement and provision for creating environmental sensitivity and environmental awareness among the faculty and students, by developing and organizing suitable extension activities.

Value Orientation

- Inculcation of values through lectures, and by organising activities.
- Giving enough time in morning assembly on value based talks, thought for the day.
- Nice quotations and sayings are displayed all over the campus.

Employment

- Established placement cell.
- Regular information regarding job opportunity in various schools provided.
- Introduced training course to prepare them for self-employment.

ICT Introduction

- Provision of computer education, internet facilities and usage of various ICT tools for the faculty and the students.
- Provision of Smart classrooms
- Effective use of ICT in teaching learning process by teacher educators and in school teaching practice by prospective teachers.
- Effective use of on line & off line resources by teacher educators and prospective teachers.
- Organized ICT related workshops.
- Provision for curriculum related facilities through ICT.
- Office work, examination work are computerized.
- Dynamic college website.

Global Demand

- Provision for research oriented environment through enriched library with reference books, encyclopedia, surveys and internet in library and all resource centers.
- ICT enabled classrooms, labs and library with CDs, DVDs, reference books, encyclopedias, international journal in which student learn and are made capable to phase global demand in teaching and learning.

1.1.2 Steps in the curricular development processes

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

- Obtains feedback on the utility, performance and relevance on existing curriculum from teacher educators, students and alumni.
- Faculty members organize 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

- Verbal and written suggestions given time to time to Education Department of M.D. University to revise some topics of curriculum and they acted upon that.

1.1.3. Global trends in teacher education reflected in the curriculum

Curriculum Update

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. Now ICT practical of 50 marks is a separate subject and it is compulsory. Various Projects were included. The topics and subjects included in the syllabus are highly related to the demand of the modern society.

In M.Ed. semester system was introduced from the academic years 2011-12. Internal assessment of 20 marks in each paper introduced from 2012 in both B.Ed and M.Ed.

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

- ICT knowledge is compulsory for all students.
- Inclusive education and special education.
- Career guidance makes them competent to face competitive examination.
- Emphasis on skilled human resources through experiential learning techniques.
- Existing B.Ed. course has been strengthened as per global trends / needs.
- All courses ensure both knowledge and skill development.
- Co-curricular, extra-curricular activities are organized in the campus and extension activities are organized outside the campus.
- Social responsibility, leadership qualities, organizational abilities, problem solving competencies and sense of communal harmony in social relations is developed.
- Sports activities keep students physically fit and socially sensitive in order to develop broader national and global perspectives.

1.1.4. Thrust on national issues like environment & value education

Curriculum activities for thrust on Environment

- By assigning projects related to environmental issues.
- To enrich the curricular activities, environment day and awareness programmes etc are celebrated and organized.
- M.Ed. student takes problem in research related to attitude, awareness and practices towards environment.
- Competitions and Rallies are conducted to sensitize the student-teachers as well as the general public regarding environmental hazards and climate crisis.

Curriculum activities for thrust on values

- By conducting Extension lectures
- By conducting morning assembly daily and also students are asked to deliver speech, thought on values.
- Birth days of eminent and great person celebrated

1.1.5. Use of ICT for curricular planning

ICT for all students is incorporated in the curriculum planning in the following way:

- In B.Ed. course a unit of Computer Applications in paper V (Education and Communication Technology) is introduced that is compulsory for all students.
- ICT enabled practical is compulsory for B.Ed students.
- Students use ICT in their preparation of notes, assignments, lesson planning, self evaluation and carrier counseling etc.
- Students use ICT during teaching practice.
- Students of M.Ed. make use of ICT for writing and presentation of their research reports.
- Workshops on Computer Education are also conducted by IQAC for students as well as faculty.
- The college has a well equipped ICT Resource Centre.
- All teacher educators use ICT in teaching learning process.
- Laptop is issued to faculty members to prepare instructional material.
- Audio-video CDs also available in library.
- Use of modern audio-visual teaching aids such as Laptop, LCD projector, Camera, Over Head Projectors, CDs and new storage devices ensure that the curriculum includes and integrates ICT to make students competent to the ICT enabled schools environment.

1.2 Academic Flexibility

1.2.1. Experiences provide by the institution to the students to make teaching a reflective practice

- Reflective level of teaching is problem centered in which the pupil is busy in original imagination. It aims to develop problem solving capacity and independent, original, critical and creative thinking. In this regard institution provides following experiences to the students:
- By assigning projects and assignment to the student.
- In teaching learning process we include group discussion, constructivist approach, seminar, workshops and action research.
- Micro teaching, mega lesson and practice teaching.
- Plan and execution of teaching model.
- Peer evaluation
- Creating challenges for students by organizing various inter-house and inter college competition.
- Organise material for college magazine as student editor.
- Preparing PowerPoint presentations, modifying photographs through PhotoDraw software and MS Picture manager, prepare Resume and lesson planning in MS Word, prepare Result in excel worksheet.
- Students use internet facility to prepare notes, assignments, lesson plan, self evaluation and career counseling using various educational websites.
- Dissertation and field work by M.Ed. students.
- Upload PPT on Educational website.

1.2.2. Varied learning experiences provided by the institution for adequate flexibility and scope in the operational curriculum

- We do cooperative learning in some topics in B.Ed. class e.g. lesson planning, writing instructional objectives in behavioral term, ICT practical and projects .
- A student admitted to a particular course is permitted to change the optional subject within a stipulated time.
- There are six Optional Subjects offered to the students out of which they can select any one of their choice in paper III B.
- There are twelve optional Subject offered to the students of M.Ed. out of which they can select any three of their choice in paper IV, V and VI.
- Option is also given to the student to select any two projects out of nine in B.Ed.

- Choice is also given to the students of M.Ed. to select problems for their research work.
- Choice is also given to the students to participate in academic and cultural competitions.
- Flexibility in computer hours for the students is provided.
- Microteaching sessions are arranged where they practice teaching skills.
- More than 25 days teaching practice in various schools is conducted.
- In various houses and clubs students develop the following characteristics: Cooperation, leadership, creativity, advancement of knowledge, decision making, self disclosure, sharing, self-confidence social values and dignity towards manual works.
- Visit to various fairs and historical places.
- Students take classes in sister institution schools at times of need.
- Students are provided with opportunity to practice values during their co-operative teaching.
- Varied experiences to use and promote technology are provided.
- Celebrating festivals, important days together in the campus give them the feelings of oneness and thus they contribute to national development.
- Organizing all functions together to teach them cooperation.
- Student teachers are encouraged to use their creative ideas in co-curricular activities.
- Global Competence is fostered by providing them opportunities to face the challenges of teaching students of diverse needs.
- During teaching practice excellence in teaching is promoted by peer observation.
- Undergoing case studies of special child, survey of school plan and organizing co-curricular activities in schools enriches their operational curriculum.
- Training in various life skills, ICT skills and personality development are imparted.

1.2.3. Value added courses introduced by the institution during the last three years

The institution organized short term training in the following areas:

Session 2011-12

- Organized training in best out of waste
- Organized training on Research Methodology
- Provided training in Excel and Internet browsing
- Organized training in food preservation.

2012-13

- Organized training in Excel and Internet browsing.
- Organized training in Pot Painting by placement cell for self employment.
- Organized training in Candle Making.
- Organized training in best out of waste.
- Organized course in development of speaking skill and personality development.

2013-14

- Organized course in food preservation
- Organized training in hand embroidery
- Organized training in Flower arrangement
- Organized training in soft skills and personality development

1.2.4. Institution ensures the inclusion of the following aspects in the curriculum

1 Interdisciplinary / multidisciplinary

Multidisciplinary approach is followed as students study philosophy, psychology, sociology, technology and assimilate knowledge to prepare lesson plans and during teaching practice.

2 Multi-skill developments

- Involvement of various experts in different fields of education through seminars and workshops and extension lectures.
- Development of social skill through community work.
- Emphasis is given to both theory as well as practical aspect of the subjects.
- Various training programme are introduced to students in the field of Nutrition, ICT, Home Management, Painting, Candle Making, food preservation, public speaking etc..
- Case Studies, Surveys, Project work, Community Visit, and so on are included in the curriculum.
- Research work is also a part of the curriculum that enables the students to get real life experiences.
- Provision is made for teaching practice in various schools to train the prospective teachers.
- Thrust is given on the development of knowledge, practical component, soft skill component (problem solving, leadership, team work, communication skills and so on).

3 Inclusive Education

- Our division of seats already includes physically challenged students. Special care is given to them by all staff and students. They are motivated to participate in various activities as per their ability.
- In B.Ed. inclusive education is a compulsory subject.
- In M.Ed. special education is an optional subject, student obtain this subject.

4 Practice teaching

- More than 25 days teaching practice is conducted in 4 schools in Rewari.
- Students are supervised by their teacher incharge, M.Ed. students and by the subject teacher of school.

5 School experience / internship

- It is enriched programme of more than 25 days where following assignments are completed by every student.
- Preparation of Lesson Plans.
- Delivery of Lesson Plans.
- Observation of peers at work.
- Critical assessment of teaching of different opted subjects by teacher educators, student-teachers and peers.
- Administration, supervision, evaluation and feedback of class tests.
- Maintenance of attendance registers.
- Analysis of school.
- Taking adjustment classes.
- Correction work.
- Organization of various competitions and cultural function in school.
- Preparation of Time Table.
- Evaluation of Students.

6. Work experience /SUPW

In Paper VIII B any two of the Following community based projects and work experiences are adopt by students

- 1) Out of School Children Enrolment Drive (At least 5 children enrolment to Support Teaching)
- 2) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand bills etc)
- 3) Sarva Shiksha Abhiyaan (SSA) Project and Mid-day Meal
- 4) Alternate School monitoring- Support teaching
- 5) Out Reach programme (Marginalized children i.e. Special needs/Economically/ SC/ST/ Girls)

- 6) Organizing Parent Teacher Meeting
- 7) AIDS Awareness
- 8) Gender sensitization and Female Foeticide
- 9) Disaster Management

In paper XI *any two of the following Co-curricular school-based activities are opted by students*

- A. Communication skills and functional use of Language Lab
- B. Sports Activities
- C. Literary Activities
- D. Cultural Activities
- E. International and National Days Celebration

1.3 Feedback on Curriculum

1.3.1. Feedback and communication from the Students, Alumni, Community, Academic peers

Students

Feedback from students is obtained in a prescribed Performa and through verbal communication on the Curriculum, teachers, facilities, support service and overall learner centric issues. The data is analyzed by the Internal Quality Assurance Cell (IQAC). The outcome is made available to the authorities, and teacher for perusal and needful action.

Alumni

Verbal feedbacks from alumni had been obtained during meetings. Its analysis has been used in curriculum development and Teaching, Learning and Evaluation process.

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.

Employers:

- The feedback is being obtained from employers about our student's suitability for job in relation to knowledge, skill component and soft skills. This feedback is also used in curriculum design and development.

Community and Parents: Feedback from community and are taken and it is used in curriculum design and development.

Institution obtained feedback from participants regarding organizing and relevance of workshop after end of workshop.

Implementation

- During the last working week of every year, feedback is collected from every student. Alumni feedback is collected during alumni meet.

- The data is collected and analyzed by the Quality Assurance Cell (QAC) which in turn suggests necessary change to the management / University.
- Feedback from the employers is obtained informally when the teacher and students meet them.

1.3.2. Mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement

The feedback and suggestions are shared with respective staff members and outcome is reviewed periodically. Appropriate measures like introduction of training courses, soft skills have been introduced based on the feedback for sustainable improvement. Suggestions are forwarded to the University for Necessary Action.

1.3.3. Contributions of the institution to curriculum development

Verbal and written suggestions are given time to time to Education Department of M.D. University to revise some topics of curriculum and they acted upon that.

1.4 Curriculum Update

1.4.1. Major curriculum revision during the last five years for quality improvement and student 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 earlier ICT practical of 20 marks was the sub part of compulsory theory paper. Now ICT practical of 50 marks is a separate subject and it is compulsory. Various Projects were included. The topics and subjects included in the syllabus are highly related to the demand of the modern society.

In M.Ed. semester system was introduced from the academic years 2011-12. Internal assessment of 20 marks in each theory paper is introduced from last 2 years.

1.4.2. Strategies adopted by the institution for curriculum revision and update

- Curriculum revision is done by University. 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.
- It is not possible for Institutional authorities to change the curriculum as the prescribed syllabus of University is to be

Manual for self-appraisal of Teacher Education Institutions followed, but implementation is done immediately and effectively by the college authorities.

1.5 Best Practices in curricular Aspects

1.5.1. Quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects.

The university took an initiative to revised the syllabus at large scale for B.Ed. major steps are:

- Two new subjects were introduced that is (Inclusive Education and School Management)
- In Paper VIII B, Community Based Projects and Work Experiences were introduced and students have to choose any two of nine projects.
- ICT Enabled Practical/Projects was introduced that is compulsory for all students
- Many topics were included in all compulsory subjects.
- During 2012-13 the major change was adopted i.e. implementation of internal assessment in all theory papers.
- Semester System in M.Ed. was introduced from 2011-12 by M.D. University.
- After getting feedback on the utility, performance and relevance on existing curriculum from teacher educators, students and alumni, faculty members constructed additional curriculum and executed them during teaching learning process
- ICT enabled workshops, ICT competence, multi-skill development, remedial classes for disadvantaged students and challenges to advanced learners is provided.
- Project work and training for students is arranged.
- Continuous evaluation of students is done.
- Seminars and guests lectures on research methodology are organized.
- Academic calendar is developed at the beginning of the year to ensure the smooth functioning of the Institution.
- Institute arranges lecturers of eminent personalities from different fields.
- The academic work is regularly monitored, faculty discusses the outcomes and future initiatives with the principal during meeting every month.
- The parents of the students are kept informed of the academic progress of their wards through the Parents-Teachers Association (P.T.A.) Meetings and the visits of the parents, especially when called to review their children's progress.

- Academic Calendar, prepared every year, shows the tentative annual schedule of the college activities.
- Co-curricular and extra-curricular activities of the students are given adequate weightage, along side the curricular activities.
- Student opinions are also sought, formally through the tutorials, suggestion boxes, campus experience questionnaire and informally through the Alumni and student's personal interaction with the Teachers/Principal.
- Students nominated / appointed as Members in some relevant Committees of the College, alongside the Teachers.
- Efforts are made by the College towards integrating curricular competence building along with capacity enhancement activities.
- Extension lectures by Experts, Seminars and Workshops etc. are regularly organized.
- Tours, Field Trips, Practicals and Surveys are conducted.
- Integrating new methods of teaching in the delivery systems of the curriculum
- Internship / School teacher practice.
- Fostering global competencies among students through the use of technology.
- Introduction of training programmes, social outreach programme and extension activities.

1.5.2. Innovations/best practices in 'Curricular Aspects' implemented by the institution

- Institution organized training in various skills for students
- During teaching practice, students are encouraged to take the classes of absentee teachers in the classes of absentee teachers in the schools apart from their periods.
- Group work, group assignments, co-operative teaching, peer tutoring is introduced with the ultimate aim of inculcating a value system among the students.
- Curricular Counseling to the students
- Academic Calendar, a regular feature of the College
- Assignment work as a part of regular study
- Tutorials and remedial teaching whenever required
- Feedback Systems, with an aim of improvements
- Teacher's Assessment by the students

Role of Associations and Clubs in Education

Red ribbon club, wall magazine club, Science & Mathematics club and different houses organize various activities for holistic development of students.

Hands on Training

Projects given to the students to obtain hands on training in area:

- Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand bills etc)
- Sarva Shiksha Abhiyaan (SSA) Project and Mid-day Meal
- Organising Parent Teacher Meeting
- AIDS Awareness
- Environment awareness survey

House on duty

Students are divided into four houses. Each house is on duty for one week. Students of the house on duty and house incharge collectively organize morning assembly and other activities during the week.

Soft Skill Development Programme

Programmes are organized for development of personality, leadership skill, Communication skill, leadership skill, Problem solving skill, Decision making skill and Time management skill etc.

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

In the Previous assessment report 80 points were given for curricular aspects. There was suggestion of including computer aided instructions.

The major quality sustenance and enhancement measure undertaken by institution since the previous assessment and accreditation are:

- Faculty uses ICT, PowerPoint presentations, LCD projectors for Teaching learning process. Students are also advised to do so during practice teaching and final lesson for external evaluation.
- M.Ed students use ICT for their research work and presentations.
- The institution follows effective and result oriented methodology to communicate the designed curriculum and execution of the institutional plan to cherish its mission. The daily scheduled programme begins with morning assembly.
- There are five periods (Compulsory papers) and two periods of subject methodology. The foundational knowledge of education Philosophy, Psychology, Sociology and Problems of Secondary Education in India, School management, Inclusive education and ICT and education technology is communicated to the students through appropriate methods of instructions aided by modern technology.

- Assignments are given to the students to judge their levels of understanding about communicated topics of these compulsory papers.
- The teachers are assigned the task of communicating methodology and contents of teaching subjects. Group discussions, seminars, extension lectures are organized to developed scientific approach and power of wise analysis.

Criterion II: Teaching-Learning & Evaluation

2.1 Admission Process and Student Profile

2.1.1. Admission processes and Admission policy

Admission in B.Ed. course is done either by M.D. University, Rohtak or Kurukshetra University, Kurukshetra on rotation basis. Admission process, admission policy and reservation policy are as per notification of Haryana Government and NCTE.

Admissions in B.Ed. are based on merit basis. For the admission process eligible candidates are called for counselling in the university. After first counselling conducted by the university, list of admitted students is uploaded on university website and three days are given to admitted students for fee deposition in institution. Students report to the institution. The institution forms admission committee of three members under the guidance of principal. After downloading the list of admitted students, admission committee admits the students according to their category after verification of original documents. New list is prepared by admission committee according to the stream (Science, Art) and categories (All India, Haryana General, BCA, BCB, SC and PH.). After three days institution closes the admission and uploads the list of admitted students and also uploads the information of vacant seats to university website. After that university organizes next counseling and same procedure is adopted till all the seats are filled. In the last, admission committee ensures that all the admissions have been done according to NCTE norms, reservation policy and stream wise and list of admitted students is uploaded on university website.

Admission to M.Ed. course is done by M.D. University, Rohtak. Admissions in M.Ed. are based on merit basis. The students are allotted to the institution by university. Faculty members of institution are also deputed in admission committee for the admission. The admission and counseling is held in the presence of university observer. Reservation policy of Haryana government is adopted in the admission.

2.1.2. Information about programmes

The concerned university advertises admission guidelines of the B.Ed. and M.Ed. in two National Newspapers of both English and Hindi. The prospectus is published by concerned University and is uploaded to website of university. It gives all academic, administrative and financial details.

2.1.3. Monitoring of admissions

Institution monitors admission decision to ensure that the determined admission criteria are equitably applied to all applicants. Admissions are strictly made on the norms provided by the NCTE, University and Haryana Government. The institution follows the guidelines given in the prospectus and ensure the authenticity of the candidates admitted, documents related to the educational qualification, category and fee submission etc. Distribution and reservation of seats is strictly followed as per the guidelines of the university and government for admission to B.Ed. and M.Ed.

2.1.4. Strategies adopted by the institution to retain the diverse student population admitted to the institution

The institution is aware and sensitive to the needs of the diverse student population. After admission of the students, the institution takes care of their needs and provides proper environment in institution. Diversity on the basis of difference among students based on their socio-economic status, culture, religion, gender, exceptionalities, language and geographical location are taken care of by providing democratic environment and equal opportunities to all:

- Book bank facility is provided to economically weaker students.
- Important festivals of almost all the religion are celebrated by institution to help the diverse students to develop the feeling of belongingness.
- In language teaching of English, Hindi, Sanskrit and Punjabi, optional papers are made available to them as per their interest and needs (within the framework of curriculum).
- Teachers of the institution use bilingual method of teaching keeping in view the language limitations of the students.
- Students have option to attempt examination according to their preferred language i.e. Hindi or English.
- Women cell has been established to take care of problems of female students.
- Guidance and counselling cell of the college helps them in case they face any problems (Personal, educational and professional).
- Grievance and Redressal cell is established.
- In curricular and co-curricular activities, all the B.Ed. and M.Ed. students are encouraged to take part.
- Extra attention is given to needs and welfare of differently abled students.

2.1.5. Provision for assessing student’s knowledge/ needs and skills before the commencement of teaching programmes

- There is a provision for assessing students’ knowledge / needs and skills before the commencement of teaching program.
- At the time of admission, the record of overall performance of the previous years is checked. It makes feasible to monitor the overall performance before the commencement of the programmes. Subjects studied by them, is taken in to consideration while allowing them to opt for different optional papers.
- After admission three days orientation programme is conducted before the commencement of teaching programme. Admitted students are assigned their tutorial groups. The tutors assess the students knowledge and skill in academic and cultural fields.
- During orientation programme students are exposed to talent search programme. Their talents are identified. Talented students are selected to compete at Zonal, State and National level
- Before the commencement of regular teaching in different sections, teachers engage them in discussion, and other interactive activities to understand and assess the level of their previous knowledge, understanding of the subject, skill etc. This helps the teachers to prepare for various activities which is organized within or outside institution. This exercise also helps the teachers to choose the language of instruction and to come up to the level of students. The student teachers who are weak in particular performance are assigned for remedial teaching.

2.2 Catering to Diverse Needs

2.2.1. Creating an over all environment conducive to learning and development of the students

Our institution works towards creating the over all environment conducive to learning and development of the students through following activities.

- The faculty follow proper teaching plan to ensure proper teaching – learning transaction and continuous evaluation.
- Our faculty use various methods for transforming knowledge but main focus is on to develop analysis, synthesis and evaluation ability in prospective teachers and ensure that the students learn at reflective level by which they learn by heart and use knowledge in real life situation. Teacher educators use various interactive and participatory approaches in transaction of theory and practical.

- The **academic calendar** is prepared by the faculty every year that include major events of the college, tentative schedule of micro teaching practice, discussion lessons, practice teaching, examinations and holidays.
- Time table (class wise and teacher wise) is prepared at the beginning of every session.
- Teaching plan showing detail the schedule of teaching according to the format is prepared and provided in the beginning of every session.
- Mid course corrections are adjusted in the execution aspect of the teaching plan.
- Orientation of students towards teaching is done during first week of session.

2.2.2. Catering to the diverse learning needs of the students

The institution is sensitive to the diverse learning needs of the students. Identification of student's abilities is done during orientation and introduction classes as well as through their academic records.

The slow learners are assisted through the following measures:

- Remedial classes
- Tutorial classes
- Individual guidance
- Collective effort of all faculty
- Develop communication skill and confidence through daily performance during morning assembly
- Counseling of parents regarding their wards
- Encourage to use some self learning modules so that they can progress with their own pace
- Continuous assessment of students through class tests and assignments.

The advance learners are motivated to further excel through the following ways:

- Seminars and projects
- Paper presentations
- Playing a major role in organizing intra / inter college competition.

- Allowing the concerned students to organize debates and quizzes on topics of current interests
- Participation in inter college competitions
- Award of proficiency prizes, scholarships for university rank holders and college toppers during the Annual function.
- Recognition through college magazine, website etc.
- Exposure to other extra sources of information such as the internet. Also given additional responsibilities of gathering more informative data.

2.2.3. Activities envisioned in the curriculum for student teachers to understand the diversity and equity in teaching learning process

The learner centered approach is adopted in which student teachers are made to understand the role of diversity and equity in teaching learning process. The following activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process

- Inclusive education is a compulsory paper in which various activities are organized.
- Various teaching methods are adopted by teachers in teaching learning process like lecture method, discussion method, demonstration, project method, Laboratory method.
- Assignments are given according to individual need.
- Interaction with the school and community.
- Extension Lectures on equity and diversity
- Seminar and group discussion.

2.2.4. Majors ensured by institution to develop knowledge and make sensitive the teacher educators to cater the diverse students need

- The entire faculty is academically well qualified. They keep on updating their knowledge by participating in orientation and refresher courses, faculty development programmes, workshops, seminars, etc. and are aware about latest development in their subject, global trends and demands for understanding the diverse emerging needs.
- Latest Books and Literature is made available for the teacher educators in institution library

2.2.5. Various practices that help student teachers to develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations

Various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in the class room situation are following:

- Student teachers are also encouraged to form groups of students who need extra help when they go for practice teaching.
- Debates and discussion are organized to make student teachers aware about disparity in society, need of equality in education problems of disadvantaged groups.
- Holding daily morning assembly in which the whole faculty and pupil teachers get together and values like tolerance, respect for others, patience, sympathy and empathy, cooperation and truth fullness etc are developed among students. The following activities are organized :
- Student teachers are given knowledge and practice of various teaching methods used according to individual differences (Slow and advance learner)
- In the subject ‘Inclusive Education’ (Paper IV B) in B.Ed. and Special Education in M.Ed., detailed knowledge is given to students about teaching methods, materials, teaching aids, support of teacher to special children according to their need

2.3 Teaching Learning Process

2.3.1. Efforts by institution to engage students in “active learning”

Students are engaged in active learning through interactive learning techniques such as projects, assignments, seminars, group discussion in day to day teaching. Teaching skills are developed by micro-teaching setting, discussion lesson, internship in real situation (school) and action research. The students of our college are instructed to use learning resources such as library, educational websites and focus groups to gain the experiences and enrich their learning. The students of M.Ed. are involved in active learning by research work and field work. In research work they are encouraged to use library and ICT lab intensively.

- The institution has well equipped labs for various practical mentioned in the curriculum. Work experience activities Chalk Board writing and sketching , preparation of Teaching Aids, handling of equipments, psychological tests before the start of internship/practice teaching Simulation and Peer Teaching is done by the pupil teachers so that they are prepared for real teaching experience in the schools.

- Library period in our time table is a special facility given to students for using library for enriched learning.
- 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. CD's and DVD's are also available in library by which students take information about various activities. Some important text i.e. report of knowledge commission, right to education act are also available in e-form in computer in library.
- Students prepare power point presentation.
- Micro teaching session is organized through role playing where student teacher plays the role of teacher, students and evaluator.
- During the internship programme, they are assigned the task of teaching their respective class allotted to them by the school administration, knowing the learning barriers of the students and applying their knowledge to tackle barriers and enhancing self-learning process among the learners.
- Active learning is ensured through group discussion, seminars and projects, which is a teaching methodology apart from the regular lecture methods.
- Inter college competition.
- Science & Mathematics club
- Extension Lectures

2.3.2. Participatory learning activities adopted by the Institution to make 'learning' student-centered

The various student centered learning activities are summarized below:

- Presentation in Seminar by students
- Group discussion
- Co-operative & constructivist learning
- Assignments
- Project Work
- College Magazine
- Create wall magazine
- Participation in college committees.
- Workshop
- Research
- Preparing and using teaching aids, like chalk boards, models, charts, over head projector, LCD Projector, Document Camera help them to develop the required skills.
- Students prepare power point presentation in each teaching subjects.

- Students prepare project in ICT practical by using text, images and videos downloaded from internet.
- 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 competitions are organized.

2.3.3 Instructional approaches and experiences provided for ensuring effective learning

- A teacher at R.B.S. College of Education creates a participatory and learner centric environment in the classroom. Experimental learning leads to better understanding of the subject and longer retention contributes to employability and global competency.
- 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, experiential learning sessions, blended learning, cooperative learning, self-study, group discussion, seminar, guest lectures, ICT enabled teaching, project method and role play.
- The use of modern multimedia teaching aids like L.C.D. Projector, OHP, CD-ROMS and laptop / computer system are usually employed in classroom instruction as well as other students learning experiences.

Innovative Approach

- Institution encourages the teacher educators and students teachers for use of ICT in each and every subject for effective teaching learning.
- LCD projectors, laptops and overhead projectors enhance transmission of curriculum.
- Teacher educators used PowerPoint presentation, overhead projector and slides. During teaching practice session, prospective teachers make Power Point Presentation individually or use available Power Point Presentation in CD or pen drive from ICT center and library.

2.3.4. Additional training in models of teaching

The college provides training in models of teaching. The following models of teaching are part of paper V:

- Glaser basic teaching models
- Master training model
- Inquiry training model

Each student is required to deliver one lesson on model of teaching. Essentials of models of teaching are translated into various requirements in terms of teaching aids, usage of black board, reference

Manual for self-appraisal of Teacher Education Institutions material and the strategies to be adopted. Demonstration of models is given by the faculty members that are followed by feedback and demonstration.

2.3.5. Use of micro-teaching technique for developing teaching skills

Student teachers use micro-teaching technique for developing teaching skills. The various skills practiced are

- Skill of introducing the lesson
- Skill of Questioning
- Skill of Blackboard writing
- Skill of Stimulus Variation
- Skill of Explanation
- Skill of Illustrating with examples
- Skill of Reinforcement

The number of lessons given by each student per skill is one. For each skill, theoretical aspect is discussed in great length in the classroom, thereafter demonstration lesson is given on each skill. The observation process is also put before them. In the peer group they give lessons on any five skills. Student teacher gives 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
- Video & Audio Recording

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

- The school experience is in the form of practice teaching or we can say full fledged internship attachment. During teaching practice students are attached full time with a school to work. All the students have to deliver at least 20 lessons in each subject. Every student gives two lessons each day per subject. More than 50% of lessons are observed and supervised by different teacher educators. Sometimes school teachers are also associated with the supervision of the lessons. The peers also observe each others lessons and provide feedback.

- Practice teaching is conducted in three or four schools. Two English medium and two Hindi medium. Students who want to teach in Hindi medium go to Hindi medium School (Govt. Girls Sr. Sec. School Rewari and Govt. Boys Sr. Sec. School Rewari). English medium students go to R.B.S Model Public School (Sister Concern of our college) and Sarswati Public school Rewari.
- Faculty members go to supervise pupil teachers in these schools, rotation wise. Senior teachers of practice schools and peers of pupil teachers are also involved in observation.
- During orientation pupil teachers are told about diversity in the class rooms. During supervisions of practice teaching faculty members keep in check whether pupil teachers are addressing the problem of diversity in their classes.
- All the pupil teachers are strictly directed by the faculty members to use technology in practice teaching. Though sometimes they face problem in Govt. Schools due to lack of infrastructure but they are motivated to use so.

2.3.7. Process of Block Teaching / Internship of students in vogue

Student teachers are required to prepare 20 lesson plans in each of the teaching subjects and minimum two lessons have to be delivered every day. They are guided and supervised by the teacher in-charge from the institution as well as from the school itself. During teaching practice, oral and written feedbacks are given by the teacher in-charge. Peer trainees also observe the lesson and record them in the observation schedules. M.Ed. trainees also observe the lessons and give written feedback to B.Ed. students. On the last day special cultural programme, prize distribution ceremony and valedictory function are held to acknowledge the cooperation received from the school and authorities of school.

2.3.8. Partnership, cooperatively involving the school staff and mentor teachers during teaching sessions/plans

Practice teaching plans are developed in cooperation with the staff. Pupil teachers meet the school teachers who are teaching the classes which they are allotted. Pupil teachers come to know about how much syllabus is concerned so far. So that they can teach further. Pupil teachers gather information about students and their learning mechanism before starting teaching practice.

2.3.9. Preparing the student teachers for managing the diverse learning needs

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

- Training in Micro Teaching skills.
- Training them in formulating objectives of the teaching lessons.
- Enabling them to know and apply different teaching methods.
- Providing knowledge about Child Psychology and Individual differences.
- Generating discussions and debates
- Organizing expert talks and lectures.
- Exposing the students through movies, CD's and clips from internet.
- Celebrating important functions of different religions.
- Encouraged and motivated to take up the problems of the children with diverse needs and solve them through action research.
- During orientation pupil teachers are told about diversity in the class rooms. During supervisions of practice teaching faculty members keep in check whether pupil teachers are addressing the problem of diversity in their classes.

2.3.10. Major initiatives for encouraging student teachers to use / adopt technology in practice teaching

The institution has well furnished compute lab connected with internet. Paper-V (Information and Communication technology) is compulsory subject in which one unit on ICT is included. Paper-VIII, ICT enabled practical is also compulsory. Subject teacher demonstrate how to use hardware and different software through LCD projector. Student practice in computer lab in the presence of concerned teacher.

- Each student is motivated to make Power Point Presentation and transparencies in both teaching subjects during discussion lesson and teaching practice.
- In the beginning of the session students are trained to use Computer, Laptop, Overhead Projector and LCD Projector.

2.4 Teacher Quality

2.4.1 Practice teaching plans development

The practice teaching plans are developed with co-operation of school staff and mentor teachers. Pupil teachers meet the teachers of classes assigned to them to know about syllabus and students. Pupil teachers ask school staff about the level of students, backward students, gifted students, previous result of the students, their background so that they come prepared accordingly and it is easy for them to develop rapport

Manual for self-appraisal of Teacher Education Institutions with the students which is very important. School staff also supervises during teaching practice and give their feedback to pupil teachers.

2.4.2 Ratio of student teachers to identified practice teaching schools

The teaching practice committee decides the number of students to be sent to the identified practice teaching schools and allot a practice teaching school to each student. To rationalize this process, the following guiding principles are followed:

- NCTE and MDU University norms
- Distance between the practicing school and residence of the student teacher
- Medium of the instruction of the student teacher
- Convenience and Cooperation of School staff, Supervisor from the Institution and Student teacher
- Ratio of student teachers to identified practice teaching schools vary every year. As we have two Hindi medium and two English medium schools. No of students who opt for teaching in English differ every year. Students who want to teach in English medium go to English medium schools. Number of pupil teachers in practice schools depends on the number of classes given by the school for practice teaching.

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

- Faculty members keeps a constant check during supervision and write their observation in lesson plan note books of pupil teachers, also it is taken care by the faculty members that suggestion by them are incorporated by pupil teachers. Faculty members not only keep a record of common mistakes, neglected area and other shortcomings in teaching but also good techniques, methods, skills adopted by pupil teachers.
- After teaching practice is over there is feedback session on practice teaching in which faculty members give their feedback to pupil teachers.
- Pupil teachers also give their feedback about their experience during teaching practice, problems faced by them etc. There is sharing and pooling of ideas how to make teaching more effective.
- Every day during teaching practice there is a roll call before and after the school is over. This is to ensure that all the students are present and any information regarding teaching practice or any other contingency is given to them so that they come prepared and follow it.

- House Examination , In micro teaching session, In discussion lesson
- Feedback by school subject teacher

2.4.4 Update on the policy directions and educational needs of the schools

Before the teaching practice a talk by the principal or any other senior staff member of practicing school is organized to tell the pupil teachers about policy directions and educational need of the school.

2.4.5 Keeping pace with the recent developments in the school subjects and teaching methodologies

In a competitive environment the students and faculty keep pace with the recent developments in the school subject and teaching methodology utilizing the following sources available:

- Educational websites
- e-resources
- Latest edition of books
- Latest journals
- Book reviews
- Interactive CDs
- Conferences, seminars, workshops, refresher courses, orientation.
- Faculty development program
- The current affairs forum
- Expert lectures

2.4.6 Initiatives of the institution for ensuring personal and professional/career development of the teaching staff

The college considers its human resource as a capital investment which needs to be continuously augmented through sustained training and capacity building to perform multiple tasks. Personal and professional development of teaching staff is facilitating through the following:

- Participation in Seminars / Workshops / Orientation / Refresher Courses outside the institution.
- Sanctioning duty leave.
- On annual day staff members are awarded for their good performance
- Sponsoring registration fee and TA to the participants
- Organized training programme on 'Xelerated Professional Development for Integration of Technology in Teacher Education', Facilitated by NCTE and Intel Technology India Pvt. Ltd
- Organize faculty development programmes

- Training programme on stress management through yoga and nutrition.

2.4.7 Mechanism to reward and motivate staff members for good performance

Principal motivates staff members after analyzing their performance in whole year. He organizes personal meeting with staff members periodically and discusses their strength and weakness and give positive suggestions. Best teacher is awarded by the Head at the end of the session on the basis of result, student feedback and other significant work at college.

2.5 Evaluation Process and Reforms

2.5.1. Identification of barriers to student learning

The barriers to student learning are identified through the following measures:

- Classroom interaction.
- Diagnostic test
- Tutorials.
- Checking of assignments, class test and house examination.
- Preparation of lesson plans (micro, mega).
- Supervision of Micro teaching.
- Observation of discussion lessons.
- During teaching practice weaknesses are identified and communicated
- At the time of ICT practical.
- Participation in seminar and presentation of papers.
- Research work / project work.

2.5.2. Assessment /evaluation processes

The institution has effective evaluation mechanism for the continuous assessment of students. The evaluation takes place right from the classroom. The student participation in classroom interactions, discussion and debates is regularly evaluated by each subject teacher. Periodical subject assignments are evaluated by the teacher and feedback is given to the students. The class seminars and presentations enable the teacher to measure the students' understanding and retention of subject knowledge. The college conducts two 'Term Examination' in addition to the University examination. The midterm examinations enable the faculty to assess the performance of the students and also to understand their attentiveness and grasping power of the subject. Individual subject teachers also conduct class test to evaluate their students. Students, who have not fared well in these evaluation measures, are assisted to cope up with the rest of the class

Manual for self-appraisal of Teacher Education Institutions through remedial classes, mentoring, peer teaching and other methods. Question Bank of University question papers are maintained in the library.

2.5.3. Communication of the assessment/evaluation outcomes for improving the performance

- Evaluation outcomes are communicated directly to the students.
- Scores of class test, assignments and term examination are displayed on the institution's notice board.
- Answer sheet and observation Par forma are shown to students and their queries are attended.
- Under achievers are identified and the concerned teacher of the institution work out their solutions.
- Remedial teaching classes are arranged.

2.5.4. Use of ICT in assessment and evaluation processes

- Assessment and evaluation process are followed by data management and the computerized data is converted in the bar graphs, pie charts etc. for comparison and future reference and feedback.

2.6 Best Practices in Teaching -Learning and Evaluation Process

2.6.1. Significant innovations in teaching/learning/evaluation

Significant innovations in teaching/learning/evaluation introduced by the institution are the following:

In the beginning of the session we do orientation of the students. We divide students in four groups for individualized and personal attention. We rotate these groups in the next session.

Beside that we adopt the following measures:

- Teaching learning process is innovated by introduction of cooperative learning, personalized learning and experiential learning.
- Cooperative learning mostly used in Writing Behavioural Objectives, lesson planning and Pedagogical analysis.
- Objectives of the lesson plan on the basis of Bloom's taxonomy.
- The students' activities like public speaking, group discussions, presentations and debates are useful in developing the language skills and confidence in the individuals.
- Faculty is constantly encouraged to participate in various Faculty Development Programs, workshops and seminars so as to enable continuous professional development.
- Continuous internal assessment (CIA) systems monitors and evaluate the student's academic performance on a regular basis.

- During micro teaching, mode of video feedback is very effective for behavior modification of prospective teachers.

2.6.2. Best practices in the delivery of instruction, including use of technology

Institution encourages the teacher educators and students teachers for use of ICT in each and every subject for effective teaching learning process

In this regard we take following steps:

- It is compulsory for every Teacher educator to take two continuous teaching method periods in ICT Resource Center in a week, in which student teachers use e- resources like Sakshat Portal, Wikipedia, on line journals and other websites and prepare notes, assignments, Power Point Presentations. This arrangement is given in time table.
- LCD projectors, Laptops, Digital Camera, Overhead projectors enhance transmission of curriculum.
- The availability of question banks and study material on the lab computers.
- Teacher educators use PowerPoint presentation, overhead projector and slides.
- Student teachers prepares PowerPoint presentation in both teaching subjects and also use ppt slides in teaching practice, discussion lesson and final evaluation lessons.
- Each student prepares project in ICT practical by using text, images and videos downloaded from internet.

Additional information for Re-Accreditation

In the previous assessment report **82** points were given for curriculum transaction. There were no major suggestions.

The major quality sustenance and enhancement measure undertaken by institution since the previous assessment and accreditation are:

1 Teaching of theory courses including methodology paper by.

- Lecture, discussion and constructivist approach using ICT in the classes.
- Assignments and projects are given to students.

2 Preparation of practice teaching

- Development of core teaching skills in simulated settings (micro teaching)
- Demonstration lesson by teacher educators

- Lesson planning based on various methods of that particular subject.

3 Learning to learn

- Motivating self learning.
- Learning to work together by formation of houses and conducting programmes, maintenance and cleanliness of campus, labs and classrooms.

4 Evaluation process

- Assignments and projects submitted by students are assessed and suggestions communicated for further improvement.
- Class tests and House examinations are conducted.

Criterion III: Research, Consulting and Extension

3.1 Promotion of Research

3.1.1 Research in education

Research is an integral part of our institution. Teachers are exposed to research problems organizing seminars, workshops, both national and international. Teachers are encouraged to attend seminars, workshops and conferences by giving them leave and provided registration fee and conveyance allowance for attending out station seminar and their time table is adjusted accordingly. Availability of Internet connection in the college campus also motivates the teachers to surf net for research purposes.

We have research journals, encyclopaedias, dictionaries, educational surveys, research surveys foreign books, year books etc. for references. Teachers act as supervisors for M.Ed. students to conduct research. Teachers are allowed to guide the outside students for undertaking research through correspondence courses. Special workshops are conducted in which the faculty members and students are provided with the information on research.

3.1.2 Thrust areas of research

Teachers and students of our institution are engaged in varied thrust areas of research. The major thrust areas of research are:

- Special education
- Psychology of the learners and the teachers in changing scenario
- Learning strategies
- Emotional intelligence
- Environment education
- Educational technology
- ICT Based Studies
- Curriculum Improvement
- Philosophical and sociological aspects of education
- Teacher education
- Job satisfaction
- Value education

Students are motivated for choosing innovative topics in relevance to current issues and problems in the education system for their research work.

3.1.3 Action Research

The institution encourages action research programmes as it is part of curriculum of B.Ed.. Institution encourages action research for diagnostic and remedial action. During teaching practice, students are helped in the identification of the problems and solutions are worked

Manual for self-appraisal of Teacher Education Institutions out through action research. Action researches conducted by our students help the management, teachers and their parents in the areas of punctuality, self discipline, personal hygiene, cleanliness, management, academic growth etc.

By action research we are able to observe improvement in overall behaviour of students. Students started coming to school in neat and clean uniform. Classroom management techniques became more effective. Significant improvement was noticed in adjustment of the students, Handwriting, Spelling mistakes and pronunciation were reduced.

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

The institution organized National Level seminar sponsored by I.C.S.S.R in 2010.

Details of conference /Seminars/Workshops attended by Faculty members.

1 Dr. Arvind Kumar Jha

Seminars/Conference/Workshop Attended

- I. International Conference on “Logic, Navya And Applications” Jadavpur University , Kolkata West Bangal (India) (January 3-7,2007)
- II. National Seminar on “Approaches To Mind Sciences Emanating From Indian Culture: A Reflection on Yoga , Consciousness and Indian Psychology” in New Delhi .(Sri Aurobindo Ashram –Delhi Branch) (January 27-29,2007)
- III. International Conference of the Indian Association of Teacher Education (IATE) On “e-Learning in Teacher Education” At Department of Education (C.I.E) University of Delhi (26-28 February ,2007)
- IV. Seminar on “Universalisation of Primary Education in the Urban Areas (With a special focus on Urban Slums)” at NUEPA, New Delhi 110016 (February 12-14,2007).
- V. Special Lectures and Workshop on Consciousness, Spirituality and Well being, Organized by Department of studies in Psychology, Manasa gangotri, Mysore (12-17, February ,2007)
- VI. International Conference of the Indian Association of teacher Education (IATR) on “e-Learning in Teacher Education “ organized by COE , Vancubar, Canada IATE and CIE at Department of Education (CIE) , University of Delhi , Delhi (26-28 February 2007)
- VII. National Seminar on perspectives on Identity and well being: An Interdisciplinary Dialogue Organized by Department of

- VIII. National Seminar on effective communication at Kasturi Ram College of Higher Education, Narela Delhi (March 10th 2007)
- IX. UGC Sponsored National Seminar on Environmental Ethics : Exploring Multiple perspectives at Bombay Teachers' Training College Mumbai-400005 (12-13 September, 2007)
- X. National Seminar on "Indian Psychology ": Theories and Models" Jointly organized by ICPR : Indian Council of Philosophies of Mind and cognitive Science Jointly Organized by ICPR (Indian Council of Philosophical Research, New Delhi.
- XI. National Seminar on Classical Indian Philosophies of Mind and Cognitive Organized by ICPR (Indian Council of Philosophical Research, New Delhi and Centre for Behavioural and Cognitive Sciences University of Allahbad (February 29-March 02, 2008)
- XII. International Conference on Phenomenology, Globalization and Indian Philosophy at India International Center, New Delhi (January 5-8,2009)
- XIII. National Seminar on Equity and Education in India: Policy issues and challenges at Department of Education , University of Delhi, Delhi -110007(5th -7th ,March, 2009)
- XIV. National Symposium on " Cultural and Cognition" A Development Perspective" at Deptt. Of Psychology, University of Delhi (23rd-25th , January 2010.)
- XV. National Seminar on "Morality and Religion: Exploring their Relationship " at Department of Philosophy, University of Delhi, organized by IASR affiliated to IAHR under UNESCO .(29-30th , January)
- XVI. International Seminar on" I, We and other: Asymmetries of Moral Evaluation " at Department of Philosophy, University of Delhi organized by Carleton University, University of Ottawa and ICPR and University of Delhi(16th-18th , Feb-2010)
- XVII. National Seminar on "Indian Psychology : Individual and collective Transformation : Insights from India Psychology" at Department of Psychology University of Delhi(February 5-7, 2011)
- XVIII. International Conference on Science, Spirituality and Humanity: Transcending Discipline Barriers At University of Delhi , Main Campus, Delhi -110007 (February , 17-19, 2011)
- XIX. International Conference on Advances on Military Psychology : Solider Preparedness, Organized by DIPR, DRDO and NAOP At Institute of Defense Studies and Analysis (IDSA), New Delhi(March 10-12 2011)

- XX. National Seminar On Spiritual Development through Education At Army Institute of Education, Delhi Cantt, New Delhi-110015 (25 March 2011)
- XXI. Global Conference on Education at University of Riverside, Riverside, California USA (18th-19th November, 2011)

Lectures Delivered

- I. What do we Actually Communicate: *Sociological Psychological and Philosophical Persepective* (March, 10th, 2007) at KRCHOE, DELHI.
- II. Content and Process Dichotomy : *Implications for Constructivist Teacher Education* (April 21, 2008) at Jan Nayak Ch. Devi Lal (PG) College of Education Sirsa (Hry.)
- III. Question of Quality Education at Undergraduate Level : *A Question of concern* at Govt. College, Gurgaon.
- IV. Content and Process Dichotomy: *Implications for Constructivist Teacher Education. Implication for Teaching Profession in a Globalizing World* (28th, Feb 2009) at Department of Teacher Education, Dayanand P.G.College Orai (U.P).
- V. Keynote Address-Rethinking Quality and Equity in Education : *Implication for Teaching Profession in a Globalizing World* (28th, Feb 2009) at Department of Teacher Education, Dayanand P.G.College Orai (U.P).
- VI. Talks delivered at HIPA on “*Teacher-Taught Relationship*” and “*Research Design*” in 2009 and 2010.
- VII. Talks delivered at HIP on “*Environmental Ethics*” on 2010.
- VIII. *Constructivist Epistemology and Pedagogy* at ASC, JMI, New Delhi.
- IX. *Assessment according to Constructivist Epistemology and Pedagogy* at NCERT, New Delhi.
- X. “*Philosophical Foundations of Education*” at KIIT College of Education, Gurgaon.

2 Dr.Kusum Yadav

- I. *International Conference on Comparative education* at JNU in Nov 2010.
- II. *National Seminar on “Patterns of Emotionality”* : in March 2010 at R.B.S.College.
- III. *National Seminar on Privatization of Higher Education* in Feb-2011 at R.L.S.College. Sidhrawali.
- IV. *National Seminar on Indian Psychology .at Dev Sanskriti Vishav Vidhyalay* at Haridwar in March 2011.
- V. National Workshop on “*Research Methodology and SPSS*” at C.R.College Rohtak in April 2010.

- VI. National Workshop on “Gender Equality” At Govt. College Nahar.in March 2012
- VII. Orientation course at J.N.U, Delhi, Acafemic staff college(8 nov. to 03 dec. 2010)
- VIII. Refresher course at Academic staff college, Jamiya Milia Islamia and presented paper from 08 april to 01 may 2012, also presented paper.
- IX. National seminar on cultural heritage of Buddhism sponsored by UGC, Buddha P.G. College Kushinagar,U.P. on 01-02-2012
- X. Refresher course at Academic staff college, Jamiya Milia Islamia univ. and presented paper from 09 April to 02 May 2013.

3 Mrs Manju Yadav

- I. Two day orientation Programme (26-27 Feb 2011) “ *National Curriculum Framework for Teacher Education* at Sept.OF Edu. M.D.University Rohtak.
- II. *National Workshop on Use of Multimedia Software in ICT and its integration* in Education at Dept. of Edu. M.D.University Rohtak on March 28-29 2012.
- III. Orientation program on NCFTE in M.D.U. Rohtak. Dept. of Edu.,26-27 FEB.2011
- IV. Workshop on Use of multimedia software in ICT, CR college of Edu., Rohtak, 28-29 march 2011.
- V. Workshop on Use of SPSS in social science research, M.D.U. Rohtak. Dept. of Edu.,25-26 FEB.2012.
- VI. Workshop on enhancing research skills, M.D.U. Rohtak. Dept. of Edu.,22 April 2013.

4 Mrs. Rekha Yadav

- I. *National Seminar* on Patterns of Emotionality at R.B.S College Rewari.
- II. National Seminar on “ *Privatization of Higher Education*” at R.L.S.College Sidhrawali in Feb 2011
- III. Integration of ICT with Teaching- Learning process National Seminar 30-31 March 2013 Pataudi College of Education, Pataudi.
- IV. Challenges to teacher education in the era of Globalization 30 Nov. – 01 Dec. 2013 M.D.University, Rohtak National Seminar.

3.2 Research and Publication Output

3.2.1 Instructional and other materials developed including teaching aids

Instructional material is the soul of teaching learning process without which this process is incomplete. Faculty members as well as students put their best efforts in preparing this material to make their teaching effective. During the last three years we have developed following teaching material:

- Power Point Presentation (PPT)
- Transparencies
- Downloaded material through internet (text, videos, self instructions modules, self evaluation models).
- Working models
- Charts
- Flash cards (FIP Books)
- Pamphlets and placards
- Question Bank
- Models

3.2.2 Facilities available for developing instructional materials

The college has fully and well equipped modern facilities for developing instructional material .The following facilities are available with the institution for developing instructional materials: Activity room, Science and mathematics Resource center, Home Science and Arts and crafts Resource centre, The language Resource Centre and ICT Resource Centre , faculty rooms (with internet connectivity) facilitate the faculty to prepare the lecture / course material/ transparencies ,power point presentations, handouts etc. effectively.

College organizes workshops on preparation of various teaching aids.

3.2.3 ICT related instructional materials during the last five years

Institution developed ICT related instructional material for the students in the form of:

- Power Point Presentation for different teaching subjects
- Transparencies
- Slides
- Downloaded material through internet (text videos, self instructions modules, self evaluation models).
- Hand outs.
- Question Bank.
- Pamphlets

3.2.4 Training programs and/or workshops on material development

- Institution organized Training programme on ‘Professional Development for Integration of Technology in Teacher Education’, Facilitated by NCTE and Intel Technology India Pvt. Ltd
- Organized training to prepare “power point presentation”
- Workshop on “Best out of Waste”
- Workshop on preparation of teaching aids

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

- I. “The Vaisesika Epistemology: Implication for Modern World and Education” in MERI Journal of Education, New Delhi. Vol-I; Num-II; October-2010, ISSN 0974-2085
- II. “Pedagogic Content Knowledge and Process Dichotomy: Implications for Constructivist Teacher Education” in Indian Journal of Education Research Experimentation and Innovation (IJEREI). Vol-I; Issue-4; July-2011, ISSN-22310495
- III. Contours of Foreign Education Bill: Prospects, Challenges and choices to be published in People’s Dialogue on Education, Vol-3, No-1&2, May & October-2011, ISSN: 09745955
- IV. “Epistemic of Mathematics Education: A Paradigm Shift in Pedagogy and Assessment” in Conference Proceedings of University of Riverside, Riverside, California, US, 2011, ISBN-978-0-9832223-3-0.
- V. Constructivist Pedagogy: Implications for Teachers and Teaching in Vol-2; December-2011, ISSN:
- VII. Epistemic and Epistemologicality of Mathematics Education: Implications for Developing Constructivist Perspective in Vivek Journal. Vol-I, No-5, April-2012, ISSN-09757481
- VIII. Epistemological and Pedagogical Concerns of Constructionism: Relating to the Educational Practices in ‘Creative Education’- US based journal of Scientific Research Vol-II, Ni-2, April-2012, ISSN: 2151-4755/2151-4771
- IX. A study of relationship of suenant with teacher effectiveness of high school teachers: Edujourn International Journal of Education, vol.2- No.1 March 2013
- X. Occupational stress among teachers working in Govt. and Private schools, Academic views & Reviews An International Journal of Education, Research & Innovation. vol. 3, No.1 April-June 2013.

List of Publications:

Sr. No.	Papers	Journal's Name	ISSN
1	A study of relationship of suenant with teacher effectiveness of high school teachers.	Edujarn International Journal of Education. vol.2- No.1 March 2013	2319-2321
2	Occupational stress among teachers working in Govt. and Private schools.	Academic views & Reviews An International Journal of Education, Research & Innovation. vol. 3, No.1 April-June 2013.	2249-7242
3	A study of creativity on D.Ed. teacher trainees.	Global Education Society and Development. An International Journal of Academicians. vol. No.5, No.1, April-June 2013.	0975-1319
4	Altruism in senior secondary school students.	International Educational Research & Development. vol. 3, No. 1, April-June 2013	2250-3862
5	A comparative study of scientific attitude of Govt. And public senior secondary school students.	Edujourn International Journal of Education. vol.2- No.2 September- 2013	2319-2321
6	A comparative study of Values of students studying in govt. and Non govt. schools of Mohindergarh District of Haryana.	Researchr's Tandem Vol. 4, No. 15, July-September 2013	2230-8806
7	A comparative study of attitude towards home work among secondary school students.	International Educational Research & Development. vol. 3, Issue- 3,Oct. – Dec. 2013	2250-3862
8	A comparative study of occupational stress and surnant among teachers.	Global Education Society and Development. An International Journal of Academicians. Vol. 5, No. 3, Oct.-Dec. 2013	0975-1319
9	A comparative study on self-concept, study habits and academic achievements of high school students studying in govt. and public schools.	Academic views & Reviews An International Journal of Education, Research & Innovation. vol. 3, No.3 Oct.- Dec. 2013.	2249-7242

10	Effect of personality dimensions on occupational stress on teachers.	Journal of Educational & Psychological Research. Vol. 4, No. 1, Jan. 2014	2230-9586
11	Significance of values in modern era.	Review of Literature. Vol. 1, Issue-IX, April-2014	2347-2723
12	A study of teacher effectiveness in relation to role commitment of primary school teachers.	Researchr's Tandem. Vol. 4, No. 15, March 2014	2230-8806
13	Education: knowledge and value in present scenario.	Teacher's pride A complete Magazine for teacher's & teacher Education. Vol. 1, Issue.6, June 2014	2348-4152
14	Status of women in Mewat district of Haryana a state.	International Journal of Education society and Development. Vol. 1, No. 1, April-June 2014	2349-4549

3.3 Consultancy

3.3.1 Consultancy services

Institution provides consultancy to its practice schools and other schools regarding teaching methodology, school management, guidance and counseling and inclusive education.

3.3.2 Competency of faculty to undertake consultancy

Our faculty members are well qualified and competent enough to give consultancy services. Two teachers have PG degree in psychology. One teacher has done course in guidance and counseling.

3.3.3 Revenue generated through consultancy

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

3.4 Extension Activities

3.4.1 Benefits from the institution to local community

- Local community is benefited by awareness programmes organized by the college and celebrations of important days and festivals.

- Students had to do socio-economic survey of community as compulsory paper, now they do a project on S.S.A. (Sarv Siksha Abhiyan) and Mid Day Meal.
- Students go to schools to see how they organize Parent Teacher Meetings and have first hand information from school teachers. Social and citizenship values are developed in students by organizing regular cleaning of the college campus and strictly abiding by no litter in the college campus. Also respect to public property.
- Programmes on AIDS awareness, Voter awareness, problems of female foeticide & Dowry System, Health and Hygiene awareness are organized regularly.
- Blood donation camp was organized by the institution.
- Environment awareness is created by going in community and conducting environment awareness survey.
- Voter's awareness rally and programmes

3.4.2 Community participation in institutional

- The institution is benefited by community (Krishi Vigyan Kendra). Students participate in various programmes organized by Krishi Vigyan Kendra.
- The institution works with partnership with Gram Panchayat, Red Cross, Red ribbon club, Legal literacy cell and organizes programmes time to time as directed by these Govt. organizations.

3.4.3 Future plans for providing community orientation

College is planning the following activities to provide community orientation to the students:

- Tie up with NGO's to teach slum children
- Community services for slum dwellers
- Linkages with special schools

3.4.5 Development of social and citizenship values

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.
- Social and citizenship values are developed in students by organizing regular cleaning of the college campus and strictly abiding by no litter in the college campus.
- Respect to public property.

3.5 Collaboration

- The institution has linkage with Panchyat (Village Rampura) where the institution is situated. D.O.Office, Employment office, M.D.University, D.H.E.Haryana, N.C.E.R.T, N.U.P.E.A, the faculty members who are member of BOS(Board of Study) take part in curriculum revision and development.
- Faculty member participate in seminars and workshop /organized by N.C.E.R.T, S.C.E.R.T and N.U.E.P.A. Resource persons are invited to give extensions lectures. Govt. schools are taken for practice teaching. Research papers are published in journals.
- Institute takes four schools for practice teaching Pupil teachers take part in all activities of school. They also organise programmes in practice schools.
- Faculty members include practice school teachers to supervise practice teaching.
- Faculty members take students to inter college meets and Youth Festival. Faculty members take active part in all university activities.

3.6 Best Practice in Research, Consultancy and Extensions

In the previous assessment report **60** points were given for Research development & extension. Main suggestion was to increase research and extension activities.

The major quality sustenance and enhancement measure undertaken by institution since the previous assessment and accreditation are:

- Faculty members help M.Ed students in choosing topic of their interest and utility for M.Ed Dissertation.
- Workshop for preparation of synopsis.
- Presentations of Synopsis.
- Pupil teachers Co-ordinate with schools for practice teaching, participate in all school activities conducted during teaching practice.
- Community awareness programmes are organized.
- Faculty members provide consultancy to schools.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1. Physical infrastructure as per NCTE norms

The college is fully equipped with physical infrastructure as per NCTE norms.

- The physical infrastructure includes Principal room, Faculty rooms, Library, Office room, Activity rooms, Classrooms and Store rooms.
- All are fully equipped with required resources.
- The infrastructure also comprises of Multipurpose Hall, Seminar Room, separate wash room facility for boys and girls, open space for lawns and gardening, multipurpose play field, ICT Resource Centre, Psychology Resource Centre, Science and Math Resource Centre, Health and Physical Resource Center ,medical room facility for outdoor and indoor games is also provided. Safeguard against fire hazard are provided in all parts of building.
- The institutional campus, building, and furniture are barrier free.
- Facility for hostel for girls is also available for the students on share basis.
- Provision of separate common rooms for male and female student teachers.
- Parking area is spacious to park vehicles.

4.1.2. Augmenting the infrastructure to keep pace with the academic growth

Institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth. Additional books, equipments, infrastructure are added according to the need and requirements of the college. Need and requirements are found from getting feedback from students, stakeholders and from faculty in meetings. Different committees of the college are formed, motivated and encouraged to keep themselves up to date by keeping a watch on emerging trends in the ever changing academic scene with special reference to various aspects of education. The institution has effective mechanism for maintenance and proper use of infrastructure. The infrastructure available with the college meets and exceeds the program requirements.

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

The college encourages the student's participation in co-curricular activities by arranging various programs.

Co-curricular activities: The different Resource Centers, Multipurpose Hall, Seminar Hall and Activity Room are planned to cater to the various programmes that are conducted. The Seminar and Multipurpose Hall are also equipped with sound system with amplifier, LCD Projector, Adjustable screen, Computer.

Extra curricular activities including games and sports: The above mentioned centers and hall provide a platform for various activities such as intra and inter college competitions and annual day etc. The annual sports meet is conducted in the play ground. All the track, field events and games are conducted in play ground. Besides, the institution has space for indoor games (like carom, table tennis) and Badminton court and basketball court.

List of Infrastructure facility available for extra curricular activities:

- Hall for Indoor game facility.
- Playground and gymnasium is available on sharing basis with sister institution.

4.1.4 Physical infrastructure shared with other institutions of the parent society

- The institution is encouraged and motivated by the society to share the physical infrastructure of other sister institutions. The institution shares play ground with the sister institution R.B.S Model Public School.

4.1.5. Facilities available with the institution to ensure the health and hygiene of the staff and students

- The college has adequate facilities to ensure the general health and hygiene of the staff and the students.
- Common rooms are available for boys and girls in the college premises.
- Separate wash room for boys and girls have been provided and are washed and cleaned regularly.
- Dustbins are placed on all the floors.
- Water and electricity supply is available for twenty four hours. A generator is installed to back up the electricity in the event of cuts and the failure of its supply.
- Water purifiers are installed for clean and fresh drinking water.
- Furnished, airy, well lighted and properly ventilated class rooms, resource centers etc. are provided. Good quality

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hygienic food is ensured in the college's canteens by checking the quality by the students and faculty on regular basis.

- First aid facility is available for staff and students in medical room.

4.1.6. Hostel facility for students

We have hostel facility on share and individual basis for girls. For boys we share hostel facility with sister institution Ahir College.

Total Rooms: 35 (single and double seated)

Common Room – 01

Dinning Hall – 01

Facilities for Entertainment – TV with cable connection, Badminton Court, Indoor Games

4.2 Maintenance of Infrastructure

4.2.1. Budget allocation and utilization for the maintenance

No prior budget is allocated for the maintenance of land, building elaboration, furniture, equipment, computers and vehicles transport however institution has spent a large amount of money on maintenance of building, laboratories, furniture, equipments and computers during last five years. (Annexure (Receipt and payment statement of last five years) attached)

4.2.2. Optimal utilization of the available infrastructure

College has ensured that the available infrastructure is optimally utilized. Different committees have been formed to encourage and motivate students and staff members to make optimum use of available infrastructure. Throughout the day each and every room is utilized for one or the other activity. Moreover, academic calendar is planned properly and the activities are distributed throughout the academic session in a way to ensure optimized usage of available infrastructure. Multipurpose hall is various competitions and special lectures conferences, seminars, workshops, meetings etc. ICT Center, language lab, Science lab and Home Science lab are regularly used for teaching learning process.

4.2.3. Consideration of Environmental issues

The institution considers the environmental issues associated with the infrastructure through the following practices:

- Rooms are designed specially for cross ventilation and are well lighted.
- Traditional trees like Burgad, Amla, Mango and Neem are planted in college premises. Beside those trees, flowering plants like rose, marigold and seasonal flowers are also planted in

Manual for self-appraisal of Teacher Education Institutions garden. Both types of plants give peace and feeling of nature beauty. It makes oxygen rich environment in college premises.

- Lawns are maintained properly.
- Drainage system is under ground.
- Use of polythene, plastic is discouraged.
- Taps are checked regularly to avoid leakage.
- Dustbins have been provided and cleaned regularly.
- Only Compost manure is used in garden.
- Plucking of flowers is prohibited.
- Noiseless generator
- Rain water harvesting system

4.3 Library as a Learning Resource

4.3.1. Librarian and staff to support the library

Post of librarian is not sanctioned by D.G.H.E. We keep on applying again and again for the post of librarian. There is post of library restorer. The institution has sufficient technical staff to support the librarian.

4.3.2. Library resources available to the staff and students

Library Resources available to the staff and students:

- Reference Books are available for the staff and students in the form of Encyclopedias -International, National, Subject wise.
- Dictionaries – International, National, Subject wise.
- Year books.
- Geographical Source – Gazettes, Atlases.
- Commission, Committee Reports.
- Research and Educational Survey.
- Foreign & Rare books
- Bibliographies

No of Books = 24650

Reference Books = 1762

Journals = 16

Magazines = 10

Newspaper = 12

Audio Visual Teaching Learning Resources = more then 300 (CDs / DVD)

Internet Access = Yes

Reading Room = 2

Separate reading room for M.Ed. students.

Separate reference section for students & staff.

New arrivals are displayed for staff and students.

4.3.3. Mechanism to review the various library resources

Library has an advisory committee which systematically reviews the library resources to make acquisition decisions. The library committee consists of Principal, as ex-officio member, four faculty members and two student representatives.

Library committee is very effective in our college. Regular meetings are held during the session to discuss selection of books, allocation of budget and to fulfill requirements of library section during the session. We also accept suggestions from the students and teachers for which suggestion box is kept. Stock verification is a regular feature of the library. The library is computerized and internet facility is available for the students and staff. The college library ensures access to the students by issuing cards. All the B.Ed. students are given 9 books for a year from book bank In addition to those 2 books are issued for a period of 14 days. All the M.Ed. students can borrow 10 books from the book bank for a year. Two books can be borrowed for 14 days. Separate reading room is available for M.Ed. students.

Rich reference section is available for students in which they have access to encyclopedias, dictionaries, year books, commission / committee reports, bibliographies, gazettes, educational and research surveys, abstracts, foreign publications, rare books etc.

4.3.4. Computerization of library

Library is partially computerized.

4.3.5. Computer, Internet and Reprographic facilities to the staff and students

The institution's library has computer with internet facility accessible to students and teachers. On an average 50 students and staff members access internet daily. E-journals and E-News letters are available for the students and staff to access with. There is reprographic facility for students and staff.

4.3.7. Working days of the library

Details of working days of library:

Working days = more than 260 days

Working hours = 6.5 hrs.

Timings = 9 AM to 3.30 PM

Library remains open during winter and summer vacations.

4.3.8. Information about new arrivals

New arrival stand is placed in M.Ed. reading room. New titles are displayed on display racks. This motivates the readers to go through these new arrivals. Latest issues of journals are displayed on the front of periodical rack and others are kept inside the rack.

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Orientation of students is a regular feature of our college in which we make them aware about the services of the library.

4.3.9. Book bank facility utilized by the students

The library has a book Bank facility in our college. Set of Nine books are issued to all the students i.e. B.Ed., M.Ed. for whole session. In addition 2 books are issued on card for a period of fifteen days.

4.3.10. Special facilities offered by the library to the visually and physically challenged persons

Various audio CDs and audio track and instructional material in text form are available in computers with head phones. Library is situated at ground floor and way to library is barrier free. We are planning to keep Braille material for blind students.

4.4 ICT as Learning Resource

4.4.1. ICT facilities available in the institution

The Institution has an ICT Resource Center and Language Resource Center and institution has up-to date following ICT facility in whole institution promises:

- No. of Computers - 15
- No. of Printers: - 4
- External DVD writer - 01
- No. of Laptop - 5
- No. of LCD Projector - 2
- TV - 4
- VCR - 01
- Music System - 01
- Camera - 1
- Video Camera - 01
- OHP - 3
- Slide Projector - 03
- Sound system with amplifier and Wire, wireless and collar mike are used in Hall and Seminar Hall.

Software:

- Window XP.
- Window 7
- Window 8
- MS office
- Broadband connectivity available in Resource Centers, library, offices and faculty rooms.
- For power backup generator is also available.

The following instructional material is used by students and faculty at ICT center, Resource Centers and smart class rooms –

- Educational CDs and DVDs

- Videos of some important topics like Research methodology, teaching skills, blooms taxonomy, pedagogy analysis, information technology and Micro teaching, constructivism by eminent educationist.
- Videos of students' presentation of micro teaching used for feedback to students
- Transparencies
- Power point presentations
- Audio CD's, Video CD's
- PPT resource bank
- Printed material for various topics

4.4.2. Provision in the curriculum for imparting computer skills to all students

Information and communication technology is one of the foundation courses in the B.Ed. curriculum and ICT Enabled practical is compulsory for all students. Major skills included in curriculum are:

- Define the concept of ICT
- Understand the role of Information Communication Technology in present and future
- Get awareness of computer usage and its importance in education
- Define the scope and importance of educational technology in contemporary society.
- Demonstrate the use of ICT in Education.
- Demonstrate the use of MS Window and MS Office

Demonstration for use of ICT and its integration in education

- Use of internet for teaching
- Use effectively the ICT and the pedagogies associated with them
- Introduction to computers, internet, virus and multimedia

4.4.3. Incorporation and use of the new technologies/ICT in curriculum transactional processes

Staff members are exposed to ICT/new technologies available during seminars, workshops etc. various training programs are organized from time to time to enhance and update the knowledge related to ICT or new technology.

- Lecturers are motivated and trained to prepare and use power point presentation.
- Teaching faculty is motivated to prepare and deliver their lectures using power point presentations, camera and projectors.
- Internet facility is available.

- Various Training and competitions are organized in the institution to enhance ICT (Prepare slides, transparency, power point presentations etc.)
- ICT Center enables the teachers to teach using on-line resources.

4.4.4. Major areas and initiatives for which student teachers use /adopt technology in practice teaching

Technology is used by student teachers during teaching in many ways:

- Develop their lesson plans, teaching aids and prepare result of test (Conducted during teaching practice) by using various e-resources.
- Deliver their lesson through power point presentation,
- Prepare result of school students in MS Excel.
- Take great assistance in preparing their teaching aids by using ICT.

4.5 Other Facilities

4.5.1 Optimal use of instructional infrastructure

All the students and staff members use each and every resource of infrastructure optimally. All the class rooms, labs, library, playgrounds etc. are optimally used during the college hours. Various competitions and cultural events (during celebrations) are conducted in the college through optimum utilization of available infrastructure.

The college is always ready to utilize it's infrastructure for the welfare of community. The institution shares the resources with other sister institutions.

The available infrastructure / facilities are shared by both courses run by the institution (B.Ed. and M.Ed.)

4.5.2. Various audio-visual facilities/materials

The following instructional material/ audio –visual material is available and is used by student teachers –

- Audio CD's and Video CD's.
- Power point presentations resource bank (used in practice teaching).
- Videos of some important topics like Research methodology, teaching skills, Blooms taxonomy, pedagogy analysis, information technology and Micro teaching, constructivism (Used for self study).
- Videos of students' presentation of micro teaching used for feedback to students.
- Printed material for various topics.

- Self instructional modules in ICT and Art and Craft. (Used for self study).
- Downloaded material through internet (text videos, self instructions modules, self evaluation models).
- Lectures of faculty in audio form and video form.
- Transparencies.
- Interactive CD's.
- Developed Power point Presentations by every student.
- Instruction material is downloaded in the form of MS-Word file and also hard copy is available.
- Downloaded software is available at Resource Room ICT center and other resource centers which convert text in to Audio form. This software is very useful for visually impaired and partially impaired student.
- Hand made and computerized transparencies available in all subjects.
- Charts
- Flash cards (FIP Books).
- Question Bank
- Models
- Posters
- Hand outs
- Pamphlets
- Equipments and specimen in Science resource center.

For easy access and optimum use of these facilities, these are available at concerned ICT resource center, language resource centers, other resource centers and library. The student-teachers are encouraged to use these available resources in their teaching. Faculty members train them to use these audio visual materials and resources in their own teaching learning. It is compulsory for all prospective teachers to make charts, slides, models transparencies and power point presentations in their discussion lesson and teaching practice.

Equipments, charts, models, and specimens from Science resource center are issued to the students for conducting experiment and using as teaching aids during teaching practice. An issue register is maintained by the Science teacher. Students are also encouraged to share the materials during teaching practice so that these can be utilized optimally.

All Students are encouraged to use ICT for delivering their lessons during discussion lessons. Many student teachers have delivered instructions through laptop and self made and issued PPT from ICT center during teaching practice in schools. This led to improvement in quality of teaching in term of clarity of concepts, increased attention and motivation and better grasp of content by school students.

4.5.3. Various general and methods Laboratories available with the institution

The fully equipped general laboratories/ Resource Center available at institution are:

- Psychology Resource Center
- Science and Math Resource Center
- Social science lab
- ICT Resource Center
- Art and Craft Resource Center
- Language Resource Center
- Health and physical Resource Center

The facilities are enhanced by the institution by ensuring proper utilization of these resources by students and faculty members in their teaching learning process. The concerned in charge of all the labs take the responsibility of proper handling of equipments and always keep them in working condition. They also work towards keeping the lab up to date by introducing new material from time to time. The college has received various grants from UGC for equipments and books.

The students are assisted by the in charges to handle and make optimum use of these resources in their teaching learning process whenever and wherever required.

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

A well furnished and well equipped multipurpose hall is available in the college which is utilized for various purposes like organizing various co-curricular activities and celebrations. This hall is well equipped with LED projector, Screen, Sound System with Amplifier, white board. Institution has TV with dish connection. For music there is music system and musical instruments. Dish in which knowledge channel like Discovery, Net Geography, History, Gyan Darshan , Active Services (English ,G.K, Cooking, fun learning) and news channels are subscribed. Facilities for indoor and out door games like Table Tennis, Badminton, Chess, Carom and Cricket are also available. The institution has SUV for transport.

4.5.5. Classrooms for the use of latest technologies for teaching

All the classrooms are well equipped for the use of latest technology for teaching. There are provisions of plugs, switch boards, Generator to use various technologies and Audio-visual aids. All the classrooms are spacious and enough space is provided to make use of audio-visual aids in classroom like Over Head Projector, Screen, and LED Projector. Teachers are issued laptop for teaching learning purpose.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1. Reflect on the best practice in the diversity of instruction

All the faculty members possess computer skills that are intelligently applied wherever possible in an effective and efficient manner. Various seminars, workshops are conducted from time to time to enhance and update their knowledge. Our rich library and ICT lab are the heart of our institution. The faculty members themselves make full use of library and ICT center to keep them up to date and it also motivates the students to make use of these available resources. Faculty uses power point presentations, web pages, transparencies, internet and other software during teaching learning process.

4.6.2. List of innovative practices related to the use of ICT for quality enhancement

- Broadband connectivity is available in all Resource Centers, library, offices and faculty rooms.
- Staff and faculty members use ICT in regular way
- Faculty members deliver lectures through power point presentations in class rooms.
- Many student teachers deliver instructions through PPT (self made and issued from ICT center) during teaching practice in school.
- Students prepare ppts in their discussion lesson and teaching practice.
- Tablet Monitor, Document Camera, OHP and Projectors are used in teaching learning process.
- Internet facility is available in all resource centers, class rooms and faculty rooms.
- E-learning materials are available for faculty and students.
- CD's and DVD's Bank
- Catalog of various websites

4.6.3. Best practices in 'Infrastructure and Learning Resources' adapted by the institution

- All infrastructures are as per NCTE norms and it is optimally utilized.
- Use of technology in teaching learning has been the major focus in the recent years.
- Equipments used in classroom are : Over Head Projector, LCD Projector, Slide Projector
- Students are encouraged and assisted in using technology-based resources for their own studies as well as during practice teaching.

- Students use Internet for their projects and assignment.
- Students use internet for preparing lesson plans and teaching aids during practice teaching.
- Student use ppt during discussion lesson and teaching practice.
- Teachers have developed ICT based learning resources on various topics of the syllabus. Teachers also use computer and the internet as a tool to aid teaching and evaluation.
- Adequate power back up through Generator to whole campus.
- Rich reference section is available for students in which they have access to encyclopedias, dictionaries, year books, commission/committee reports, bibliographies, gazettes, educational and research surveys, abstracts, foreign publications, rare books etc.
- Orientation of students is a regular feature of our college in which we make them aware about the services of the library.
- The institution shares facilities with sister institutions and other organizations.

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

1. *Evaluative observations made under Infrastructure and Learning Resources in the previous assessment report*

In the previous assessment report **75 points** were given for Infrastructure and Learning Resources.

Main suggestions were to increase teaching staff and incorporate ICT in teaching learning process.

The major quality sustenance and enhancement measure undertaken by institution since the previous assessment and accreditation are:

- New staff members are appointed
- Class rooms are equipped for the use of latest technologies for teaching
- Inclusion of ICT by teachers and students in teaching learning process
- Special emphasis on water and electricity conservation

2. *Quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation*

The following quality sustenance and enhancement measures have been undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources

- Class Rooms are equipped with ICD Projectors and multimedia.
- AC fitted in resource centers, office and visitor's room.
- New sanitary facilities upgraded.
- New SUV vehicle for transport

The following ICT related equipments and resources are added after previous Assessment and Accreditation:

- Computers - 11
- Laptop - 01
- Camera - 01
- Printer - 02
- LCD Projectors - 02
- Sound system with amplifier in multipurpose hall and class rooms.
- Broadband connectivity available in all Resource centers, library, offices and faculty rooms.
- Videos of student's presentation of micro teaching used for feedback to students.
- Power point presentation created by students.
- PPT resource bank.
- Psychological tests added in Psychological Resource Center.
- Internet facility is available in library.
- For power backup Generator has been purchased.

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1. Student's preparedness for the programme and academic and professional advice

The admissions are made strictly in order of merit obtained in qualifying examination.

At the college level the student teacher's preparedness for the programme is assessed through the following ways:

- At the beginning of the session, introduction session is organised and students also give their views about the B.Ed programme.
- We diagnose students through simple diagnostic test to find out level of computer literacy.
- We assess the various skills of the students at the beginning of the session. The skills are:
 - Leadership skill.
 - Communication skill.
 - Time management skill.
 - Problem solving skill.
 - Decision making skill.
- We organize orientation programme to make students aware about the course and other activities. So, that they get exhaustive information about the whole programme. The students are made aware of the behavioral objectives of the programme which they have to acquire through the activities during the session.
- In morning assembly students give their views about life, society, profession etc.
- General classroom behavior is assessed during teaching.
- Knowledge of behavior problems and barriers to achieve the target is assessed by the tutorials in charge.
- Before teaching practice, we assess the level and status regarding teaching through micro teaching skill and mega lessons. We provide skill observation pro forma cum rating scale during micro teaching session and discussion lesson observation pro forma during discussion lesson in both teaching subjects.
- During teaching practice student teachers' teaching competency and verbal behaviour are assessed through GTC scale and Flander's interaction analysis system and also student teachers' behaviour in class rooms are assessed through general observation by faculty members.
- Organizing various activities in their respective clubs.

- Various co-curricular activities organized at college, inter college level.
- Preparing assignment to check their pace with learning.
- Assessment by Class tests.
- Through presentation in seminars.
- It is ensured throughout the session that the students are receiving appropriate academic and professional advice through the following activities: Computer literacy, Soft skills and training of handling smart classroom equipments for students.
- Special remedial teaching session organized.

5.1.2. Campus environment for promoting motivation, satisfaction, development, and performance improvement of the students

Our institution strives to provide intellectual and professional stimulating environment at its campus. The institution provides healthy environment to students that promotes motivation, satisfaction, development and performance improvement of the students by providing:

- Stress free environment
- Easy availability of teachers for guidance
- Fully equipped library and Resource centers
- Internet facility available for students
- Provide homely environment to students where they feel attachment to college
- Professional and Practical approach of teacher educators
- Team teaching programme
- Co-operative learning programme
- Peer tutoring
- Teacher as facilitators, teachers as counselor's
- Personality development programme
- Quick grievance redress through grievance redress committee
- House activities
- Students as editors of college magazine
- Students as committee members in deferent committees
- Celebrating all festivals
- Celebrating cultural events
- Organizing co-curricular activities
- Organizing different club activities
- Organizing different community based programme

5.1.3. Gender-wise drop-out rate after admission in the last five years and reasons

Year	B.Ed.		M.Ed.	
	Male	Female	Male	Female
2009-10	NIL	NIL	NIL	NIL
2010-11	NIL	NIL	NIL	NIL
2011-12	NIL	NIL	NIL	01
2012-13	NIL	02	NIL	NIL
2013-14	NIL	02	NIL	01

Drop outs are due to admissions in P.G. courses or due to appointment in job of some students.

5.1.4. Additional services provided to students for enabling them to compete for the jobs and progress to higher education

- Providing guidelines to M.Ed. students for preparation of UGC-NET exam during class teaching.
- Motivating M.Ed. students for research project and encouraging for Doctorate afterwards.
- Selecting particular research areas for M.Ed. students where they can excel in future for Ph.D.
- Enabling B.Ed. students to set their targets for M.Ed. and even in higher level in the field of education.
- Teacher educators try their best to be the role model for their pupil teachers by excelling in their skills.
- Enabling students to know their caliber and capacity by providing them various psychological testing, whenever needed.
- Guidance and Counseling Cell guides student teachers to choose appropriate course and profession after completion of B.Ed and M.Ed.
- Information regarding the vacancies and various courses are displayed on display board.
- Guidance and special classes are Held for HTET, CTET and other competitive exams.

Selections in last two years in NET and other competitive exams:

Years	NET	Others
2012-13	11	10
2013-14	10	10

5.1.5. Average percentage of students for further studies/ teaching as a career

Percentage of students goes for further studies and teaching as a career:

Session	Further Studies	Teaching
2010-11	41%	30%
2011-12	38%	35%
2012-13	44%	39%

5.1.6. Training and access to library and other education related resources to the student teachers after graduating from the institution

Our students are associated with us even after passing out from the institution. They visit us regularly to seek advice and consult library for their research work and preparation of competitive examinations and we issue books to them for a month under our inter library loan service. They can also avail our internet facility in library, ICT Resource Center.

5.1.7. Placement services

We have well established placement and guidance cell in our campus. Placement cell utilizes display board to highlight available job options (News paper cutting) for the students. Information regarding vacancies in various reputed schools and colleges in and around Rewari is provided to students.

5.1.8. Difficulties faced by placement cell

Difficulties faced by placement cell include:

- Inaccessibility for distant students.
- Seeking jobs in nearby areas especially for female teachers.
- Getting feedback from the students who get jobs through the cell.
- Unavailability of data who have got jobs already and who really require it.

Strategies to overcome the difficulties:

- Collaborating with college alumni and getting the information from them regularly.
- Trying to place the teachers in nearby areas.
- We have introduced Alumni account on Face - book for getting information in this regard.

5.1.9. Arrangements with practice teaching schools for placement of the student teachers

Our Private 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. The government schools do not have the authority to recruit anybody for teaching positions.

5.1.10. Resources provided by the institution to the placement cell

We have well established placement cell. The institution provides all kinds of resources i.e. financial, human and ICT related to the placement cell. The placement in charge has at her disposal a computer, printer with internet connection and office telephone to make contacts with different schools. For presentations, interviews or written tests the seminar hall is used.

5.2 Student Support

5.2.1. Curricular (teaching- learning processes), co-curricular and extra curricular programmes planning

All the components of curricular, co-curricular and extra curricular are identified and the college develops its academic calendar, to be followed throughout the year. The academic calendar is planned in the beginning of every session. The time table is prepared for each section for each day. The calendar of activities is not rigid. Though planned in accordance with the institutional calendar, if due to certain reasons, some events need to be shifted, they are shifted.

Schedule for each activity or programme is notified to all the faculty and students well in time through display board, circular, classroom announcements and on website. In order to achieve the associated objectives of each programme, the following three stages are planned for effective implementation:

- Pre-execution stage
- Execution stage
- Evaluation and Feedback stage

In the pre-execution stage meeting is held with the concerned committee members. Planning is done in terms of syllabus requirements, academic calendar, time table, material required etc. Accordingly instructions are given to the committee members and a date is fixed by which the allotted work is to be done.

In the second stage the activities / programmes are executed as per the planning.

In the third stage another staff meeting is held and evaluation is done and feedback is taken from the faculty. Suggestions are discussed and the concerned committees in charges are advised to note down for their future references. Feedback is also taken from the students through formal and informal interaction modes. Pro forma is filled by students after teaching to get their opinions and suggestions regarding course, teaching practice and institution.

Earn while learn scheme is introduced to support students activities.

Various short term training programmes organized for students.

5.2.2. Curricular planning for physically challenged students

3% seats are reserved for admission to B.Ed. as per government policy. However, the institution is very sensitive towards the special needs of physically challenged students. Since their needs are different and depend upon the type of disability, it is planned that in the event of such admissions, special committee will be created to identify their special needs and the material needed will be purchased.

5.2.3. Mentoring arrangements

The institution has provisions for tutorials in time table. Mentoring is provided in these tutorial periods, informal mentoring is resorted to by the faculty as and when required. In tutorials they are encouraged and motivated to explore the potentials. In the B.Ed. programme during practice teaching, students are given individual guidance related to their strength and weakness in teaching and are suggested ways by which they can make their teaching more effective.

5.2.4. Provisions in the institution to support and enhance the effectiveness of the faculty in teaching and mentoring of students

The institution has following provisions to enhance the effectiveness of faculty in teaching and monitoring of students:

5.2.5. Institution website information

The institution has its own website. Following information is posted on the site Vision, Mission, Goals & Objectives, Programmes Offered, Eligibility Criteria for admission, Admission policy and process, Academic calendar, Infrastructural facilities, Information regarding principal and faculty members, Upcoming events, Achievements of the students, Activities conducted in the college both curricular as well as co-curricular.

Our website is updated regularly.

5.2.6. Remedial programme for academically low achievers

Remedial programme for low achievers have been rationalized. Low achievers are identified on the basis of observation and their performance in class tests and assignments given by teaches. They are called by the respective faculty member individually and their areas of weakness are discussed with them. Apart from giving special alternatives to them in the class, a provision is made for special classes for such students. The institution provides the remedial classes for weak students by offering them orientation specifically in computer application and communication skill.

5.2.7. Teaching strategies adopted for teaching

a) Advanced learners and (b) Slow Learners

The quality of education depends on the impetus given to assist slow learners to improve and to stimulate advanced learners to excel.

Teaching strategies for **Advance Learner**

- Special seminars, projects and assignments
- Paper presentations
- Playing a major role in organizing intra / inter collegiate competitions
- Participation in inter college competitions
- Responsibilities as a proctor in ICT practical
- Group leader
- More exposure to extra sources of information such as the internet
- Extra responsibilities given to advance learners like contribution in college magazine, wall papers, website etc.
- Giving higher level responsibilities in organizing the activities in method clubs

Teaching strategies for **Slow Learners**

- Motivation
- Remedial teaching
- Tutorial classes
- Personal counseling for development of self confidence
- Recognize special needs
- Counselling of parents regarding their wards
- Follow-ups for the slow learner
- Collective efforts of all faculty members

5.2.8. Various guidance and counseling services available to the students

The institution provides guidance and counseling service to the students. The institution organizes orientation programme for newly admitted students, where students are welcomed and are acquainted to the objectives, past achievements, infrastructure of the institution, library rules, schedule of activities, the evaluation procedures and other requirements of the course. Apart from this, institution has guidance and counseling cell in which students are provided guidance related to their profession, personal, social and emotional matter. Various special lectures are organized.

5.2.9. Grievance redressal mechanism adopted by the institution for students

The grievance redressal cell addresses the grievances at individual and class level and grievance of common interest. The cell maintains a conducive and unprejudiced educational environment. Complaints are

Manual for self-appraisal of Teacher Education Institutions dropped in the 'suggestion box' by students and parents and oral complaints are also redressed. All complaints are scrutinized by the committee members of grievance redressal cell. Since grievances have been of minor nature all grievances have been instantaneously redressed.

5.2.10. Monitoring progress of the candidates at different stages

As per curriculum transactions requirements, each student has to appear in the two terminal examinations before appearing in the final examination.

Progress of candidates at different stages are monitored and advised through these steps:

- Regular teaching
- Class assignments
- Surprise tests
- Observation and rating of teaching skills during micro teaching session
- Observation and rating of discussion lesson
- Analysis of Flander Interaction Analysis and General Teaching Competency Scale score of each student.
- House Exams
- Seminars and paper presentations
- Group discussions
- Project work
- Practicals

The performance of students is noted and reported. Progress of students is prepared and discussed with students and they are motivated accordingly. Slow learners are identified for special attention and remedial classes.

5.2.11. Ensuring the students' competency to begin practice teaching and follow-up support in the field (practice teaching) provided to the students during practice teaching in schools

Development of skills in teaching is the key focus of our institution. Courses on methodology of teaching subjects are taken in the two phases.

Phase 1 Content deficiencies of the pupil teachers are identified and improved through assignments and self study which is evaluated by the course teachers.

Phase II Different methods and approaches are taught for the teaching of school subjects.

- Work experiences of Chalk board writing effectively preparing teaching aids. (Charts, models, flash cards, transparencies, power point presentations) is given to the students.
- Five core skills viz Introduction, questioning, explaining illustrations and stimulus variation are taught and every student is asked to prepare 5 micro lessons and deliver in simulation which is observed by faculty members.
- Subject teachers provide guidance and training in the planning and writing of the unit plan and lessons plans.
- Demonstration lessons are given by subject teachers.
- Pupil teachers are taught methodology of case study. They are provided with a printed Pro forma to do the case study.
- Besides all the above said activities a two day orientation talk on teaching learning is organized by the faculty members. In which faculty members give talk on Class room organization, Mixed Ability teaching, Language in class room, Management and Control in the class room and record keeping.
- During practice teaching almost all lessons are supervised and observed by faculty members and observation is written on the lesson plan file of pupil teachers to tell them their strengths and weaknesses in a constructive manner and follow up is done by faculty members.

5.3 Student Activities

5.3.1. Alumni Association

Yes the institution has an Alumni Association.

- Current office bearers

President :- Mrs. Sudha Yadav

Secretary :- Mr. Kuldeep Yadav

Treasurer :- Mrs Manju Yadav

- All office bearers were elected unanimously last year 2013.
- Alumni association organized get-together in which there was cultural programmes and Hi-tea.
- Top Ten Alumni
 - i) Dr.(Ms) Sharad Sinha :- Prof. N.C.E.R.T New Delhi
 - ii) Mrs. Sudha Yadav :- Principal Govt. Sr. Sec. School, Bawal
 - iii) Mr. Ram Pal :- Principal Govt. Sr. Sec. School,

- Rewari
- iv) Mr. Karan Singh :- Deputy Director
K.V. Sangathan
- v) Mr. Devender Sharma :- S.D.M Jaipur
- vi) Mrs. Suvidha :- D.E.O
- vii) Dr.(Mrs.) Pragya Gupta :- Associate Prof. Hindu college,
Sonipat
- viii) Dr(Mrs.) Sunita Aggarwal:- Associate Prof. Hindu college,
Sonipat
- ix) Dr.(Mrs.) Kamlesh Rao :- Associate Prof. R.L.College
Sidhrawali
- x) Dr(Mrs.) Arti Yadav :- Asst. Prof. C. Univ. of Haryana
(M/Garh)

- Alumnis whenever asked come and give extension lectures in the institution.

5.3.2 Participation in extra curricular activities including sports and games

The institution encourages students to participate in extra curricular activities through organization of various activities during whole session. Clubs and Houses are formed. They work throughout the year to identify the hidden talents and provide a platform needed for the exposition of talent. The clubs (Language, Maths and Science, red ribbon), Houses and cultural committee organizes various activities at their own levels like inter-club competitions and Inter-college competitions. The National festivals and religious festivals are celebrated in the college. Annual sports day and Founder's Day are a regular feature. The students are encouraged to organize cultural and literary support in order to develop organizational skills in them. Students' participation is reinforced through various awards and rewards.

Another infrastructural factor that encourages students to actively engage in extra curricular activities is well maintained and equipped seminar room and multipurpose hall for literary and cultural activities and spacious facility for sports and games.

5.3.3. Encouraging students to publish materials like catalogues, wall magazines, college magazine, and other material

- The institution ensures that students play an active role in publishing material in various in-house and national journals.
- Staff and students of the institution with a flair for creative writing are members of editorial board for the publication of the college magazine.

- The annual college magazine 'THE MODERN EDUCATOR' has students as members of editorial board.
- Many brochures for fest and seminars, pamphlets for rally and for out reach programmes are designed and laid out by students.
- Student teachers and M.Ed. students regularly write and display on the bulletin board. The students are divided into four houses. Each house is assigned a display board as a wall magazine. Wall magazine is decorated by them every month with materials related to the current events under the guidance of faculty members as club in-charges.

5.3.4. Constitution, major activities and funding student council or any similar body

Four student representatives are selected by the students. These representatives act as mediator between staff and students and take active part in organizing various activities in the colleges. Every two month they are changed so that maximum representation is achieved. The funding of council and clubs is provided by institution.

5.3.5. Various bodies having student representation

There is student representation in IQAC, women cell, Red Ribbon club and legal literacy cell. Students actively participate in college activities through these bodies.

5.3.6. Mechanism to seek and use data and feedback

The institution has an effective mechanism to collect feedback from the alumni, students, school heads, and participants of Seminars and workshops. The feedback form is analyzed and findings are reported to the principal for consideration.

5.4 Best Practices in Student Support and Progression

5.4.1. Institutional best practices in Student Support and Progression

- Students are trained both in hard as well as soft skills to face real life situation when they go out to work.
- Special emphasis on communication skills
- Library facilities to prepare for various competitive exams
- Scholarship assistance to students
- Earn while you Learn scheme

Additional Information for Re-accreditation / Re-assessment

In the previous assessment report **80 points** were given for student support and suggestions.

Main suggestions were to have active alumni association.

The major quality sustenance and enhancement measure undertaken by institution since the previous assessment and accreditation are:

- Alumini association is working actively.
- New members are formed.
- Separate Alumini account for expenditures and social audit done.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1 Institution's stated purpose, vision, mission and values

Institution's Purpose

1. To enlighten the student teachers to, have a holistic cognitive view of teaching learning process in a globalised world.
2. To develop character and desirable social and human values of student teacher.
3. To make student teachers to be receptive and constantly learning.
4. To develop and enhance creative expression and capacity for aesthetic appreciation of student teacher.

Institutional Vision

To prepare teachers who:-

1. Encourage, support and facilitate is teaching learning situation and can enable learners to discover their talent realize their physical and intellectual potentialities to the fullest.
2. Are responsible towards society and work to build a better world having peace and harmony.
3. View learning as a search for meaning out of personnel experience and knowledge generation as a continuously evolving process of reflective learning.
4. View knowledge not as an external reality embedded in text books but as constructed in the shared context of teaching learning and personal experience.

Institution's Mission

Pledged to produce excellent dedicated teachers imbued with constant learning and missionary zeal to build a better world.

Institution's Value

Commitment to democracy and the values of equality, justice, freedom concern for others' well being secularism respect for human dignity and rights.

- Mission of institution includes the institutions goal and objectives.
- Regular meetings are held to define and communicate responsibilities and to review the activities of the institutions.
- Management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency by providing study leave, duty leave to attend seminars, workshop, conference etc. Also to improve qualification (M.Phil, Ph.D) fee

Manual for self-appraisal of Teacher Education Institutions for seminars and workshop is also sponsored by the institution. Also staff members are given full support to arrange various activities.

- The institution is working under the able leadership of Dr. (Mrs.) Kusum Yadav. The work load is distributed equally, there is optimum utilization of resources in teaching learning process.

6.1.2 Institution's goals and objectives in terms of addressing the needs of the society

The mission represents the institution's goals and objectives in terms of addressing the needs of the society by providing educational opportunities to release the inherent capabilities of all student teachers to make them professionally competent, morally mature, socially sensitive, cooperative, ICT enabled, research oriented learners who can face the challenge of changing scenario of schools and society.

6.1.3 Management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes

The highest administrative body of the institution is Governing Body, Rao Birender Singh College of Education Society. All members of the management are also the members of this administrative body. The college nominates three staff members (two from teaching and one from non-teaching) for governing body, R.B.S. College of Education, Rewari to ensure staff representation in the management. Governing Body, Principal and staff members draft long and short term plans for the institution which include resource mobilization, need assessment and quality enhancement.

The institution has a highly enlightened and committed management / Head of the institution. They guide every aspect of the teaching learning process. Management / Head of the institution lay stress for the experiential learning and student centric teaching methods and provide all the required facilities.

The hierarchy of management of the college is Governing Body, Principal, Staff Members (Members of different committees) for an efficient internal coordination and monitoring mechanism and to ensure that functioning of the College is in accordance with the stated Vision and Mission.

Management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency by providing study leave, duty leave to attend seminars, workshop, conference etc. Also to improve qualification (M.Phil, Ph.D) fee for seminars and workshop is also sponsored by the institution. Also staff members are given full support to arrange various activities.

6.1.4. Communication of responsibilities to the staff of the institution

The policies and activities of R.B.S. College of Education is based on democratic, participative principles. The best practice that ensures cooperation and transparency are decentralization, delegation and functioning of various committees. The management, principal and faculty members who are members of different committees in the college contribute to the decision making process regarding academic work. Regular meetings are held to define and communicate responsibilities and to review the activities of the institutions.

6. Information for the management to review the activities of the institution

The Management ensures that valid information is available to review the activities of the Institute through:

- Personal monitoring and supervision of various activities
- Meetings held by the principal with convener of various committees members at regular intervals.
- Meetings with faculty members at regular intervals.
- Meetings with class representatives (students).
- Self appraisals of the Faculty.
- Student feedback forms filled by each student for the teachers, course and institutional facilities.

6.1.6 Identification of the barriers 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 feedback pro forma.
- Personal suggestions during meetings are invited.
- Suggestion box placed at a prominent site of college and library for student's 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 concerned persons

6.1.7 Involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes

- Drafting the prospective plan.
- Representation in governing body.

- Providing resources, human as well as financial, for the conduct of workshops, seminars, special lectures etc.
- Providing facilities for trying out and adopting innovative methodologies
- By Encouraging professional development through organizing various workshops, seminars and faculty development programmes and sponsoring them to attend those organized by other Institutes.

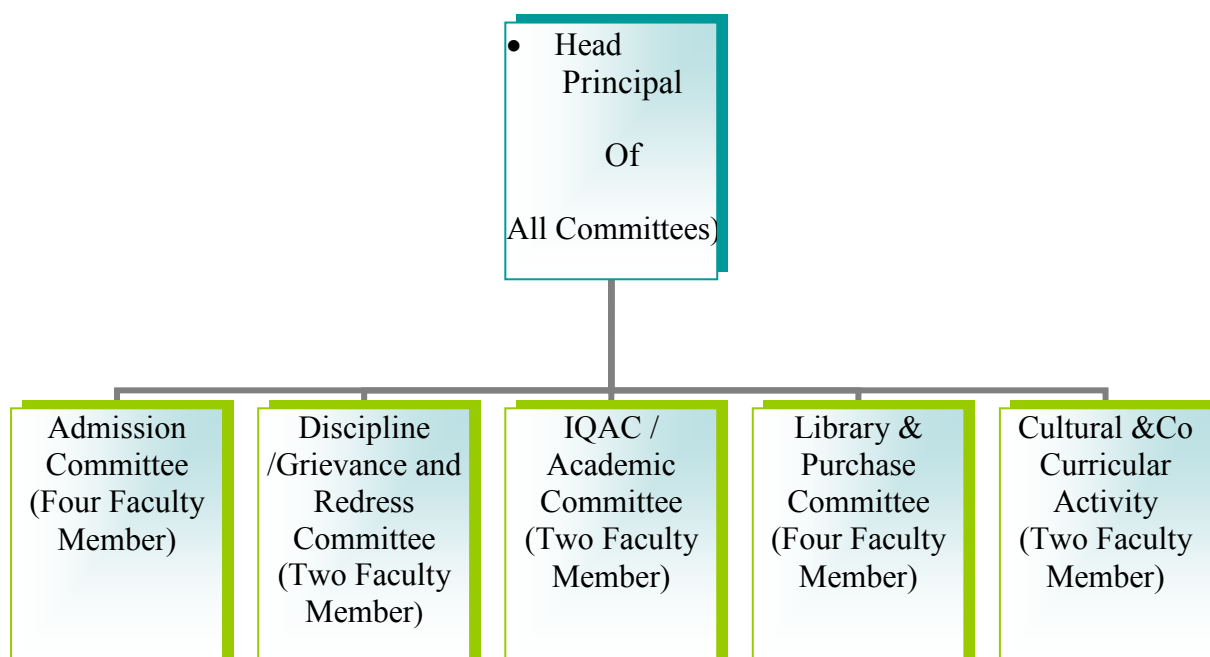
6.1.8 Leadership role of the head of the institution

- The Head of the institution has more than fifteen years of experience in teaching and administration of educational institution. Her qualities i.e. punctuality, regularity, honesty, leadership, positive attitude, hard working nature directs the staff members and helps them in discharging their duties well. Principal, with the help of various faculty members and effective guidance of management smoothly controls and governs the utilization of resources.
- The principal is also responsible for the proper constitution of different committees and convenes the meetings to discuss and implement matters pertaining to academic progression so as to enable every faculty member to contribute his/her best for the promotion of academic and research activities.

6.2 Organizational Arrangements

6.2.1. List the different committees constituted by the institution for management of different institutional activities

List of different committees constituted by the institution for different institutional activities



6.2.2. Organizational structure and the details of the academic and administrative bodies of the institution.

Organizational structure:

Management / Governing Body

Principal

Administrative Staff Academic Staff

Vice Principal Librarian Non-teaching Staff

Administrative Staff

1. Principal - Dr. Kusum Yadav

Academic Staff

1. H. S. Yadav (Associate Professor)

2. Ms Manju Bai (Asst. Professor)

3. Mr Kuldeep Yadav (Asst. Professor)

4. Dr. Amit Kumar (Asst. Professor)

5. Dr. Rekha Yadav (Assistant Professor)

No Teaching Staff

1. Mr. Naresh Kumar(Head Clerk)

2. Mr. Vikram Singh (Clerk)

3. Mr. Sanjay Kumar (Technical Assistant)

4. Ms. Manju Yadav (Library Restorer)

6. Mr. Bholu Ram (Library Assistant)

Support Staff

1. Mr Shanker (Chaukidar Cum attendant)

2. Mr Mahender Singh (Peon)

3. Mr Babu Lal (Peon)

4. Mr Mahesh (Sweeper)

5. Mr. Sachin (Mali)

6. Mr Ram Pratap (Attendant Common Room)

6.2.3. Decentralization of administration

The administration is decentralized in most of its academic work. Though Principal is head of all committees but the members work in full collaboration with faculty members. Apart from various committees there are Legal Literacy Cell, Women Cell, Red Ribbon club, Grievance Cell. In charge of these cells and clubs have full freedom, Co-operation and support to organize various activities.

6.2.4. Collaboration with other sections/departments and school personnel to improve quality of educational provisions

The institution collaborates with other sections / departments and school personnel to improve and plan the quality of educational provisions in following ways:

- Various co-curricular activities are organized in the institution, inter college competitions in collaboration with other sister institutions.
- Play grounds are shared with sister institutions.
- We send our students to sister institutions and other Govt. and Govt. Aided Schools for teaching practice, micro-teaching and discussion lessons.
- Workshops and Seminars are organized for school teachers and students.
- Our students help the school teachers by taking classes in sister institutions whenever demand come from these schools.

6.2.5. Feedback in decision-making and performance improvement

Suggestions given by students / stake holders were invited and data was checked and decisions were taken accordingly. Following facilities were added after feedback:

1. Improvement in Parking Facility
2. Water dispenser facility
3. Seating Capacity of Canteen
- 4 Alternate Water Supply

6.2.6. Initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty

Various experts from distinctive fields are called upon for sharing of knowledge and ideas regarding changing demands and challenges in the educational field. Seminars and workshops are organized regularly.

6.3 Strategy Development and Deployment

6.3.1. MIS for academic and administrative aspects of the institution

Our institution does follow the principles of MIS for academic and administrative aspects of the institutions. The records of the institution are computerized. Management and head of institution can retrieve data at any time to keep a check on the growth of institutions. Annual Budget is prepared in the beginning of the session. Time table and annual planners are digitized and we update our data base periodically.

6.3.2. Allocation of resources for accomplishment and sustaining

The institution strives for improvement in academic and administrative aspects. Expenditure is duly planned and it is monitored by the management, Head of the institution and by different concerned

Manual for self-appraisal of Teacher Education Institutions committees. Payments are made through cheques duly verified and signed by the concerned committees.

As regards with human resource management our academic affairs are duly managed by different committees in consultation with Head of the institution.

6.3.3. Resources needed to support the implementation of the mission

The resources needed are funded by DGHE and UGC.

6.3.4. Procedure of developing academic plan

The academic affair committee prepares academic calendar for the whole session. All the activities to be performed in a session are planned in collaboration with Principal properly and duties are assigned to all the staff members. The skill-in-teaching committee prepares schedule of practice teaching, micro-teaching, mega lessons and discussion lessons in consultation with practice teaching schools. All these activities are planned well in advance and executed according to the schedule prepared by the affiliating university in the beginning of the session.

6.3.5. Communication of objectives 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. All the committees work in coordination with healthy discussions with head of the institution. Main purpose of all the committees is to achieve objective, vision and mission of the college. Records of all the committees are well maintained.

6.3.6. Monitoring and revision of the vision, mission and implementation plans

Our IQAC (Internal Quality Assurance Cell) keeps on monitoring, evaluating, reviewing the vision, mission and implementation of plans frequently. This cell directs, controls and executes the proper working.

6.3.7. Planning and deploying the new technology

Our institution is always ready to plan and deploy the new technology. Our institution keeps contact with various companies dealing with new technology. Our institution always welcomes innovative and ICT advanced technology to entertain the students. In order to cope up with the needs of 21st century skills, the college invites the experts from various regions. Institution purchases new gadget whenever required.

6.4 Human Resource Management

6.4.1. Identification of the faculty development needs and career progression

- Discussions held in staff meetings
- Suggestions from students side
- Feedback given by committee members
- Continuous observation of work done by faculty members,
- Requirements of API scores given by UGC and Haryana Government.
- Suggestions given by experts of particular field to the concerned faculty member for professional growth

6.4.2. Performance assessment of faculty and staff

Self appraisal method in A.C.R. which is counter checked by the principal is in place for performance assessment. Evaluation is used to improve teaching resources and services of the faculty.

6.4.3. Welfare measures for the staff and faculty

- Institution also recommends names of faculty members to university and D.S.W. Office for appreciation.
- Loans are also sanctioned as per requirement and need of staff members.
- Provident fund facilities are provided for all employees as per Govt. rules for aided staff.
- Loan facilities are provided to non-teaching staff
- Medical Assistance for support staff
- Faculty members are given leave and TA/DA for orientation, refresher, seminars and workshops.

6.4.4. Programmes for skill up-gradation and training of the teaching and non-teaching staff

- Organized training programme ‘Xelerated Professional Development for Integration of Technology in Teacher Education’, Facilitated by NCTE and Intel Technology India Pvt.
- Organize one day camp on yoga and pranayam
- Training programme on stress management through yoga and nutrition
- Lecture organized on: How to prepare digital portfolio.
- Computer training programme for faculty and staff
- Faculty development programme on National Curriculum Framework on
- Faculty development programme on RTE

6.4.5. Recruitment of faculty and other staff

- For requirement policy, salary structure etc., our institution strictly follows rules and regulations prescribed by MDU, UGC, NCTE and DHE. Posts are filled up through open advertisement in two National Newspapers. Selections are made through duly constituted selection committees which include members of M.D.U. and DHE according to MDU, Govt. norms. Candidates are selected on merit.
- Faculty under SFS is also appointed by duly constituted selection committee.
- Salary structure is as per UGC, DHE norms.

6.4.6. Criteria for employing part-time/Adhoc faculty

The criterion for employing part time / Adhoc faculty are same as for regular staff and are based on UGC, HEC, 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.

6.4.7. Professional development of the faculty

- The institution promotes its faculty members to attend seminars, workshops for their professional growth.
- The institution sanctions duty leave to attend the seminars / workshops.
- Institution also provides funds to attend the seminars.
- Faculty development programmes are also organized by the institution in its campus for professional growth of teachers.
- Faculty also act as resource persons and visit other universities and colleges.
- Teachers are members of various Educational Associations.

6.4.8. Physical facilities provided to faculty

Physical facilities provided to the faculty include:

- Canteen facility
- Indoor games facility
- Well maintained staffroom
- Well equipped ICT Resource Center
- Well equipped language Resource Center
- Well equipped Science and Math Resource Center
- Well equipped Psychology Resource Center
- Well equipped Health and Physical Resource Center
- Well maintained office and principal office
- Well established Seminar hall
- Water facilities (R.O., Dispenser, Water cooler etc.)
- Neat and clean wash rooms
- Medical Room with on call doctor facility

6.4.9. Mechanisms to seek information and/or make complaints

To seek information and / or make complaints, there are various ways by which faculty and other stakeholders communicate with each other. Suggestion box is also hanged for giving suggestion and making complaints. All the suggestions are welcomed and worked out to remove barriers in the functioning of the institution.

6.4.10. Workload policies and practices

Our institution strictly follows the rule of HEC & MDU for workload of teachers. The faculty members have enough time to engage themselves in quality teaching, research assessment, monitoring and other related activities. Administrative responsibilities are also equally distributed.

6.4.11. Mechanism to reward and motivate staff members

Achievements of staff members are appreciated and given place in annual magazines. Staff members are also awarded on annual functions.

6.5 Financial Management and Resource Mobilization

6.5.1. Financial support from the government

Salary of employees – 95% grant is given by Director General Higher Education in salary head. UGC, HEC provides grant for seminar / workshops and conference etc.

Session	Amount
2011-12	4347692
2012-13	4982900
2013-14	3303131

6.5.2. Quantum of resources mobilized through donations

No donations are entertained as we get aid from HEC (Director General Higher Education).

6.5.3. Operational budget

The tentative budget is planned properly and expenditure of the whole year is kept recorded. The audit is done every year and kept in record. Salary record is computerized in office.

6.5.4. Budgetary resources

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 Budget allocations over the past five

Manual for self-appraisal of Teacher Education Institutions years have been shown through the Audit Report of the last five years. (Please see annexure)

6.5.5. Regular audit of account

All the accounts of the institution are annually audited by Chartered Accountant. They check all the vouchers, bills and relevant documents of the institution. Balance sheet, income and expenditure statements are all finalized after checking of vouchers and records.

6.5.6. Computerization of finance management systems

Institution's finance management systems are computerized:

- Salary Bill is computerized.
- Received online grant from DGHE for salary and UGC grant.
- Audit report

6. 6 Best practices in Governance and Leadership

6.6.1. Significant best practices in Governance and Leadership

Significant best practices in governance and leadership carried out by our institution are:

- Transparency in administration
- Decentralization of power through different committees
- Committees work in coordination for the betterment of institution
- Accountability in decision making
- Financial management is computerized
- IQAC is formed and regular meetings are held
- Grievance redress cell is formed and adequate feedback is given
- IQAC keeps a check on functioning of college and identifies the barriers in the process in achieving vision, mission and goals.
- Suggestion box is kept in college premises.
- For evaluation of staff, Self appraisal pro forma, peer evaluation pro forma students feedback pro forma are taken into consideration
- Selections are made through duly constituted selection committee.

Additional Information for Re-accreditation

In the previous assessment **86 points** were given for **Governance and Leadership**. There were no major suggestions.

The major quality sustenance and enhancement measure undertaken by institution since the previous assessment and accreditation are:

Manual for self-appraisal of Teacher Education Institutions

- There is equal distribution of work among the faculty members, suggestions and complaints of teaching and Non teaching members are addressed regularly.
- IQAC is established after previous assessment and regularly AQAR are sent.
- Faculty development programmes for teachers is a regular feature.
- Seminars, workshops are regularly held.
- Training to students in different skills is given.
- Management, Head of the Institution and Staff worked in proper coordination for betterment of the institution
- Conducive atmosphere in the institutions for professional growth of the staff

7.1 Internal Quality Assurance System

7.1.1. Internal Quality Assurance Cell (IQAC)

Institution has established Internal Quality Assurance Cell (IQAC) in 2004. Norms and guidelines of NAAC followed while constituting IQAC.

7.1.2. Mechanism to evaluate the achievement of goals and objectives

- Regular staff meetings are held to review the progress and achievement of goals and objectives
- In staff meetings various constituents of the institution discuss good practices

7.1.3. Ensuring quality of academic programmes

The college has a democratic set up whereby the Management, The Principal, IQAC, Incharges of Resource centers, Incharges of different committees, the Programme Coordinators and the Staff members together endeavour to make education a cooperative enterprise. Effective innovative techniques such as collaborative and co-operative learning, presentations, group discussions, debates, seminars and ICT enabled techniques are used to make the teaching learning process learner centered and effective.

As already stated, the Principal, and the Incharges of different Committees meet and review the progress made in terms of goals and objectives.

7.1.4. Ensuring the quality of administration and financial management processes

Faculty and Staff attendance register is maintained and leave as per norms are sanctioned by the principal. Financial matters are looked after by Management, Principal, Bursar and In charges of the Purchase Committee, Construction Committee and UGC Grant Committee. They are monitors of utilization of funds and resources of the Institute and take financial decisions leading to optimal utilization of the institutional funds to ensure quality.

7.1.5. Sharing of good practices

Other sister institutions

- R.B.S. Model Public School, Rewari
- Ahir College, Rewari
- Krishi Vigyan Kendra, Rewari

All these institutions work in coordination with each other. The college identifies and shares good practices with the other Institutions through:

- Publications
- Common meetings
- Personal Interactions
- Workshops and Seminars
- Exhibitions
- Co Curricular Activities

7.2 Inclusive Practices

7.2.1. Sensitizing teachers towards issues of inclusion

The Institute follows the reservation policy as laid down by the Government and the Maharishi Dayanand University in its admission process. At meetings held with the Principal, teachers are sensitized to the issues of inclusion. Seminars are organized for teacher educators as well as for students to sensitize them towards the need of special education/ inclusive education in our curriculum transaction.

Inclusive education is a part of new B.Ed. curriculum as well as M.Ed. level. It is included in special education. Teachers are informed about national policies and school curriculum on issues of inclusion whenever such information is received.

We also organize educational visits to NAV PRERNA SCHOOL FOR SPECIAL CHILDREN.

7.2.2. Provision in the academic plan to learn about inclusion, exceptionalities and gender differences

There is a provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning. In order to sensitize the mainstream students to the needs of the disabled, there is a provision of various subjects related to inclusion in the curriculum:

At B.Ed. Level

- There is a compulsory paper II (Learner, learning and cognition) and paper IV (inclusive education) in which theory and practical work has a provision of education of children with special needs.
- B.Ed. students also prepare a case-study of one Special Children.

At M.Ed. Level

- There is an optional paper of ‘Special Education’.
- Some students take study of exceptional children as their subject and undertake research work on them.

- There is an active Women's cell which organize programme on gender differences.

7.2.3. Activities envisioned in the curriculum to create learning environments

Our college organizes various activities during whole academic year in such a way that they enhance learning situations so that positive social values are fostered in prospective teachers. Students are engaged in following activities that positive social interaction, self motivation, active teaching and learning:

- Morning Assembly
- Participation of students in intra & inter college, zonal & inter zonal Youth Festival, Edufest etc.
- Athletic meets
- Activities of various clubs
- Attending seminars, workshops, conferences at college level, university level etc.
- Science exhibitions, art exhibitions
- Cultural functions in practice teaching school.
- Pre Practice teaching, Practice teaching, Project on S.S.A and Organizing Parent Teaching Meeting create learning environment and foster positive social interaction, active engagement in learning and self motivation.
- Celebration of various festivals and important days
- Community work.
- Organizing health awareness programmes in college and in villages.
- Rallies to aware people about Environmental Pollution, AIDS, Voter's awareness etc.

7.2.4. Developing proficiency for working with children from diverse backgrounds and exceptionalities

During orientation talk before teaching practice a talk on how to deal with students from diverse background and exceptionalities is given. Student teachers also study about it in their course paper 'Inclusive Education'.

7.2.5. Special needs of the physically challenged and differently-abled students enrolled

The institution is always ready to address the needs of physically challenged and differently-abled students enrolled in the institution. Every possible help is rendered by the institution academically as well as emotionally. Due attention and help is provided by the institution to physically challenged and differently-abled students through Tutorials and time to time interaction with them.

7.2.6. Handling of gender sensitive issues

Women cell is actively working in the institution to address gender sensitive issues. Various activities like speech, debate poster making slogan writing, and poetic recitation are organized.

7.3 Stakeholder Relationships

7.3.1. Information on organizational performance to the stakeholders

The institution ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following manner:

- An annual report of the college is presented by the Principal of college on annual day.
- Website is updated to provide up to date information.
- Regular meetings were held with the stakeholders, i.e. members of the Society, students and the staff.
- Some information is also shared through E-mails.
- Various functions are organized and stakeholders are invited.
- Through media and newspapers, information is shared with stakeholders.
- Our institution also shares each and every information / data regarding various processes under RTI Act 2005 information.
- Alumni meet are organized and achievements of the college, future plan and feedback are discussed.

7.3.2. Information on success and failures of various processes, satisfaction and dissatisfaction

- The institution shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement in the following manner:
- Meetings are conducted with stakeholders to discuss different issues and suggestions are invited on various aspects of the college.
- The suggestions are provided by stakeholders are discussed and plans are made to work upon the suggestions.
- Suggestions are also invited from stakeholders through suggestions box.
- Discussion on causes of failure and success of educational and non educational activities is undertaken by principal and faculty members on regular basis.
- Regular meetings of faculty members and Principal keeps a check on success and failure of plans and their implementation.

- Feedback from prospective teachers about vision and strategies of institution is collected and also sustainable changes and improvements are made for next academic session.

7.3.3. Feedback mechanisms in vogue

Students

Feedback from students is obtained in a prescribed pro forma and through verbal communication on the course, teachers, facilities, support service and overall learner centric issues. The data is analyzed by the Internal Quality Assurance Cell (IQAC). The outcome is made available to the authorities, and teacher for perusal and needful action.

Alumni

Verbal feedback from alumni is obtained. Its analysis is used in curriculum development and Teaching, Learning and Evaluation process.

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.

Additional Information for Re-accreditation

1 Reflection of core values of NAAC in various functions of institutions:

1) Contributing to National Development:

The College adopts the changes in the field of education. The students are motivated to develop entrepreneurial skills for self employment. Our institution is contributing in national development by providing dedicated and well trained teachers.

2) Fostering Global Competencies among Students:

The college organizes programmes to create awareness about use of ICT and latest trends in the field of education in relation to globalization. The experts from various bodies and educationist are invited to deliver lectures on changes in education and examination system of schools. Life skills and communication skill are developed for global competencies.

3) Inculcating a Value System among Students:

The College has introduced uniform for students to create a sense of unity amongst students coming from cultural pluralities and diversities. Community based programmes and co-curricular and extra curricular activities are organized to create awareness about social, cultural, economic realities and promote core values of national integration, secularism and democratic principles.

4) Promoting use of Technology:

The College adopts latest technology for teaching, learning and governance of college. Students are provided unlimited access in computer Resource Center, Information and communication Technology Resource Center.

College provides computer literacy to all students as it is a part of our syllabus. During seminars and workshops we use recent technology.

Quest for Excellence:

Our institution is constantly striving for excellence by keeping pace with the need of time and incorporating latest development in the field of education.

Best Practices

Title: Term Wise Teaching Plan & Teaching practice Activities

Goal:-

- To ensure that the entire syllabus is spread uniformly over the session.
- There is uniformity in teaching of the staff members teaching separate sections for house examinations and teaching practice activities.
- Orientation talk before going to practice schools
- Lesson planning
- Simulated teaching
- Preparation of teaching aids
- Lesson demonstrations by subject teachers

The Practice: Term Wise Teaching Plan

The academic session commences in the Mid of September every year. The session is divided in to two terms Sept-Dec– First term, Jan –June Second Term. The staff members have to prepare the teaching plan in the beginning of the session and details of the topics/units to be covered in each of the two terms so that there is a uniform distribution of the syllabus over the entire session. It is ensured that if there are more than one teacher teaching different sections of the same class then their term wise distribution of topic should be such that all the sections follow the same pace. At the end of the term the staff members are required to submit the topics actually covered till date. This is then matched with the originally submitted plan. Rectification steps are taken if required.

Teaching Practice Activities:

Before the commencement of actual teaching practice in school. Orientations talk is organized in the college. All staff members tell

Manual for self-appraisal of Teacher Education Institutions about various teaching skills, preparations of teaching aids, Record writing in detail. All the queries of students are addressed in this orientations talk.

Students are also guided how to organize an exhibition in the school at the end of teaching practice. In this exhibition all the teaching aids made by the B.Ed Students are displayed

The extent that required initiation of the practice:

It came in to the notice that syllabus in different section was not taught with same pace due to the lack of term wise teaching planning. Each staff member would follow his or her own pace and thus there would be variation in syllabus coverage. A single question paper is set for all solutions which previously caused a problem to the students.

Impact of the Practice:

Now with all classes following the same pattern it has become easier for the students. This also helps in merging of two section when teacher of one section is on leave causing minimum academic loss to the students.

Problem Encountered & Resources Required:

There is no challenge in designing a term wise plan and teaching practice activities. To organize exhibition money is required which is met out by donation of pupil teachers.

Contact Person for Detail

Dr (Mrs.) Kusum Yadav